



THE USING VIDEO YOUTUBE CHANNEL ENGLISH SPEAKING COURSE TOWARD STUDENTS SPEAKING SKILL

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Abstract: This study aims to improve students' speaking skill through the use of video YouTube channel "English speaking course" as a media to provide to the teacher an effective way to gets the students speaking ability improved and developed. The objective of this research was to know if using video YouTube channel "English speaking course" is influence for teaching speaking at the second semester of eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2022/2023. This research was conducted using a quasi-experimental design. The population in this research was the eighth grade of MTs Hasanuddin Bandar Lampung. The samples used were two classes for the experimental class and control class, 8.a and 8.b which consist of 26 students for each class. In collecting the data, the researcher used an instrument in the form of an oral test. After giving the pre-test and post-test, the researcher analyzed the normality and homogeneous distribution data using Microsoft Excel and SPSS to calculate the independent sample t-test. Based on the result obtained for the sig. (P-value) of the experimental class was 0.56 for Kolmogorov-Smirnov and 0.100 for Shapiro-Wilk. It can be concluded that the data from experimental and control class were normally distributed. Based on the data analysis calculated using SPSS, it was obtained that Sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. H_a is accepted if Sig. $< \alpha = 0.05$ and H_0 is accepted if Sig. $> \alpha = 0.05$. It means that, Sig. $0.000 < \alpha = 0.05$. So, H_a accepted. Based on these results, it can be concluded that using video YouTube as a media is influence for teaching speaking at the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2022/2023. The researcher suggests the teacher to this media in teaching speaking, because it would be effective for them.

Keywords: Video YouTube channel, Quasi-Experimental Design, Speaking Skill

A. INTRODUCTION

Speaking is one of the most important skills and there are many definitions of speaking that have been proposed by some experts in language learning. Based on Marleni speaking is an important skill in expressing idea in communication (Marleni 2016). It can be said that speaking can express their feeling and ideas directly. Spoken language is extremely different from written one in the way that it deals with vocabulary, pronunciation, grammar and fluency (Ahmad 2021). In fact, students have problems communicating actively and spontaneously in English even though they have enough vocabulary to specific their ideas and feelings, they still do not know how to say them. Furthermore, speaking in English is more difficult than reading, writing, and listening because when we speak, we cannot edit or revise what we want to say, as we can do in writing. Moreover, pronunciation is necessary in the way how to pronounce a word correctly and how the interlocutor can understand what the speaker purpose. Because when mispronouncing the word will affect its meaning.

Based on the preliminary research at the eighth grade of MTs Hasanuddin Bandar Lampung, the researcher found that the students are still struggling in learn English especially in speaking. Based on interview with English teacher Mrs. Elviyati, she said that students' speaking skill of eighth grade are still low. The students are challenging in memorize, lack of vocabulary, some students felt that English was not interesting, their pronouncing and grammatical ability are still low (Elviyati 2022). There are some problems that occur when students learn to speak English in school. Students said they haven't mastered much vocabulary, and they're very difficult to speak English. Sometimes students don't want to speak English because they're embarrassed, afraid of making mistakes in speaking and some students are not sure what they are talking about. In the opinion of students, the teacher used a less interesting media and Monotonous in teaching speaking. Students also said that the lack of practice in using English so that, a lack of knowledge about speaking English. In this pandemic, many students complain because they learn only through mobile phones, so they cannot learn directly from teachers and learning becomes ineffective (2022).

Sayuri had encountered these problems. In his research students face problems in English dealing pronunciation, fluency, grammar, and vocabulary. Students also face other problems that are obtained than students' personal information, namely lack of self-confidence, fear of making mistakes, embarrassment of others, nervousness, staying in English, never practicing, and there is nothing to say (Sayuri 2016). Those problems mention above also happened in junior high school especially in MTs Hasanuddin Bandar Lampung.

