

The Use of Youtube Video to Improve Students' Speaking Skill of Class VII UPTD SMP Negeri 22 Barru

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ABSTRACT

Based on observation, the researcher found that students' vocabulary mastery relatively low where the big triggers was the learning media used by teacher. So that the purpose of this study is to measure whether or not the use of youtube videos can improve students' speaking skill class VII UPTD SMP Negeri 22 Barru.

This research was conducted using a pre-experimental method, with one pre-test and post-test design. The research population was the seventh grade students of UPTD SMP Negeri 22 Barru. The research sample was class VII-2, where the class consisted of 27 students. This sample was taken using a random sampling technique.

The results of this study indicated that after the treatment was carried out, most of the students felt that learning English was not so difficult, especially in learning speaking skills, they had started to feel confident to speak using English, and had a high enough enthusiasm to continue learning it. This is supported by data showing that the mean score of pre-test is 56.48 and the post-test is 80. In addition to the different scores from pre-test and post-test, the mean score of students in the post-test is 80 which is higher than the minimum score (75) at UPTD SMP Negeri 22 Barru. The result of the t-test score in the final test is 2.665 and the t-table is 1.706. So the researchers hereby conclude that the use of youtube videos can improve students speaking skills of class VII UPTD SMP Negeri 22 Barru.

Keywords: *Speaking Skill, YouTube Video*

Introduction

English is an international language that is very important to mastery. In Indonesian education, English has become one of the subjects included in local content. There are four skills to be learned in learning English, namely listening, speaking, reading, and writing. However, in this case the researcher only focused on speaking skill. Speaking skill is one of the skills that can be used to convey ideas or opinions to people who are being invited to communicate. As stated by Muna (2011) that speaking is an oral communication process between speaker and listener that involves productive speaking skill and receptive comprehension skill (listening with understanding).

Speaking skill is one of the most difficult skills for students to learn, especially for students who are still at junior high school level because they are still in the transition phase from the elementary level which is only focused on learning vocabulary, to the junior high school level which is already have to be in the phase of learning the four skills in learning English, which is one of the skill is speaking skills. This is also felt by students in one of the junior high schools in Barru Regency, namely students of class VII UPTD SMP Negeri 22 Barru.

Based on observations, it was found that the average score of students speaking test of class VII UPTD SMP Negeri 22 Barru was still relatively low, and based on the results of a student perception questionnaire and interviews with one of the English teachers at the school, it was found that one of the factors that make the students speaking skill is relatively low was the learning media. Most of the students said that they find it difficult, bored and finally have no attraction to focus on learning speaking skills. Besides that, the learning media used by teachers are also less attractive to students, even though in the current era of digitization, there are a lot of learning applications that can be used to solve these problems; one of them is YouTube application.

YouTube application is an application that provides various kinds of interesting videos, such as educational videos, economics, social, health, and entertainment. For the educational video itself, there are many kinds of videos that discuss about various subjects; one of them is English subjects. With this YouTube video, teachers can provide various interesting videos like animation video with short duration which are of course related to the material being taught, and after students watch the video, students will get new information to speak so that the information can be used when communicating with their friends, and that's when intensive and extensive speaking performances are

unconsciously carried out by students. The same thing was said by various researchers that using supporting media such as YouTube can help students to improve their speaking skills, this is evidenced by their active participation during the learning process. About the implementation, youtube video itself is a learning media that can be implemented both online and offline learning. In online learning, teacher can directly share YouTube video links into WhatsApp groups, while in offline learning, teachers can download YouTube videos first and then show them in class.

Based on the description above, the researcher believes that the application of YouTube video as a learning media can be a solution to various student problems in learning speaking skills. Therefore, the researcher will conduct a study with the title "Using Youtube Videos to Increase Motivation in Learning Speaking Skills for Class VII Students of UPTD SMP Negeri 22 Barru

Review of Literature

Related Research Findings

Several research findings related to the use of YouTube to improve students speaking skill have been presented, including Syafiq at.al.,(2014) with the research title "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19". Their study aims to find the use of YouTube videos to improve speaking skill of students and how teaching and learning process using YouTube videos are implemented in the class. They are used speaking assessment and interview to collected the data, and analyzed by using constant comparative method and descriptive statistic. Their research findings showed that youtube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content.

This research is almost the same as that carried out by Diki Riswandi (2016) with the title of her research, namely "Utilizing Youtube Videos in Improving Student Motivation for Literature Students". This study aims to mendeskripsikan sejauh mana penggunaan video berbasis YouTube dapat meningkatkan keterampilan berbicara siswa dan bagaimana proses pembelajaran ketika video berbasis youtube diterapkan dikelas. He used speaking assessment and interview to collected the data. His finding showed that there was an improvement in the students speaking skill.

