

## IMPROVING SPEAKING ABILITY OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 2 PINRANG USING OFFLINE YOU-TUBE VIDEOS

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### ABSTRACT

Speaking is considered to be one difficulties faced by the students. There are some problems as causes of the students' difficulties in speaking, such as they are afraid of making mistake, seldom to communicate and cannot express their ideas. To solve the problems, the researcher suggests applying Offline YouTube Videos in learning process. Based on the previous explanation, the researcher formulates the objective of the research is to find out whether or not the speaking ability of the eleventh year students of SMA Negeri 2 Pinrang can improve using Offline YouTube Videos .

In this research, the researcher applied quasi-experimental method, with two group namely experimental class and control class. The samples was chosen using cluster random sampling technique. The total numbers of sample were consisted of 32 students from two classes taken from the population of the eleventh year students of SMA Negeri 2 Pinrang. The instrument used in this research was speaking test by record the students' utterance. The data were analyzed by using t-test formula.

The result of the data analyzed shows that the students' speaking ability improved significantly. It can be proved that the mean score of students' post-test in experimental class (59.68) was higher than the control class (49.06). Moreover, the probability value (0.012) was lower than the significance value ( $\alpha$ )=(0.05). The analysis showed that the alternative hypothesis ( $H_1$ ) was accepted. It means that the eleventh year students' speaking ability at SMA Negeri 2 Pinrang. for experimental class and control class was significant difference between the speaking ability of the students who were taught using Offline YouTube Videos and the speaking ability of the students who were thought by using Instagram Videos.

**Keywords:** *Strategy, Offline YouTube Videos , speaking.*

## RINGKASAN

Kemampuan berbicara dianggap sebagai suatu hal yang sulit dihadapi oleh siswa. Ada beberapa hal yang menjadi kendala bagi siswa terkait kemampuan berbicaranya, misalnya mereka takut membuat kesalahan, jarang berkomunikasi dan tidak bisa mengekspresikan ideanya. Untuk menangani kendala tersebut, peneliti menyarankan untuk menerapkan *Offline YouTube Videos* dalam proses pembelajaran. Berdasarkan hal tersebut, peneliti merumuskan bahwa tujuan dari penelitian ini adalah untuk mengetahui apakah kemampuan berbicara siswa kelas sepuluh di SMA Negeri 2 Pinrang dapat meningkat atau tidak menggunakan *Offline YouTube Videos*.

Pada penelitian ini, peneliti menggunakan metode kuasi- eksperimen yang terdiri dari dua kelompok yaitu kelompok kelas experimental dan kelas kontrol. Sampel dipilih dengan menggunakan teknik penunjukan secara acak. Jumlah sampel pada penelitian ini adalah 32 siswa dari dua kelas yang diambil dari populasi siswa kelas sepuluh di SMA Negeri 2 Pinrang. Instrumen yang digunakan pada penelitian ini adalah test kemampuan berbicara dengan merekam apa yang di ungkapkan siswa. Data-data yang diperoleh dianalisis menggunakan rumus t-test.

Hasil analisis data menunjukkan bahwa kemampuan berbicara siswa meningkat. Hal ini dibuktikan dari nilai rata- rata siswa pada post dikelas experiment (59.68) lebih tinggi dari control kelas (49.06). kemudian, nilai probability (0.012) lebih rendah dari nilai signifikan ( $\alpha$ )=(0.05). Analisa tersebut menunjukkan bahwa Alternatif Hipotesis ( $H_1$ ) diterima. Ini berarti bahwa kemampuan berbicara siswa kelas 11 SMA Negeri 2 Pinrang untuk kelas eksperimen dan kelas control memiliki perbedaan yang signifikan antara kemampuan berbicara siswa yang telah menggunakan *Offline YouTube Videos* dan kemampuan berbicara siswa yang telah menggunakan *Instagram Videos*.

**Kata kunci:** Strategi, *Offline YouTube Videos* , berbicara.

English is an international language that has crucial function in helping people to interact each other. Especially for people from different country. It is supported by Efrizal's said. Efrizal, (2012) said "In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication". It is show how important English in this era.

All of countries use English as second language or foreign language. Some countries use English as a second language to communicate in their daily activity and other countries use it as foreign language. Meanwhile, speaking can be use in formal meeting or non formal meeting to communicate each others. Become master in English, peoples have to understand English in formal communication. Course it will help people or even country to face the world. Its include Indonesia in facing Asian Economic Community (AEC) which allows people from other country freely to get economic access. So, Indonesian needs to improve some competence that can support them in this situation. However, master in English is required.