On the basis of preliminary research data, researchers found some problems and some difficulties in teaching speaking. Following the objectives and conditions mentioned above, it is very urgent and important for the speech class teacher to make every effort to turn some of these situations into positive states. There are many types of media that can be used in teaching mastery of speaking. To solve this problem, the researcher will use the YouTube application to help students learn speaking. The researcher used YouTube as a strategy in teaching and learning speaking. YouTube was selected in this research because this web page contributes a lot of teaching and learning process. It provides a lot of video content which can be utilized for classroom use. In this research the researcher chooses YouTube channel from "English speaking course". Khalid defined YouTube as a video partnership web page where users can upload, share and view video (Riswandi, 2016). From the explanation above that YouTube is one of the webs that can be accessed by everyone, on YouTube there are several videos that can be watched and everyone can share their videos in YouTube.

There are some previous researches about using video YouTube channel towards students speaking skill. This media is very influential toward students speaking skill and it can give significant influence in English speaking skill. The first study was conducted by Yunita, entitled “The Effectiveness of Using Video YouTube toward Students Speaking ability at the second Grade of MTs PSM Mirigambar, Tulungagung”. The population in this research is all students of MTs PSM Mirigambar, Sumbergempol, Tulungagung in academic year 2014-2015, in which total of class VII until IX were three class. The sample was the second grade of class A. The result of this research was there was any significant differences score of the students’ achievement in speaking ability before and after being taught by applying video YouTube. The mean of total score of students’ speaking ability before being taught by applying video YouTube was only 58.43, and after being taught by applying video YouTube was 67.81. video YouTube media surely showed the effectiveness in teaching speaking ability because it can help the students to improve their speaking ability. The difference between this study and Yunita study is that focus on the effectiveness of using video YouTube toward students speaking ability, while this study focusses on influence of using video YouTube toward student speaking skill. The similarity between this study and Yunita study is in the matter of object, the range of eight grade students, the media, and the same subject which is speaking skill (Lia 2015). The second study was conducted by Intan Alfi entitled Improving the Students Speaking Skills Through Communicative Games for The Grade VIII students of MTs N Ngemplak. This study aimed to improve students speaking skills by using the communicative games “lifeboat debate”, role-play, and “lie detector” within the eighth-grade range. The difference between this study and Intan study is the used of CAR while this study used experimental, and the media which is Intan study used communicative games while this study used video YouTube in teaching students speaking skill. The similarity between this study and Intan study is in a matter of object which is eight grade and the focus on students speaking skill (Intan 2015).

Based on previous study, it can be concluded that there are a significant different of this research. The difference in the previous study above were the subject of the research. The similarity in this research were the use of video as learning media for speaking skill.

B. RESEARCH METHOD

Quasi Experimental design was used for this research. Hromi said that experimental design is development of a study to reach specific objectives. Experiment was properly prepared extremely critical in order to ensure that the correct form of data and adequate sample size and power were available to address testing questions of concern as simply and effectively as possible. The objectives of this research were applied to the design of quasi-experimental pre-test and post-test. Cresswell states that practically all research include grouping of participants, but not random grouping, because experimental groups could not be generated artificially (Jhon 2008).

The population is defined as all member of any well-defined class of people, even, or object (Donald 2010). The population is where the research is being conducted. The population of this research was the students in the eighth grade of class A and B MTs Hasanuddin Bandar Lampung. The sample of the research is taken from the population that were the students of the second semester of the eight grades of MTs Hasanuddin Bandar Lampung in the academic year 2022/2023. There are two classes at the sample, they are experimental and control class.

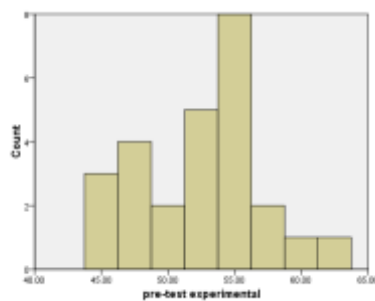
Collecting data is an essential thing in conducting the research. This research data is collected by administering the test to the students. In this case, the test has two kinds as follows. Pre-test and post t-test. A pre-test was done to know the student’s speaking skill

before the treatment. The test is oral form, in which the students will be given several topics related to daily activities. The result of each student will be analyzed and scored to know the student’s speaking skill before giving the treatment. Post-test was done to know the student’s speaking skill after they are taught using video YouTube as media. The system and degree of difficulty of post-test will be same as the pre-test because both will be used to measure the student’s speaking skill.