From the two thesis references that have been described above, the two of the studies obtained maximum results and can be said to be successful, so that in this study the researchers were very interested in conducting research and wanted to know whether or not the use of youtube videos can improve the students speaking skill of class VII UPTD SMP Country 22 Barru.

Definition of speaking

Speaking is one of alternative that is used in terms of communicating between other interlocutors. According to Linse in Mustikawati (2005), speaking is equally important in the development of young students. Another expert from Fulcher in Mustikawati (2003) states that speaking is an ability that is taken for granted, learned for what it is through the process of socialization, through communication. And according to Camero (2011), speaking is the active use of language to express meaning so that others can understand it.

Based on some of the explanations above, the researcher concludes that speaking is one of the skills needed to be able to communicate with other people, or it can also be said as a process of expressing and understanding what you want to convey to the other person.

Componen of Speaking

According to Rahayu (2010) the component of speaking skill is follows:

1) Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication break-downs.

2) Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

3) Vocabulary

Students have a range of vocabulary that corresponds to the syllabus year list. And uses words you have been taught.

4) Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. It deals with the phonological process which refers to the grammatical component consisting of the elements and principles that determine how sounds vary and patterns in a language.

5) Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

Definition of Youtube Video

Arianti et, all (2018) Video is an interesting explaining machine, where in learning process videos can be used to explain material through a variety of interesting colors and images. Video can be gotten by buying it in a store or by downloading it from YouTube application. Sari & Margana (2019) stated that Youtube is considered as a source of material by online that can be employed in the process of language learning activity. Amaliyah et, all (2021) Youtube is one of the applications that is easily accessible through smartphones and can be a modern learning resource so that many students who are interested in doing learning especially language learning.

Based on some of the explanations above, the researcher concludes that in the learning process, YouTube video is one of the learning media that can be used to help students understand the material visually with a variety of interesting colors and images.

The Advantages of Youtube Video

YouTube video has several advantages for teaching and learning purposes. According to Jalaluddin (2016) those advantages are as follows:

- 1) YouTube videos are very useful media which can be accessed outside and inside of the classroom.
- 2) YouTube videos provide exposure to authentic English and offer authentic examples of everyday English spoken by the people.
- 3) Using YouTube videos promotes a learning style that is more autonomous and students center. The students will actively engage in their learning and the role of the teacher just as facilitator.
- 4) Using YouTube video in the classroom greatly attracts students' attentions, so it makes classroom very interactive for language learning.
- 5) Using YouTube video allows the students to comment on any video, especially when they play it online. So, it even contributes to the other language skills development of the students.

So, looking at those advantages above, it is obvious that by using YouTube video the students will have better exposure toward speaking aspects like pronunciation,

structure, vocabulary, and intonation, which then resulting at improvement on the other aspects of speaking, namely comprehension and fluency.

Disadvantage of Youtube Video

YouTube video has several disadvantages for teaching and learning purposes. According to Jalaluddin (2016) those advantages are as follows:

- 1) Students can face the problems in understanding the language of videos.
- 2) The kind of language level used in the videos can be confounding for the students.
- 3) There could be issues of privacy invasion.
- 4) There could be copyright issues
- 5) Some videos can sometimes be inappropriate without warning.
- 6) No restriction on comments
- 7) No control over using it.
- 8) Sometimes tasteless and inappropriate contents can bother students while looking for resources.
- 9) YouTube can easily distract the students and get them off the topic easily.
- 10) There is no way to block inappropriate content on YouTube when you are using it in the classroom..

Method

Research Method

The research approach use was quantitative with Pre-Experimental method, namely one-group Pre-test and Post-test Design. Where in this study, it was first observed after it was given treatment and observed again to see the effect caused.

Population and Sample

The population in this study were all students of Class VII UPTD SMP Negeri 22 Barru for the Academic Year 2021/2022. The sample has taken by using Simple Random Sampling technique. First, the researcher wrote down the name of the sixth class in papers to determine which class would be the sample. Through this sampling technique, the sample of this research was VII-2 class which consists of 27 students.

Research Instrument

The instrument that the researcher used in this research is speaking test, which was divided into pre-test and post-test. Test is an examination of a person's knowledge. There are many types of tests, including cognitive tests. In this study, researcher use cognitive tests where these tests use by researchers to collected comparative data on

students achievement before and after using Youtube video as learning media to improve students speaking skill of class VII UPTD SMP Negeri 22 Barru.