Realizing those fact, Indonesian government has drawn up English as a foreign language that should be mastered by the students. The students are expected to master those four skills (listening, speaking, reading, and writing). Akhyak (2013) stated "having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world. So improving the English speaking competence is very important for the Indonesian students where we know Speaking is extremely need to gives the big contribution to students to perform their communication skill better". While Rahman and Devianti (2012) define "speaking is one of the fundamental skills essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language.

Unfortunately, based on the researcher observation at SMA Negeri 2 Pinrang, the researcher found if most of students cannot use English to communicate, even in speaking class. There were some factors that causes students' problem in speaking, such as they cannot express their idea, seldom to communicate

by using English, and difficult to choose the right word in making sentences because there are many word in English that has multi meaning.

On other hand, the problem also comes from the teachers. The teachers only use monotonous ways in learning process that cannot stimulate the students to pay attention for what the teachers says. As the result, scores of students in this subject is very low, the mean score is 57, while minimum criteria of achievement (KKM) is 72. That is categorized as fair classifying based on the *Dirjen Pendidikan Dasar dan Menengah* (2007).

Related to the students' problem, in this research, the researcher focuses only on speaking because it has always been a difficulty in English, students who are diligent in learning written form sometimes still hard to improve their oral communication skill (speaking ability). The researcher create and found a good way in learning process to make the students to improve their speaking ability. In this research, the researcher will be solving the students' problem by applied YouTube Videos Offline. Watkins and Wilkins (2011) said that YouTube is an ideal vehicle to teach World English's and expose students to a variety of English dialects. Besides, they also said that YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World English's, and promote authentic vocabulary development. YouTube is a tool to get new information easier Watkins and Wilkins (2011).

By watching videos material from the Youtube, the students learn how to understand spoken language.. It is important aspect in this activity because before developing their speaking skill, they have to understand the spoken language first. Then, by giving command the students learn how to create a sentence to extend their message. Finally, the researcher done a research entitles: "Improving Speaking Ability of the Eleventh Year Students of SMA Negeri 2 PINRANG Using Offline you-tube Videos".

## METHOD

This research was design by a quasi-experimental research that employed both experimental class and control class. The population of this research was the eleventh year students of SMA Negeri 2 Pinrang, which consisted of 10 classes. Class XI MIPA consisted of 6 classes and class XI IPS consisted of 4 classes. The total number of population was 228 students. While for determine the sample of this research, the researcher used cluster random sampling technique to choose two classes from the population which represents the experimental class and control class. The number of sample was 32. The experimental class was XI MIPA 1 consisted of 16 students and the control class was XI IPS 1 consisted of 16 students. In this research, the researcher used speaking test as instrument. The test consisted of pre-test and post-test. In test, the students were asked to choose and doing monologue base on the topic that had been prepared by the researcher. It took about two minutes for each performer. This activity is recorded by the researcher to make sure what the student interest.

The procedure to collecting data was divided into two stages for both of class, they are:

### **1. Pre-test**

The researcher gave pre-test to define the students' speaking ability before give treatment. The students were asked to choose and doing monologue base on the term that had been prepared by the researcher (Health, Education, Socio-Cultural, and Politic). It took about 2-3 minutes for each performer. This activity is recorded by the researcher to make sure what the students interest.

### **2. Post-test**

The researcher gave post-test after the students getting treatment. It is expected to know the significant difference between the students' speaking ability before and after getting treatment. In the post-test, the test form and time allocation is same as the pre-test.

## RESULT

The findings of the research deal with the students' improvement in speaking ability. It shows the mean score, standard deviation, t-test result of pre-test and post-test of students.

The result of pre-test in experimental class and control class of the Eleventh year students of SMA Negeri 2 Pinrang was tabulated as follows:

Table 4.1: The Students' scoring classification in speaking ability on pre- test.

<b>Pre-Test</b>	<b>Experimental Class</b>	<b>Control Class</b>
Mean Score	38.43	31.25
Standard Deviation	13.50	12.04

Table 4.1 shows both of classes were categorized in very poor classification. It means that the mean score in pre-test obtained by two classes were almost same before giving treatment. While the standard deviation indicated that still many gaps among the students' speaking ability.

In relation to the findings, the researcher presents the table explained the percentage of the students speaking ability in pre-test as follow:

Table 4.2: The percentage of student' speaking ability in pre-test

<b>Classification</b>	<b>Range of Score</b>	<b>Experimental Class</b>		<b>Control Class</b>	
		<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Very Good	85 – 100	-	-	-	-
Good	70 – 84	-	-	-	-
Fair	55 – 69	4	25	1	6.25
Poor	50 – 54	-	-	1	6.25
Very Poor	0 – 49	12	75	14	87.5
<b>Total</b>		16	100	16	100

Table 4.2 shows that most of students' in experimental class and control class were classified in very poor classification. The frequency and percentage of students' speaking ability for experimental class were 4 students (25%) classified as fair and 12 students (75%) as very poor classification. In control group, there were 1 student (6.25%) as fair, 1 student (6.25%) as poor and 14 students (87.5%)

as very poor classification. There were no students in good classification for both classess. It means that most of students' still low in speaking.

