

## **Implementing Youtube-Based Video As An Teaching Media To Teach Speaking Through Zoom Application**

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### **ABSTRACT**

**Rubai'ah, 2020.** *Implementing Youtube-based video as an teaching media to teach speaking through zoom application.* Supervised by Ammang Latifa and Ika Yanti Ziska.

This research-based on the students' problem regarding English teaching especially speaking. It was caused by the teaching media applied in the classroom, where the students not interested to study. This problem was also caused by several factors such as the students in the classroom were bored and not motivated in teaching taught by using media. Consequently, the students' speaking ability was low. Therefore, the objectives of the research are To find out whether or not the use of YouTube-based video via Zoom able to make students interesting to start speaking at eighth-grade students of UPTD SMP Negeri 7 Parepare. And how it can give progress to students speaking ability.

The researcher applied a pre-experimental design (quantitative descriptive one tail), with two groups of pretest and posttest design. The researcher carries out the material by using YouTube-based video Via Zoom. The population of this research was the eighth-grade students at UPTD SMP Negeri 7 Parepare academic year 2020/2021. The sample of the research was taken by using cluster random sampling which consisted of 22 students from one class taken from the population of the eighth-grade student of UPTD SMP Negeri 7 Parepare, VIII.1.

The result of the data analysis showed that the students speaking ability were improved, showed by the mean score of the pretest was (53,77). Besides that the mean score of the posttest was (72,54). It showed that the speaking ability of the eighth-grade students at UPTD SMP Negeri 7 Parepare was got progress by implementing YouTube-based video.

**Keywords: Media, YouTube-Based Video, Speaking Skill.**

## ABSTRAK

**RUBAI'AH, 2020.** menerapkan video berbasis youtube sebagai media pengajaran untuk mengajar berbicara melalui aplikasi zoom. Diawasi oleh Ammang Latifa dan Ika Yanti Ziska.

Penelitian ini berdasarkan masalah siswa mengenai pengajaran bahasa Inggris terutama berbicara. Hal itu disebabkan oleh media pengajar yang diterapkan di kelas, di mana para siswa tidak tertarik untuk belajar. Masalah ini juga disebabkan oleh beberapa faktor seperti siswa di kelas yang bosan dan tidak termotivasi dalam mengajar yang diajarkan dengan menggunakan media. Akibatnya, kemampuan berbicara siswa rendah. Oleh karena itu, tujuan penelitian tersebut adalah Untuk mengetahui apakah penggunaan video berbasis YouTube melalui Zoom mampu membuat siswa menarik untuk mulai berbicara pada siswa kelas delapan UPTD SMP Negeri 7 Parepare. Dan bagaimana hal itu dapat memberikan kemajuan bagi siswa kemampuan berbicara.

Peneliti menerapkan desain pra-eksperimental (deskriptif kuantitatif satu ekor), dengan dua kelompok pretest dan desain posttest. Peneliti melakukan materi dengan menggunakan video berbasis YouTube Via Zoom. Populasi penelitian ini merupakan siswa kelas delapan di UPTD SMP Negeri 7 Parepare tahun akademik 2020/2021. Sampel penelitian diambil dengan menggunakan cluster random sampling yang terdiri dari 22 siswa dari satu kelas yang diambil dari populasi siswa kelas delapan UPTD SMP Negeri 7 Parepare, VIII.1.

Hasil analisis data menunjukkan bahwa kemampuan berbicara siswa ditingkatkan, itu ditunjukkan dengan skor rata-rata pretest adalah (53,77). Selain itu skor rata-rata pasca-tes adalah (72,54). Hal itu menunjukkan kemampuan berbicara siswa kelas delapan DI UPTD SMP Negeri 7 Parepare ini mendapat kemajuan dengan mengimplementasikan video berbasis YouTube.

