

**THE USE OF YOUTUBE MEDIA IN DEVELOPING STUDENTS'
SPEAKING SKILL (An Experimental Study at SMP Negeri 1 Darul Imarah)**

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan media YouTube dalam pembelajaran keterampilan berbicara efektif untuk meningkatkan kemampuan berbicara peserta didik. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif karena penelitian ini menitikberatkan perhitungan antara hasil pre-test dan post-test. Subyek penelitian ini adalah kelas VII A. Instrumen penelitian ini menggunakan tes. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan skor kemampuan berbicara sebelum siswa diajar dengan menggunakan media YouTube dan setelah siswa diajar dengan menggunakan media YouTube. Namun, hasil menunjukkan bahwa nilai rata-rata N-gain (%) adalah 45,56565924. Artinya tes tersebut termasuk dalam kategori "Kurang Efektif" karena hasil 40-55 termasuk dalam kategori kurang efektif. Oleh karena itu, hipotesis null (H_0) diterima dan hipotesis alternatif (H_a) ditolak. Artinya penggunaan video YouTube tidak efektif dalam meningkatkan nilai keterampilan berbicara siswa. Ada beberapa factor yang menyebabkan siswa tidak memiliki kemampuan yang baik dalam keterampilan berbicara menggunakan media YouTube. Pertama, siswa kurang memiliki kemampuan berpikir kritis. Selain itu, siswa masih kekurangan pengetahuan dalam materi bahasa Inggris dasar, seperti tata bahasa, kosa kata, tenses, dan sebagainya. Terakhir, durasi waktu dalam mengimplementasikan media YouTube terlalu singkat. Namun hasil penelitian ini dapat memberikan pencerahan kepada kita akan pentingnya memvariasikan media dalam pembelajaran keterampilan berbicara di sekolah menengah pertama agar proses belajar mengajar dapat berjalan dengan baik dan mencapai tujuan pembelajaran sesuai yang diharapkan.

Kata Kunci: Media YouTube, Keterampilan Berbicara

Abstract

This research aimed to find out whether the use of YouTube media in teaching speaking is effective to improve their speaking ability. The method used in this research was quantitative method because this research focused on the calculation between the result of pre-test and post-test. The subject of this research was the students of class VII A. The researcher used test as the instrument of this research. This result shows that there is different score of speaking before the students taught by using YouTube media and after the students taught using YouTube video. However, the result showed that the mean score of N-gain (%) is 45.56565924. It means that the category of the test is "Less Effective" Because the result of 40-55 is in the category less effective. Therefore, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It means that the use

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of Youtube Video is not effective in improving students' speaking score. There were some factors that made the students do not have a good ability in speaking by using YouTube media. Firstly, the students are lack of critical thinking knowledge. In addition, the students still lack of knowledge in the basic English material, such as grammar, vocabullary, tenses, and so on. The last, time duration in implementing the YouTube media was too short. However, the result of this research may give us enlightenment toward the importance to vary out media in teaching speaking in junior high school in order to make the teaching and learning process could run well and obtain the learning objectives as expected.

Keywords: Youtube Media, Speaking Skill

INTRODUCTION

The purpose of learn a language is to know how to use the language and use the language itself in the daily life. In fact not all of the students are able to use English well, even they have learn English from elementary school to university or take an English course, it cannot really helpful for some students in mastering English well. In Indonesia, many teachers only focus on grammar in teaching English. However, the students also need to mastery speaking skill since speaking is the main skill in communication (Hussain, 2017:14). Mastering speaking is really important, the students can get a lot of advantages by mastering speaking skill; they can get a lot of information, knowledge, get easier to communicate with others, etc.

There are several factors of make students' speaking skills hard to be improved, the first one is they do not get enough time to study in the classroom. Second, the teacher does not speak English often in the classroom. The next one is the teachers do not prepare well the learning strategy (Khan, 2010:357). According to Brown (2007), students in junior high school are people who are between ages; this age is an age of transition, confusion, self-consciousness, growing and changing bodies and minds.

Based on the preliminary research, students in junior high school in SMPN 1 Darul Imarah have some problems in speaking English; they are lack of the vocabulary, grammar problem, fear of the negative response from others, low self-esteem to speak in English and feeling anxious to speak in English. In response to teacher questions, they usually mispronounced words in English and some of them use their mother tongue. Moreover, not all of the students are interested in learning English, some students are passive in the classroom, they are hard to speak in English, some of them are shy or afraid to speak in front of their friends. Therefore, teachers should have to find out the solution to solve the problems, because to make students more interest with learning process is not

easy. Teachers have to be creative in teaching and find an appropriate way to teach them to make them more interest in learning English.