Data Analysis Technique

The data was collected through the data analysis, the quantitative analysis employ statistical calculation to test the hypothesis. Some formulas that was apply in this research to process the data as follow:

1. Scoring the speaking skill

Table 3.1. Scoring the speaking skill

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very; slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searcher for words often, but only for one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation was slightly influenced by mother tongue. A few minor.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on whole and only a few unnatural pauses.	The purpose and general sense of the speakers are obvious. For the sake of clarity a few interruptions by the listener are required
4	Pronunciation was moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning.	Most of what the speaker says are follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.

	causing.	Fair range of expression.	
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.	The listener can understand a lot of what is said, but he must consistently seek clarification. Cannot understand many of the speaker's more complex or longer sentence.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors	Long pauses while he searcher for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understand and then with considerable effort by someone used to listening to the speaking
1	Pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

2. Scoring the students' answer by using the formula:

$$\text{Students score} = \frac{\text{Students' achievement score}}{\text{Maximum score}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2017)

3. Classifying the students' score

Table 3.2. Classifying the students' score

No.	Classification	Score
1	Very Good	86 – 100
2	Good	71 - 85
3	Poor	56 - 70
4	Very Poor	< 55

(Dirjen Pendidikan Dasar dan Menengah, 2017)

4. Calculating the rate percentage of students' score

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Item of Frequency

N : Total number of respondent

5. The means score of the students' achievement

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean score

$\sum x$: Total raw score

N : The number of students

(Mills & Gay, 2019)

6. Calculating the standard deviation

$$SD = \sqrt{\frac{SS}{n}} \quad \text{where } SS = \sum x^2 - \frac{(\sum x)^2}{n}$$

Where:

SD : Standard deviation

SS : Standard of square

n : The number of student

$\sum x$: The sum of all square

$(\sum x)^2$: The sum square of the sum score

(Mills & Gay, 2019)

7. N-Gain Score

$$\text{N-Gain Score} = \frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Score Ideal} - \text{Score Pretest}}$$

(Sya'bani E, 2021)

Table 3.3 Criteria N-Gain Score:

Criteria I	$g > 0.7$	High
	$0.3 \leq g \leq 0.7$	Medium
	$G \leq 0.3$	Low
Criteria II	< 40	Ineffective
	$40 - 55$	Less Effective
	$56 - 75$	Quite Effective
	> 76	Effective

8. Finding the difference between pre-test and post-test by calculating the value of t-test. The formula is as follows:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

Where:

T : Test of significance

\sum : The sum of the squares; square each score and add up all the squares

N : Number of students

D : The difference between the paired scores

(Mills & Gay, 2019)

Findings and Discussion

Findings

1. Data collected through speaking test

It has been mentioned in the previous chapter that the result of the students' pre-test and pos-test of both classes on speaking test tabulated in percentage then they were classified into four levels as presented in ensuring table.

a. Pre-test

To measure the students' prior knowledge of speaking skill, pre-test was conducted before giving treatment. The result of scoring the students work on pre-test is presented in the table 4.1

Table 4.1. The rate percentage of students speaking skill in pre-test

No.	Classification	Score	Pre-test	
			F	(%)
1	Very Good	86 – 100	-	-
2	Good	71 - 85	7	25.92%
3	Poor	56 - 70	6	22.22%
4	Very Poor	< 55	14	51.85%
Total number of sample			27	100%

The table above shows the rate percentage of students speaking skill in pre-test. It appears that most students get low scores, this is due to low student vocabulary, too many pauses when they want to mention vocabulary, and improper pronunciation and grammar, so only a few words are understood when students speak.

2. The percentage of Students' Speaking Score Obtained through Post-test

Post-test was conducted to measure the improvement of students speaking skill after giving treatment. In similar way of pre-test, the result of the students post-test is presented in the following table 4.2.

Table 4.2. The rate percentage of students speaking skill in post-test

No.	Classification	Score	Post-test	
			F	(%)
1	Very Good	86 – 100	12	44.44%
2	Good	71 - 85	9	33.33%

3	Poor	56 - 70	5	18.51%
4	Very Poor	< 55	1	3.70%
Total number of sample			27	100%

The table above shows the rate percentage of students speaking skill in pre-test. It can be seen that there is a significant increase in students' speaking test scores, most students get very good scores. This is because the students' vocabulary has increased, there are not too many pauses when they want to mention vocabulary, and the pronunciation and grammar are quite precise, so that only a few words are not understood when students speak.

3. Means Score and Standard Deviation of pre-test and post-test

The mean score aims to provide or describe the average score of data. Meanwhile, the standard deviation describes the spread of values around the mean score. Both mean score and standard deviation are used to help as to describe a data and explore what data looks like. They are often used together, when comparing two or more data: the mean score tells as which data set is higher/lower (better/worse) and the standard deviation tells us which data has the larger spread.