**Kata Kunci: Media, Video Berbasis YouTube, Kemampuan Berbicara**

## INTRODUCTION

The needs of the world community for mastering English are more increasing in this era. Even in some countries, English is used as the second language after the mother tongue or national language. As a foreign language, English is taught as a compulsory subject at junior high school in Indonesia. The aim of English teaching and learning process is to enable students to comprehend and produce English. We are produce speaking everyday, speaking is so much a part of daily life that we take it for granted, Thornbury (2005: 1).Speaking is a skill that can be improved by everyone through a practice. These practices can be started with brief conversation by responding when someone asks for something, describes something in the environment, etc.

The result of the observation doing by researcher at VII grade students of UPTD SMP Negeri 7 Parepare, researchers found students' speaking ability are still very low. It's proved by the result of observation for class VII. The average speaking skills of students is 4,9. It means that students' speaking abilities are still very low. This low achievement is caused by the students need more media to increase their knowledge in learning especially on speaking practice. The teacher should provide various media such us using technology might help them to enjoy involved with the lesson itself. The researcher will explore activities more through this by using YouTube.

Nowadays using learning technology that has become part of students daily life was cater their needs and enhance their interest in learning. Meeting the learning needs of the internet generation is challenging. One of the prominent characters of the Internet generation is their passion and eagerness to learn new things in a short span of time. They learn differently from the previous generations. This is caused by their different life experiences, especially experiences in the use of technology Barnes et al., (2007). Because, from the observation, the researcher get assumption that students need more experience and interesting media to support the students in English learning, especially for speaking.

A number of possible language learning applications or social media are abundant. Those applications are made for students to explore and learn new thing in a various way. One of the application or social media is YouTube, which is a combination visual and audio. YouTube is a popular video sharing website where users can upload, view, and share video clips. The features available on YouTube could support innovative teaching. YouTube offers a comfortable and personal sites for people to practice the target language, watch the videos online/offline offers learners the opportunity to practice their language skills anywhere. YouTube as part of teaching trendtends to have a positive effect in improving learners fluency, accuracy, accent complexity and have the potential to develop speaking skill. Therefore, integrating technology in learning process is one of effective way to make students interesting to learn since most of them are mobil euser .

Nowadays, using technology as a teaching media is common. especially in the current pandemic, there are several technological media that can be used to help the learning process. one of them is the media zoom as a media for distance learning or online based learning (during).And in this challenging techno-era, video on YouTube is somewhat promising for learning media. Teacher as well as students are delighted to teach and learn using the basic concept of technology. In fact, the researcher realize why students have low interest in learning speaking and how can teacher find a various interesting and effective way for students to practice their speaking skill. That is way the researcher intent to conduct a research entitled Implementing YouTube based video as an teaching media to teach speaking through zoom application.

## **METHOD**

This research method was apply in this research is pre-experimental design, with one group pretest and posttest design. The population of this research is the seventh grade students of UPTD SMPN 7 Parepare school year 2019/2020. There are two class namely VIII<sub>1</sub> which consists of 20 students, and VIII<sub>2</sub> which consists of 20 students. The total number of population is 40 students. The sampling technique that use in this research is cluster random sampling. Because the population consist of two class, the researcher chose one class as the sample. The sample of this research is class VIII<sub>1</sub>. The total number of this sample is 20 students.

## **RESULT**

The findings were obtained through the speaking test is to see the progress speaking ability in students before being given treatment on pretest and progress on the development of speaking ability of students after being treated to learn English through YouTube. In this test is also intended to see the effectiveness of English learning through YouTube.

The score classification of the students' pretest in respondent class before giving treatment. They were, 14 out of 22 students (63,63%)classified into poor score, 5 out of 22 students (22,72%)classified into fair score, then 3 out of 22 students (13,36%)classified into good score, none of them categories very good. The table also showed that before giving the treatment all of the students in got unexpected scores where there was more than a half of the student that got score good classification. It can be concluded that students were still low in speaking.