Nowadays, YouTube is the most famous social media platform. Based on Mustafa (2018:18) YouTube is one of the largest websites in the world, there are so many visitors each month watch YouTube videos uploaded by million people all over the world. YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim that began in February 2005. YouTube is a website for sharing videos. This website allows users to upload, watch and share videos. Many people use YouTube to entertain and get information, even some of them use YouTube to earn some money. They also can make an account and upload their video on YouTube and they can give a like and comment in each other video. Therefore, the students also can use YouTube to learn English. There are many channels that shared about English with interesting videos. Students and teachers can choose which video are suitable according to their needs.

Studies about YouTube video to develop students speaking skill are not something new; some previous researchers already conduct the research by using YouTube video. The first research conducted by Riswandi (2016). He found that by using YouTube Video in the classroom can help students to get new vocabulary , helps them in pronouncing words and helps them to get the idea to make a sentence in English, it is also gives students motivation in learning English. The second researcher was Pratiwi (2018). She stipulated that by using YouTube video as a media for teaching speaking in the classroom, students can enjoy the learning process and it can be created into various teaching activity such as role-playing, discussion, and problem solving which cover students-centered learning.

Furthermore, the next researcher was Albahlal (2019), his research showed that English language teachers have positive perceptions of using YouTube to develop students speaking skill, it guides students guess the meaning of the unfamiliar words and helps students to improve their speaking skill. The fourth researcher was Jalaluddin (2016), in his research found that teaching speaking skill not only have the advantages for students, but also disadvantages. YouTube video as an online resource is very useful for students and teachers. Besides, teachers should give instruction for the students to use YouTube video as an online resource for teaching, because some video on YouTube are not appropriate for the students.

Based on the previous researches, it shows that the use of YouTube media has given a good impact toward the students' speaking skill. Therefore, it is recommended for

teachers to use Youtube media to make the learning more attractive and enjoyable so that the students can learn and understand speaking skill easily.

Based on the above reasons, the researcher intended to conduct research on the title **“The Use of YouTube Media in Developing Students’ Speaking Skill (An Experimental Study at SMP Negeri 1 Darul Imarah).**

RESEARCH METHODOLOGY

This research using the quantitative approach. The researcher uses quantitative approach due to the calculation between the result of pre-test and post-test. Arikunto (2006:12) stated that quantitative research is a kind of research that requires the use of number, ranging from the data collection, data interpretation and the appearance of the result. In addition, according to Gunderson (2012), quantitative research is an inquiry into a sociable problem, describe phenomena by gathering numerical data that are analysed using mathematically structured methods. It means that the quantitative research is the process of collecting and analyzing numerical data from the sample. Moreover, quantitative research is the opposite of qualitative research which involves collecting and analyzing non numerical data (e.g. video, text, document, or audio).

The model of the research design used by researcher is pre-experimental design of one group pre-test and post-test design. The characteristics of pre-experimental design is the design may have pre-test and post-test without a control group (Nunan, 2002:41). Furthermore, according to Gay (2000:372), the one group pre-test and post-test design takes a group that is pre-tested, exposed to treatment, and post-tested. In conducting the research, the researcher will use one class of the first year students at SMPN 1 Darul Imarah.

The instruments in this study were test. According to Arikunto (2017:150), test is a series of questions or exercises, other tools are used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. Test is the component to collect data in this research. In the pre-test, the researcher asks the students to speak in front of the class about introducing self and others. The researcher does not use video in YouTube media in the pre-test to know the students’ speaking ability before using the media.

In the treatment stage, the researcher asks the students to open the YouTube’s application to show the video about introducing one self that predetermined. Then, The researcher asks the students to discuss with their friends to make simple introduction

about introducing one self and perform it in front of the class. Next, in the post-test, the researcher asks the students to to speak in front of the class about introducing one self. The link of youtube video is <https://youtu.be/yJ5Rn9V0pXY>.

RESULT AND DISCUSSION

Based on the research finding, the researcher obtained some information related to the effectiveness of using YouTube media in improving studnst' speaking skill.

In this section, the researcher presented the students' ability in pre-test and post-test by using YouTube media in the process of speaking. As mentioned before, the researcher used test as the instrument in collecting data. It was given to students of class VII A at SMP Negeri 1 Darul Imarah as a single group. The researcher presented and analyzed the data through two kinds of test, they are pre-test and post-test. Those tests were conducted to the single group; of class VII A that consisted of 25 students. The pre-test was given before using YouTube media and post-test was given after using YouTube media in teaching speaking.