After calculating the result score of the students' pre-test and post-test, the mean score and standard deviation of both classes are presented in the following table.

Table 4.3. Mean score and standard deviation of students' pre-test and post-test

Types of Test	Mean Score	Standard Deviation
Pre-test	56.48	58.17
Post-test	80	12.33

The table above shows that before being given treatment the mean score of students (56.48) were it is include in the low category. However, after being given treatment there was an increase in student test results, the student's mean score (80) was higher than the score of students before being given treatment, and higher than the standard score (75) for students at SMP Negeri 22 Barru.

4. The Gain Score

Table 4.4. The gain score of the students speaking skill

Sample	Pre-test	Post-test	Gain Score
Experimental	56.48	80	56,03

The table above shows that the gain score of the pre-test and post-test was 56,03 which is the first criteria it is classified as medium category and in the second criteria it is classified as quite effective according to Sya'bani (2021) it means that the use of youtube video was effective to improve students speaking skill.

5. Hypothesis Testing

In hypothesis testing, the researcher used t-test formula. The level of significance was $\alpha = 0,05$.

Table 4.5. The result of statistical analysis of students speaking skill.

Types of Test	t-test value	t-table value
Pre-test and Post-test	2.665	1.706

As a result of all the data that has been obtained, the table above explains that the use of YouTube videos as a learning media can improve students' speaking skills, as evidenced by the t-test score (2.665) which is higher than the t-table value (1.706).

B. Discussion

In this study, the researcher used a pre-experimental class method, where there are one class as the research sample, that is class VII-2, which is composed of 27 students. Before giving the treatment, the researcher first gave a pre-test to the students and the results showed that the students' speaking ability was low, this was evidenced by the mean score of the students in the pre-test, which was 58.74 with a standard deviation value. The driving factor for the low of students speaking skill is the learning media that the teacher use is less precise for class VII UPTD SMP Negeri 22 Barru.

Before we are going to discuss about the result of this research. First, we need to know what is speaking actually. So, speaking is one of alternative that is used in terms of communicating between other interlocutors. It is supported Camero (2011) who stated that speaking is the active use of language to express meaning so that others can understand it. So it is important for students to always improve their speaking skill.

As research solution, in the treatment the researcher implemented youtube video as learning media to improve students speaking skill. This research is in line with Arianti et, all (2018) which stated that video is an interesting explaining machine, where in learning process videos can be used to explain material through a variety of interesting

colors and images. Video can be gotten by buying it in a store or by downloading it from YouTube application. As stated by Riswandi (2016) also that the use of YouTube videos can be alternative learning because it provides material for speaking classes freely and easily. So YouTube videos can help students to improve their speaking achievement.

The type of youtube video that is good for junior high school students is an animation-based video with a short duration of time. This statement supported Kiranti (2016) statement that teaching speaking skill using animation video was considered effective. The use of animation video can improving speaking skill especially for students in Junior Hight School. Therefore, this is applied by researchers when conducting research in class VII of UPTD SMP Negeri 22 barru. The researchers apply YouTube videos as learning media for four weeks, with the theme of the material it's beautiful day.

After the treatment, the researcher given a post-test, to measure the level of student achievement in learning speaking skills, and the results show that students' speaking skills increase, this is evidenced by the mean score of students in the post-test, which is 77.11 with a standard deviation value of 12.39. where the students' means score on the post-test was higher than the mean score of the students on the pre-test, and also higher than the standard score of students at SMP Negeri 22 Barru, which was 75.

The result of this researcher accordance with the research of Diki Riswandi (2016) his finding showed that there was an improvement in the students speaking skill. Apart from the data from the speaking test results above while using the application as a medium for researchers to learn, YouTube videos are also very helpful for students in learning about speaking in terms of how to speak or fluency, vocabulary, pronunciation, seeing grammar, and the content of what to say. This reserach is in line with Syafiq at.al.,(2014) based on his research findings, their research showed that youtube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content. But that makes this study different from previous research is that in this study the researchers applied more the practice of conversation between classmates (in pairs), so students were shown an animated video that was commenting on the nature of a person, animal, or object, then students imitated it in pairs. This was done because at the time this research was implemented, the application of social distancing was still enforced, so it could not be practiced in groups, but it actually made students more able to practice their way of communicating in English because all students could be actively involved in the learning process.

Conclusion

Based on the findings and discussion presented in the previous chapter, Through questionnaire, the researcher found that students speaking skill was improve after giving treatment. It is proved by the students mean score in post-test that was higher than the students means score in pre-test. Beside that, in applying t-test of students post-test, it was found that the t-test was greater than t-table value. So, it was concluded that using youtube video as learning media can improve students speaking skill of class VII UPTD SMP Negeri 22 Barru.

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