Progress of students' English speaking ability after learning English through YouTube. The tables describes about the classification of the student's score of respondent class. After treatment, there were 1 students(4,54%) got very good classification, 14 students (63,63%) got good classification, then 7 students (31,81%) got fair classification, none of them categories poor. It indicated that the students' speaking of posttest in pre-experimental class was improved after being taught by YouTube based video via Zoom application. It

meant that the students' speaking improved after being taught by YouTube based video via Zoom application.

different of both tests (4,793). It means that the students' speaking level variant was growing much better from pretest to posttest.

In testing the hypothesis, the researcher applied a t-test formula at the level of significance with  $\alpha = 0.05$ .

Table 4.5: The t-test result

Variable	t-test Value	t-table Value
X <sub>1</sub> -X <sub>2</sub>	14,262	1,721

Based on the data in the table 4.5, the t-test value (14,262) is higher than t-table value (1,721) with sample of respondent class (N= 22) and degree of freedom (df)  $N-1 = 22-1 = 21$  in the level of significance ( $\alpha$ ) 0.05.

## DISCUSSION

In this part, the discussion deals with the interpretation of finding derived from the result of findings about the result of students speaking skill in terms of teaching speaking through YouTube-based video at the eight grade students of UPTD SMP Negeri 7 Parepare can improve their ability to speak. The performance of the students in speaking was better after giving treatment through YouTube based video. It was proved by the mean score of the students on pre-test and post-test. Speaking is a skill that can be improved by everyone through a practice. These practices can be started with brief conversation by responding when someone asks for something, describes something in the environment, etc.

In the treatment process, the researcher made teaching and learning process by using YouTube-based video. Choosing YouTube-based video as a learning media to speak is one of the right things in the current era. YouTube is one of the media that can be relied on in

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improving the ability to speak. And there was any progress that showed by the score of students in posttest and pretest. Before giving treatment, the studentd were lazy and bored in teaching and learning process. So that the students can not improve their speaking ability.

This research also support some previous research findings as reported by Riyanti's& Marwoto's, (2019). In their research on enhancing independence and learning motivation by using YouTube. That the use of Youtube videos has a positive progress and significant effect on1) Independence of students in X Class Technical Engineering of SMK Nusantara 1 Comal, because the use of Youtube videos can increase student activity during discussions; 2) motivation to learn of X ClassMechanical Engineering SMK Nusantara 1 Comal, because the use of Youtube videos is able to prevent the students negative behavior in learning; 3) Physics learning outcomes of X Classtudents of Technical Engineering SMK Nusantara 1 Comal, because the use of video is able to provide positive reinforcement to students; and 4) The ability to use measuring devices for grade X students of Technical Engineering SMK Nusantara 1 Comal, because the use of Youtube videos can improve students' ability to use measuring devices.

Based on the finding, the result of score in post-test was better than pre-test in terms of students speaking ability. In pre-test, the researcher found the most of students did know how to introduce theirself or describing something about the topic. Their pronunciation was not good and still shy to performend in front of their friends. After treatment, their skill was improve and better than before.

This research also support Meinawati's et al., (2020). Their research on encreasing english speaking skills through YouTube. The writer conducted the research as a teacher at SMA IT Rahmadiyah for 10th grade. The writer gave them a piece of paper, it was a song's lyric from YouTube. YouTube is utilized to help reaching the goal of teaching and learning. Students felt more easy in learning by watching and we can see the positive progress by the number of scoring test of the students.

The writer also conduct an analysis of the result in teaching English speaking using YouTube at the first meeting and the last meeting. The effectively of using YouTube in teaching speaking can be seen by the increase of the main score of the test. The mean score in first meeting was 64 and in the las meeting was 77. So, the speaking abiity of the students was imroving. Their senses are focus on the video, so they are more pay attention to the material that delivered through YouTube Meinawati et al., (2020).