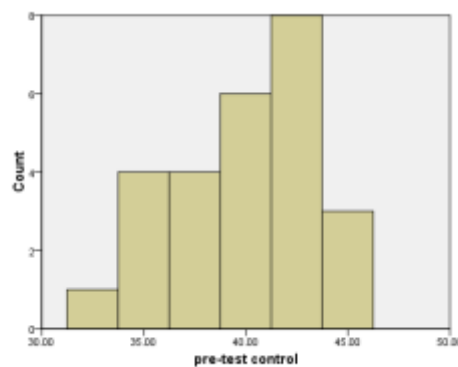
C. FINDINGS AND DISCUSSION

This research conducted in five meetings which is two meetings for pre-test and post-test each class (experimental and control) and three meetings for treatments each class. For the first meeting, on Wednesday and Thursday 1st and 2nd, march 2023, the researcher started by giving the students 8.a and 8.b, a pre-test. Three meetings were held to give the students treatments in the experimental class that is used video YouTube channel “English speaking course” as a media in learning process to do their speaking test, while the control class only used picture as a media. The experimental class consist of 26 students and same with experimental class the control class consist of 26 students. In each treatment, the researcher provided three topics to help the students to understand the materials better. The treatment for each class given on Thursday and Tuesday 2nd and 7th, march 2023. The post-test was already done by experimental and control classes on Wednesday and Thursday 15th and 16th, March 2023, as their last meeting

Result of pre-test in experimental class and control class



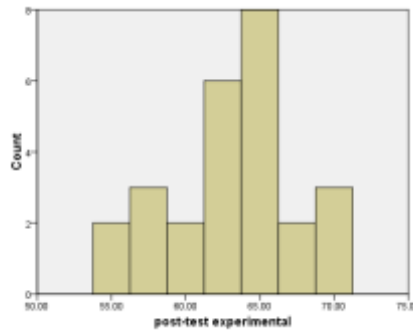
Based on the figure above, the mean of pre-test was 50,22 the Standard deviation was 4.636809, N 26 the median was 52,5 the variance was 24,37678, the minimum score was 45 and the maximum score was 62,5. It showed that students speaking skill before the students received the treatment.



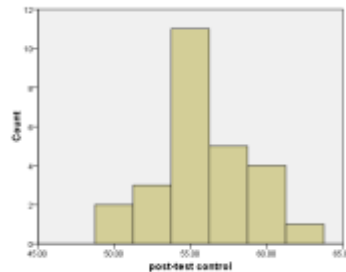
Based on the figure above, the mean score of pre-tests was 39.90 the standard deviation was 3.49863 N was 26, the median was 40 the variance was 12.2404, the minimum score was 32,5 and the maximum score was 45. It showed that students speaking skill before received the treatment

Result of post-test in experimental class and control class

After the treatment, the researcher gave a post-test in the experimental class and control class to determine the student’s speaking skill. The researcher conducted the post-test to see if the students score had increased or not. The post-test in both of classes was conducted on Wednesday, march 15 2023 in the control class and on Thursday, march 16 2023 in experimental class.



Based on the figure above it showed that the mean post-test in the Experimental class was 63,17 the standard deviation was 4,275377, N was 26 the variance was 18,279, the minimum score was 55 and the maximum score was 70.



Based on the figure above it showed that the mean post-test in the experimental class was 55,86, the standard deviation was 3,077524, N was 26 the variance was 9,471 and the minimum score was 50 and the maximum was 62,5.