Table 1. Analysis Pre-test and Post-test

No	Students Initial	Post-test	Pre-test	Post-Pre	Ideal Score (100-Pre)	N-Gain Score	N-Gain Score (%)
1	SB	89	61	28	39	0.717948718	71.79487179
2	DM	84	60	24	40	0.6	60
3	RA	74	54	20	46	0.434782609	43.47826087
4	MNA	72	50	22	50	0.44	44
5	AA	72	50	22	50	0.44	44
6	MS	63	47	16	53	0.301886792	30.18867925
7	EV	69	53	16	47	0.340425532	34.04255319
8	YL	63	44	19	56	0.339285714	33.92857143
9	TH	77	60	17	40	0.425	42.5
10	JH	64	46	18	54	0.333333333	33.33333333
11	RN	75	56	19	44	0.431818182	43.18181818
12	RA	69	48	21	52	0.403846154	40.38461538
13	FN	82	61	21	39	0.538461538	53.84615385
14	MT	82	60	22	40	0.55	55
15	IN	74	54	20	46	0.434782609	43.47826087
16	KP	70	50	20	50	0.4	40
17	AJ	73	50	23	50	0.46	46
18	NA	72	47	25	53	0.471698113	47.16981132
19	MAR	78	53	25	47	0.531914894	53.19148936
20	RR	66	44	22	56	0.392857143	39.28571429
21	DA	83	60	23	40	0.575	57.5
22	HM	69	46	23	54	0.425925926	42.59259259
23	NA	79	56	23	44	0.522727273	52.27272727
24	MRV	72	48	24	52	0.461538462	46.15384615

No	Students Initial	Post-test	Pre-test	Post-Pre	Ideal Score (100-Pre)	N-Gain Score	N-Gain Score (%)
25	MZ	68	45	23	55	0.418181818	41.81818182
	Mean Score	73.56	52.12	21.44	47.88	0.455656592	45.56565924

From the data analysis, the researcher found that the scores of post-tests are more highly increased than the score of pre-tests. After using the YouTube video, the researcher found the different score of pre-test and post-test. The mean score of post-tests was 73.56 and pre-test got 52.12. This result shows that there is different score of speaking before the students taught by using YouTube media and after the students taught using YouTube video. However, the result showed that the mean score of N-gain (%) is 45.56565924. It means that the category of the test is "Less Effective" Because the result of 40-55 is in the category less effective. Therefore, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It means that the use of Youtube Video is not effective in improving students' speaking score.

However, even if there is a difference between pre-test and post-test, unfortunately it was less significant to make the students passed the examination of speaking because the minimum score of speaking examination is 75. But, the students got the average score only 73.56. It means that the students still have not good capability in speaking.

Therefore, the researcher concluded that there were some factors that made the students do not have a good ability in speaking by using YouTube media. Firstly, the students are lack of critical thinking knowledge. Meanwhile critical thinking knowledge is very crucial for every individual especially for the students who learn speaking since by having critical thinking knowledge, the students will have high analytical ability and enhance creativity in speaking. Therefore, they are able to elaborate their idea while the process of speaking activity. Knowledge without critical thinking could cause the inability of the students to process the shreds of evidence or knowledge and vice versa, the ability of critical thinking without knowledge could potentially misdirect result or solution that is not aiming well to the desired target (M. Syahputra, 2020).

In addition, the students still lack of knowledge in the basic English material, such as grammar, vocabullary, tenses, and so on. Therefore, it was hard for them to speak English in front of the class even if the researcher used the reflection learning method. The researcher need to tell them about the verb, grammar, vocabulary, tenses before speaking.

Therefore, it took longer time to understand about the learning material since the researcher need to taught them about the basic English material before using the YouTube media.

Moreover, time duration in implementing the YouTube media was too short. There were only three meetings of the treatment. While the treatment was going on, the students behaviour was beyond the expectation. The researcher thought that the students would take their attention and focus on learning how to speak by using YouTube media. However, there were some students who make a noise when teaching and learning process. Therefore, it disturbed other students' to focus on learning the material. As a result, most of the students did not understand the learning material easily.

CONCLUSION AND SUGGESTIONS

Based on the research finding, it can be concluded that the use of YouTube media in teaching speaking skill is improve the students' achievement at the eleventh-year students of SMP Negeri 1 Darul Imarah. After using the YouTube media in experimental class, the researcher found the different score of pre-test and post-test. The mean score of post-tests was 73.56 and pre-test got 52.12. This result shows that there is significant difference score of speaking before the students taught by using YouTube media and after the students taught using YouTube video. However, even if there is a different between pre-test and post-test score, the result showed that the mean score of N-gain (%) is 45.56565924. It means that the category of the test is "Less Effective" Because the result of 40-55 is in the category less effective. Therefore, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It means that the use of Youtube Video is not effective in improving students' speaking score.

Based on the result of the research, the researcher proposes some suggestions as follows: (1) It is suggested that the English teachers should use some different media to attract the students' attention in learning English especially in teaching speaking. (2) It is suggested that the teachers use YouTube media in teaching speaking skill as one of alternative technique to stimulate the students to be active in the classroom while the teaching and learning process. (3) This research is a result of analysis about the use of one media to improve students' speaking skill, therefore this research hoped to give a contribution especially for English teachers who have obligation to create the best media for the students.

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