Based on the data above, in this research also, the researcher found that the students spaking ability of eight grade students of UPTD SMP Negeri 7 Parepare was improving. There are de different score of students in pre-test and post-test after giving treatment. We can seen the data from the finding in table 4.3, the table showed the differences of the main score in pre-test and post-test. In the pre-test students score was 53,77 and in the post-test students score was 72,54. It means that the speaking ability of the eight grade students in UPTD SMP Negeri 7 Parepare was improved and growing much better than pre-test after treatment by using YouTube-based video.

In this study, the use of YouTube media helped the learning process. Because, during the pandemic as it is today, many activities are done online. And one of them is the learning process. In contrast to previous research, the application of Youtube media in this research was done online. The online learning process is done using the zoom application to help a learning process. Researchers give all treatment online in the afternoon or evening according to school rules. That during the research process should not interfere with students' online learning hours in school.

In the process of learning, researchers play a You Tube video related to learning materials. In addition to playing videos online, researchers also shared videos with students online. So that students can watch it again even if it is not in the learning process. The all of video was share for the students is from YouTube. This is in accordance with the researcher's goal of improving students' speaking skills with YouTube-based videos. YouTube-based

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video it was one of technological way that can help students to improved their ability, especially in speaking.

English teacher should try to use interesting and new media in order to motivate the student to become more active in teaching and learning process of speaking skill or create fun activities. The third is the students' speaking abilities was still low. This score is categorized as poor achievement based on *Permendikbud 2015*. Then, the researcher used YouTube based video to motivate the student to start speaking at the eighth grade student of UPTD SMP Negeri 7 Parepare, and the researcher hope it can make students more easy to understand the material and enjoy the speaking practice.

In this research, the researcher used pre-experimental design which involves one class is. Therefore, the researcher choose one class as respondent class. Before giving treatment, the researcher conducted pretest for the respondent class to know speaking ability of the student. The pretest gave to all the students by using 80 minutes (2 lesson hours) for the respondent class. After did the pretest, the researcher gave treatment for the respondent class as long as four meetings. There are many researcher used pre-experimental design such as (Ziska, 2008), her research applied a pre-experimental study on developing speaking ability of the second year students of SMP Negeri 11 Parepare through simple expression.

In the first meeting until end, the researcher make sure the student have done to downloaded Zoom application. Than, the researcher give the student meeting ID and password of the meeting. Every meeting started the meeting for two times, because free Zoom application just for 40 minutes. After that, the researcher begun the meeting with explained about introduce. In this class, the researcher gave explanation about introduce yourself. The student got attention to their monitor laptop or smartphone while live in Zoom. After the researcher gave the axplanation, then the researcher show some video related with the topic about intruduce yourself to the student, to know about the undstanding of the student with the material. Next, the researcher held the posttest. Posttes was the last

procedure in this process. Pos-test was held after all treatment was conducted in the respondent class to know the students speaking ability. The posttest gave to all the students by using 80 minutes (2 lesson hours) for the respondent class. Speaking practice in posttest is same with in the pretest before. Students must talking and explanation about theirself.

All the facts above shows that teaching speaking through YouTube-based video has a positive progress in the speaking ability of the eight grade students of UPTD SMP Negeri 7 Parepareat class VIII<sub>1</sub>. It means that teaching through YouTube based video can improving the speaking ability of the eight grade students of UPTD SMP Negeri 7 Parepare.

## **CONCLUSION**

Considering on the previous chapter, it was found that after teaching speaking through YouTube based video improved the speaking ability of the eighth grade students of UPTD SMP Negeri7 Parepare. The used of YouTube-based video has been widely recognized by researcher (Orús et al., 2016) Their research evidences positive results derived from this educational project, showing that YouTube offers an effective platform for the development of learner-generated activities. And also in this research we can see from the result of students score before and after getting treatment. That YouTube has positive impacts for students progress on learning achievement. In here the gain score of pretest and posttest were (18,77) The table also showed that the score in posttest better then pretest. So, we can say that the conclusion from this research is YouTube-based video has given positive effect in students English learning especially getting progress in speaking skill.

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