



UTILIZING YOUTUBE VIDEO TO ENHANCE STUDENT'S SPEAKING SKILL

Rida Aisyah Fadhillah¹, Yanti Rusmiati²

^{1,2}English Department, Faculty of Teacher and Education, Panca Sakti University, Bekasi, 17414, Indonesia.

*Email korespondensi: stkip.ps@panca-sakti.ac.id¹

Diterima Agustus 2021; Disetujui Januari 2022; Dipublikasi 31 Januari 2022

Abstract: *The researcher discovered several goals, including determining the effectiveness of using YouTube videos to improve students speaking skills and determining the strengths and weaknesses of using YouTube videos to improve students speaking skills. The research was conducted in a classroom action research. This study used 31 students as a sample who were at SMP Walisongo Bekasi. To collect the data, the researcher used observation, interview, and the speaking test. The study reports that the use of youtube videos can improve the students speaking skills. The result obtained from the pre-test value is 64,61, cycle I is 69,96 with results that have not met the target, then continued with cycle II which achieved success with a value of 78,19. The advantages of using YouTube videos are students feel enjoyable when watching and they feel they get the idea to speak from the original speaker. The disadvantage of using YouTube videos is that students get bored easily when they see YouTube for too long, it also makes them feel they have thrown away internet pulses. Learning to speak using YouTube still has its drawbacks.*

Keywords: *Utilizing, youtube video, speaking skill.*

English has a very important role in Indonesia. In government, we take on the role that English is an important lesson to learn from Primary School. English consists of four skills that must be taught. They listen, talk, read, and write.

Speaking is one type of active skill. Although all four skills are equally important, speaking becomes an important skill that needs to be achieved. In other words, the purpose of language is the efficiency of communication.

Youtube is an effective medium to learn English intensively with native speakers directly. This can improve the ability to speak English, especially speaking naturally because students can

see and also directly imitate what the speaker is doing.

In this study researcher found some problems, students grumbled when asked to make a presentation in front of the class. They asked his friend to make the atmosphere of the class noisy, the students were also inactive and during the teaching and learning process, the students did not pay attention to the explanation given by the class teacher.

The researcher chooses Youtube videos because videos can be used as a medium for teaching speaking. YouTube videos contain many interesting videos. The videos contain the learning speaking

that will increase the students speaking skills.

INTRODUCTION

Speaking is a productive skill, which is the ability to speak a word or sentence orally. With this ability, people can convey intentions, ideas, and thoughts to others about the world. By speaking directly or indirectly people can communicate with others. Brown and Yale (1984, p.19) state that speaking expresses need-request, information, service, etc.

Speaking definition by Byrne (1984, p.8) is stated as oral communication in a two-way process between the speaker and listener (or listeners). It involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

Speaking is the activity of making a sound to express thoughts. According to Bailey and Nunan (2005, p.5), speaking is such a fundamental human behavior that we don't stop to analyze it unless is even a more impressive feat when we hear someone speaking effectively in a second or foreign language.

Speaking Processing

Harmer (2001, p.271) says that are some processes of speaking. They are language processing, interacting with others, and information. Speaking processing is a process from our mind to produce language until meaningful and can Teaching is guiding learners in studying and getting new knowledge, skills, or attitude.

Brown (2000, p.7) says that teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. In

speaking there are principles that can be used to facilitate students in learning English, especially in Speaking Learning.

It can be concluded that speaking processing is the process of producing a language with knowledge, skills, and attitudes to get good learning.

Teaching Speaking Using Youtube Videos

In the world of education, the Internet can be used as a medium of learning. Nowadays, the internet can be easily used. Students can not only use the internet in a special place, but they can also use the internet at school, at home, and elsewhere. According to Sanaky (2000, p.186), the use internet can do in the teaching-learning process more effective.

Dodeny (2000, p.29) states that the internet can make the teacher easier in the teaching-learning process. According to Teller and Gray (2000, p.35-36), The internet has several advantages as a source teaching of materials: (1) scope: the internet has unlimited information, but the public can create scope to make boundaries that are appropriate to the material; (2) Topics: The internet always has new publications added every day; (3) personalization: the internet helps students find topics that are difficult to discuss in class.

YouTube is not only used to share videos but YouTube can also be used to find the videos they want. In language learning, YouTube provides many videos on how to learn a foreign language especially English.

YouTube also has some videos about the exposure. Learners can not only learn in class but they can also learn through films or video. Kindarto

(2008, p.84) states that education is not only teaching-learning in the class but also can find in the film. YouTube also serves about the film.

Stempleski and Tomalin (1990, p.4) say that the use of video can be used in every student. The videos can be used as supplementary material for language reinforcement and practicing skills that are suitable material. A student can learn by watching some videos and then discussing the video, another activity that can be done is practicing based on the video watched.