Table 4.3: The students' mean score and standard deviation in post-test

<b>Pre-Test</b>	<b>Experimental Class</b>	<b>Control Class</b>
Mean Score	59.68	49.06
Standard Deviation	10.40	12.00

Table 4.3 shows the students' mean score of students on post-test for both of classes was greater than pre-test. It indicates that there was significant difference between the students' score in pre-test and post-test after giving treatment. Moreover, the mean score of students who taught by using You-Tube videos offline more higher than the mean score of students who taught by using instagram videos. On the other side, the standard deviation indicated that the treatment appllied on experimental class can reduce gaps among the students' speaking ability while the treatment applied on control class cannot reduce it.

Table 4.4: The percentage of student' speaking ability in post-test

<b>Classification</b>	<b>Range of Score</b>	<b>Experimental Class</b>		<b>Control Class</b>	
		<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Very Good	85 – 100	-	-	-	-
Good	70 – 84	4	25	2	12.5
Fair	55 – 69	10	62.5	3	18.75
Poor	50 – 54	1	6.25	5	31.25
Very Poor	0 – 49	1	6.25	6	37
<b>Total</b>		16	100	16	100

From this table, it can be seen that there were improvements for both of classes but experimental group was higher than in control group. In the experimental class, the score of students tends to spread in fair and good classification. While, for the control class, the score of students tends to spread in very poor and poor classification.

In testing the hypothesis, the researcher applied an independent test at the level of significance with  $\alpha = 0.05$ . The result of the calculation (SPSS 21.0) was shown as follows:

Table 4.5: The t-test result of the students' pre-test in experimental class and control class to improve the students' speaking ability.

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest Experiment and Control	Equal variances assumed	.251	.620	1.589	30	.123	7.18750	4.52352
	Equal variances not assumed			1.589	29.614	.123	7.18750	4.52352

Table 5.5 shows that the probability value (0.123) was higher than the significance value ( $\alpha$ )=(0.05). The analysis showed that the null hypothesis ( $H_0$ ) was accepted. It means that the eleventh year students' of SMA Negeri 2 Pinrang for experimental class and control class before giving treatment was not significantly different. It means that the speaking ability of experimental class and control class have same ability.



Table 4.6: The t-test result of the students' post-test in experimental class and control class to improve the students' speaking ability.

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Pretest Experiment and Control	Equal variances assumed	.009	.924	2.676	30	.012	10.62500	3.97092
	Equal variances not assumed			2.676	29.407	.012	10.62500	3.97092

Table 4.6 shows that the probability value (0.012) was lower than the significance value ( $\alpha$ )=(0.05). The analysis showed that the alternative hypothesis ( $H_1$ ) was accepted. It means that the eleventh year students' of SMA Negeri 2 Pinrang for experimental class and control class was significantly different.

## DISCUSSION

Basically, this research in line with some previous research findings which used Youtube in teaching. The similarity seen from the focuses of most researchers in YouTube in their research. In other side, some previous research finding also shows that there are some specific difference between the researcher's researches with their main. Nur and Syarifuddin (2018) have difference aim with this research and the similarity is use YouTube in learning process. The differences areas of the research can be seen on the method of the research, objective of the research. The similarity with this research is the use of Youtube Videos Offline to support the students ability in learning process. Almurashi (2021) also was use same strategy to developed the students ability. The difference topic areas are achieve a number

of objectives for teachers, students, and the educational process. His study use qualitative method. Besides, Jakopoviy (2015) clearly shows the difference with this research from the research subject and also his research use qualitative method. In the same line the difference also shows by Silviyanti (2014) who research about students' perceptions on listening ability while this research will focuses to research students' interest.

Other researcher, Yerosimou (2014) also have difference research his research is music in these videos conveys emotions for the video creator and elicits emotions to the viewer / listener and his research use qualitative method. speaking. Moreover, the findings of this study may contribute to the related literature regarding of the Youtube implementation to improve the students speaking ability. It can be shows from the test result of the students who taught by using You-Tube videos offline improve significantly than the students who taught by using instagram videos.

Based on the above findings, the researcher conducted research in same method but different ability from the previous researchers. This research focuses on enhancing speaking ability through Offline YouTube Videos .