METHOD

This research was a classroom action research. The object of the study was the 7th-grade consists of 31 students and the researcher used observation, interview, and the speaking test. The data analysis technique used descriptive quantitative analysis. This research was conducted in SMP Walisongo Kota Bekasi.

This research helped the researcher to observe the class and evaluate the process. This action research is considered to be able to help in the development of teaching.

A classroom research study begins with a specific problem in the teaching and learning process that demands to be addressed. The solutions must be based on the actual issue. It expresses its need for advanced care to identify the problem.

Cresswell (2008, p.597) states the educators may use action research if they have a specific educational problem to solve.

The teacher begins class by presenting the purpose of the lesson for that session. Also, describe to the kids the advantages of studying with YouTube videos as encouragement. After that, the teacher

began the practice by showing YouTube videos to the students.

Teachers gave every student the research question on the video. The instrument test to get the data from the students speaking skills is the oral test (interview) with the use of YouTube video as a form of media to analysis and evaluate the data. The researcher was given several questions based on a video, and the students discussed the topic in the video during the test. For each correct answer, the researcher gives an award.

This is an English learning link through Youtube:

https://youtu.be/Jvjp_wNvJcQ (This youTube video discusses various lessons and games in English, using animated videos as speakers).

<https://youtu.be/gaqYzeHU8sI> (This YouTube discusses learning to speak through a picture story that students can follow later through a text contained in the video).

Technique and Tool of Data Collecting

The study used four instruments in data collection. This instrument consists of Speaking Evaluation, Learning Objectives, Field Note, and Perception Checklist.

A speaking skills assessment consists of two assessments. The first assessment was conducted through a direct question, the second study was conducted with students asked to practice speaking in front of the class.

RESULT AND DISSCUSION

Using YouTube Videos can Improve Students Speaking Skill

Researchers used two learning cycles of speaking through a scientific approach involving

interview techniques to improve students' speaking skills. The first and second cycles are carried out in two meetings. This activity consists of five stages of learning speaking skills.

The researcher also analyzes the result of teaching English speaking using YouTube. At the first meeting, the researcher conducts a speaking pre-test for students without seeing the video and compares it with the next meeting using the video.

In the first meeting, students' scores of pronunciation, grammar, vocabulary, fluency, and comprehension are not as good as when they learn with YouTube Video. The influence of utilizing YouTube videos can be seen in the result of the first and last test.

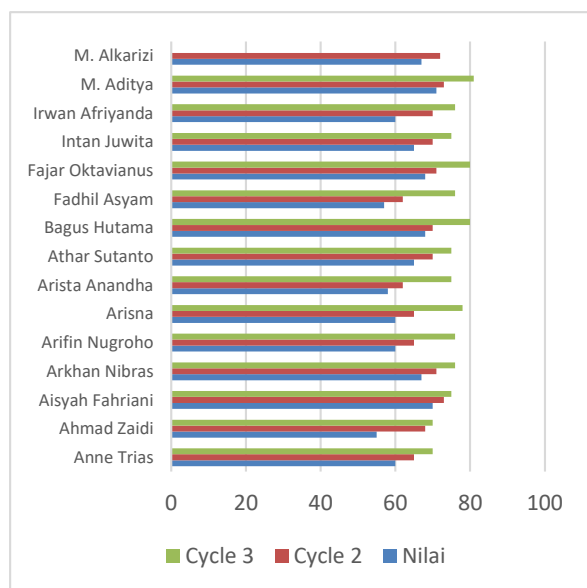


Image 1. Student's score each meeting

Table 1. List of Students

No	Nama Siswa	Nilai pre-test	Cycle 2	Cycle 3
1.	Anne trias	60	65	76
2.	Ahmad Zaidi	55	68	75
3.	Aisyah Fahriani	70	73	75
4.	Arkhan Nibras	67	71	76
5.	Arifin Nugroho	60	65	76
6.	Arisna	60	65	78
7.	Arista Anandha	58	62	75
8.	Athar Sutanto	65	70	75
9.	Bagus Hutama	68	70	80
10.	Fadil Asyam	57	62	76
11.	Fajar Oktavianus	68	71	80
12.	Intan Juwita	65	70	81
13.	Irwan Afriyanda	60	70	76
14.	M.Aditya	71	73	81
15.	M. Alkarizi	67	72	81
16.	M. Amar	65	71	76
17.	M. Reza	65	70	76
18.	M. Riski	60	71	80
19.	M. Rizky	65	71	82
20.	M. Zufar	60	72	76
21.	Nadika Zacki	70	71	82
22.	Naysheilla	70	72	80
23.	Nurrokhman	70	73	82
24.	Ratu Binli	71	75	80
25.	Reyhan Candra	65	70	80
26.	Rizkia Maulida	68	72	81
27.	Safira Pertama	70	72	76
28.	Safriyati S	70	72	81
29.	Salsa Meica	58	70	75
30.	Zainal M	65	70	80
31.	Zulfa A	60	70	76
Jumlah		2.003	2.169	2.424
Rata-Rata		64,61	69,96	78,19

Researchers got the results of a discussion about using YouTube videos to improve students' speaking skills we know data learning a language cannot be separated from learning

speaking and pronunciation. In this research, YouTube video is chosen to improve students' Speaking skills because Learning media using YouTube is very good to do when learning activities.

From the interview sheet, data shows that many students agree that YouTube videos can get more regarding, the result of the tests result in the researcher found that the use of YouTube videos has a significant impact.

The Strength and Weakness of Improving Speaking Skill Through YouTube Videos

The results of this study are obtained from action research consisting of two cycles, the first cycle I and cycle II. Cycles I and II are completed by students practicing their speaking skills via YouTube videos. Researchers discovered a way to improve the students speaking skills after conducting cycles I and II. Speaking students continue to struggle, making the classroom environment noisy, but after researchers played YouTube videos and assignments to students to put them into practice, some students still seemed to struggle with technology-based learning techniques. These things can be seen as follows:

R: How do you feel after watching a YouTube video?

S1: in my opinion After watching YouTube Videos, learning activities become more fun.

S2: I think watching YouTube videos is less interesting.

Researchers suggest and teach that proficiency in speaking is very important in the future. Researchers asked students to watch about things they liked to help develop speaking skills.

Students feel good when watching

YouTube videos and it is more interesting for the students. YouTube provides learning instruction by combining entertainment such as images and the original voice of a speaker that makes the learning experience more interesting.

YouTube is expected to be able to provide ideas for every student to be able to perform imitative, intensive, responsive, and interactive speaking.

The advantages and Disadvantages of using YouTube video to improve Speaking skill

The researcher found some advantages and disadvantages of using YouTube videos as a medium of classroom learning. The advantages of using YouTube videos are students feel enjoyable when watching and they feel they get the idea to speak from the original speaker.

Students get bored easily when watching YouTube for too long, it also makes them feel like they have thrown away internet pulses. learning to speak using YouTube still has its drawbacks.

CONCLUSION AND SUGGESTION

Conclusion

Youtube Video is used to help achieve the goals of the teaching and learning process. The researchers' goal is to improve students' speaking skills through the use of YouTube videos as a learning medium. The use of YouTube in the classroom can affect the situation and atmosphere of the class. Students find it enjoyable and easier to learn. Their focus is fixed when watching the video.

The results of using YouTube video as a medium can be used as an alternative of learning for a teacher. In this case, students become more expressive when speaking, they can see and imitate

how to speak well, interesting, and confident. They don't find it difficult enough because they can repeat the video they are watching.

Suggestion

The researchers wanted to give some advice to English teachers and the next researchers.

For English teachers, it is very important to provide learning motivation for the students in learning, especially in the ability to speak. One good way to increase their motivation is to use YouTube videos as a learning medium. Students will enjoy learning.

For the next researcher, the researcher hopes this study can be used for learning and shared experiences, without forgetting the element of expertise.

REFERENCES

- Bailey, N. (2005). *Practical English language teaching: Speaking*. New York: McGraw Hill.
- Brown, D. H. (2000). *Principles of language learning & teaching. (4th ed)*. New York: Longman.
- Brown, H.D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, New Jersey: Prentice-Hall Regents.
- Byrne. (1984). *Teaching Oral English*. New Jersey: Longman Group Ltd.
- Creswell, J. W. (2008). *Research Design*. SAGE publications.
- Dudeny, G. 2000. *The Internet and the Language Classroom*, Cambridge: Cambridge University Press.
- Harmer, J. (2001). *The Practice of English Teaching*. London: Pearson education

limited.

- Kindarto, A. (2008) *Belajar Sendiri Youtube (Menjadi Mahir Tanpa Guru)*. Jakarta: PT Elexmedia Komputindo.
- Lines, D. (2000). *Brief Counselling in School Working with Young People from 11-18* (2nd edition). London: Sage.
- Sanaky, A.H. (2009). *Media Pembelajaran*. Yogyakarta: Safira Insania Press.
- Stempleski, S. & Tomalin, B. (1990). *Video in Action. Recipes for Using Video in Language Teaching*. New York: Prentice Hall.
- Teeler, D. & Gray, P. (2000) *How to use the Internet in ELT*. London: Longman.

▪ How to cite this paper :

- Rusmiati, Y. & Fadhillah, R.A. (2022). Utilizing Youtube Video To Enhance Student's Speaking Skill. *Jurnal Dedikasi Pendidikan*, 6(1), 151–156.