This research was conducted of SMA Negeri 2 Pinrang especially for eleventh year students at XI MIPA 1 and XI IPS 1. The sample of this research consisted of 32 students, with details 16 students as experimental class and 16 students as control class. Before conducting the pre-test and post-test, the researcher found some facts when doing observation of SMA Negeri 2 Pinrang.. Where, based on the researcher's observation, there were many students who faced difficulties in speaking.

Based on Rahman & Deviyanti (2012), Speaking must fulfill three aspects, the first is fluency. Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses. For example, A asks B: "How are you today?" B answers:"I am fine, thank you." It is answered well and quickly. The second is accuracy (grammar and pronunciation). Accuracy focuses on issues of appropriateness and other formal factors. It relates to the use of grammar and

pronunciation. The third is comprehension. Comprehension means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. For example, A asks B (in dialogue): “Where are you going?” Then B answers it well, quickly and correctly. He says: “I am going to Bali.”

In conclusion, there are three important aspect in speaking, which are fluency, accuracy, and comprehension that have to master by the people who learn to speak English because three aspect previous is requirement when they want to be a good speaker.

In this research, the researcher found the students difficulties in speaking at the tenth grade students of SMA Negeri 2 Pinrang, it is relevant with the pre test that have been doing by the researcher, all students in experimental class and control class got under good classification. Whereas, they cannot express their idea, seldom to communicate by using English, and difficult to choose the right word in making sentences because there are many word in English that has multi meaning. In the same manner by Akhyak (2013) stated “having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world.

In expected to solve the students’ difficulties in speaking, the researcher had applied treatment. Then, because the research design in this research were quasi experimental, this research consists of two classes they were experimental class and control class, for both classes got different treatment. The researcher started the process of activity by checking the students’ attendance list, after that the researcher described the instructional objectives, then the researcher applied Offline Youtube videos in experimental class by giveed video material that has been prepare (downloaded) as a video offline from Youtube on descriptive text form, The teacher explain the material from YouTube video offline. Next, give opportunity for the students to giving feedback about the material. The teacher commands the students download video from YouTube and doing monologue presentation about their video offline with the same term but different topic/title. While for the control class the researcher applied Instagram Videos. The different activities in control class are

the students watch videos material in online and doing monologue presentation about their video with the same term but different topic/ title.

Offline Youtube videos as a treatment for experimental class was chosen because "Offline Youtube videos is learning strategies that helps students in speaking improvement by themselves exploration. It is in line with Watkins and Wilkins (2011). They said that "A student can browse the millions of videos available on YouTube without needing help from any teacher or fellow student" it is made the student can express their ideas more than before and the student not seldom to communicate using English because of they understand about their ideas clearly. Offline Youtube videos easy to learn twice, three times and so on. It makes the students can learn the material until they have deep understanding. Then, Instagram videos were chosen as comparison treatment because Instagram videos has balance power with Offline Youtube Videos, the difference are Offline Youtube Videos give opportunity to learn video material in unlimited times and without network connection after downloaded. While, Instagram Videos give students variety of things to stimulate themselves to learn.

The result of the pre test and post test for both of classes had differences result for developed the students ability in speaking. The students ability who taught by Offline Youtube videos in experimental class got higher score than the students speaking ability using Instagram videos. It was proved by the result of the probability value (0.012) lower than the significance value ( $\alpha$ )=(0.05). The analysis showed that the alternative hypothesis ( $H_1$ ) was accepted. It was also proved by the mean score of the students in the experimental group on post-test where taught by Offline Youtube Videos was higher than the students' mean score in control group who taught by Instagram Videos.

Furthermore, the result of standard deviation also showed that the students were less variety in speaking ability after giving treatment. It shows that the students' gap of speaking ability in experimental class was lower than in control class. Both of them are significant, but the significant difference of experimental class was better than control class. Based on the data above, the researcher concluded that the students speaking ability who are taught by using offline Youtube Videos

was effective to improve the students' speaking ability than the use of instagram videos.

## CONCLUSION

Based on the findings and discussion in the previous chapter, the conclusion of the findings in teaching speaking through Offline YouTube Videos can improve the speaking ability of the Eleventh Year Student of SMA Negeri 2 Pinrang. It can be proved that the mean score of students' post-test in experimental class (59.68) was higher than the control class (49.06). Moreover, the probability value (0.012) was lower than the significance value ( $\alpha$ )=(0.05). The analysis showed that the alternative hypothesis ( $H_1$ ) was accepted. It means that the eleventh year students' speaking ability at SMA Negeri 2 Pinrang. for experimental class and control class was significantly different.

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