Result of data analysis

Before the result of the hypothesis by using the independent sample t-test the researcher first conducted two assumption tests to fulfill the requirements for the independent sample t-test. Two assumptions must be done and know they are the normality test and the homogeneity test.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
experimental class	.168	26	.056	.935	26	.100
control class	.194	26	.013	.922	26	.050

a. Lilliefors Significance Correction

Based on the result obtained in the normality. It can be seen that the sig (p-value) of the experimental class was 0.56 for Kolmogorov-Smirnov and 0.100 for Shapiro-wilk. The sig (p-value) control class was 0.013 for Kolmogorov-Smirnov and 0.50 for Shapiro-wilk. Because sig (p-value) of experimental class and control class > $\alpha = 0.05$. It can be concluded that the data from experimental class and control class was normality distributed.

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
score speaking	Based on Mean	2.385	1	50	.129
	Based on Median	2.882	1	50	.096
	Based on Median and with adjusted df	2.882	1	49.037	.096
	Based on trimmed mean	2.393	1	50	.128

Based on the result of the homogeneity test in the column, it can be seen that the sig value based on the mean was 0.129, which means > $\alpha = 0.05$. It can be concluded that H_0 was accepted because the sig value is > $\alpha = 0.05$ it means that the data from the experimental class and control class was homogeneous.

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	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Score	Equal variances assumed	2.385	.129	7.308	50	.000	7.308	1.033	5.237	9.383
	Equal variances not assumed		.074	5.424	44	.000	7.308	1.033	5.237	9.383

Based on the result obtained after conducting the independent sample t-test in the variable above, it is known that the significant value of equal variance assumed is $\text{sig } 0.000 < \alpha = 0.05$. It means that H_a is accepted and H_0 is rejected. Based on the result of the independent sample t-test, it can be concluded that there is a significant influence of using video YouTube channel “English speaking course” towards students speaking skill at the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year 2022/2023.

D. DISCUSSION

According to the result of the pre-test before the video YouTube channel “English speaking course” was implemented, students speaking skill was lower than after it was implemented. The mean pre-test of the experimental class was 50.22 and the mean post-test score was 63.17. After receiving the treatments and administering the post-test, it was discovered that there was significant influence between experimental class and control class, with the experimental class having a higher post-test score. As can be seen from the mean control class pre-test score of 39.90 and post-test score of 55.86. It means that a significant influence occurred in the experimental class. We knew from the research above that the students who receive treatment with video YouTube channel “English speaking course”, got a higher score than the students who did not receive treatments with video YouTube channel “English speaking course” in teaching and learning process. The increasing average score in the experimental class demonstrated this. As a result, it could be argued that using video YouTube channel “English speaking course” to activate prompt speaking students while they were focused on solving the problem and assisting them in interacting with peers is effective. Based on data analysis and hypothesis testing, the calculating determined that the null hypothesis H_0 was rejected and the alternative hypothesis H_a is accepted. Based on data analysis and hypothesis testing, the calculating determined that the null hypothesis H_0 was rejected and the alternative hypothesis H_a is accepted. Based upon the analysis, the researcher concluded that students who used video YouTube frequently received better scores. The average score in both classes demonstrated this. This means that watching video YouTube could help students improve their speaking skills. Because the hypothesis alternative was accepted, the researcher concluded that using video YouTube has a significant influence on students’ speaking skill in the eighth grade of the second semester of MTs Hasanuddin Bandar Lampung in academic year 2022/2023.

E. CONCLUSION

Based on the research that has been conducted at MTs Hasanuddin Bandar Lampung in the academic year of 2022/2023, it can be concluded as follows: In the previous chapter, Statistical analysis of the data has been carried out. Based on the result of the statistical analysis, it can be concluded that using video YouTube channel “English speaking course” is influence for teaching speaking at the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2022/2023. It is because the result of the data conclusion in the previous chapter, where null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means, the researcher concluded that using video YouTube channel “English speaking course” as a media is effective for teaching speaking at the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2022/2023. It was supported by the scores achieved by the students, they got a higher score after the researcher gave the treatment by using video YouTube channel “English speaking course” as a media to teach speaking. The significant influence can be seen from the sig. (2 tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2 tailed) was 0.000, it was lower than $\alpha = 0.05$ and it means (H_0) is rejected and (H_a) is accepted. It can be proven from

hypothetical test, where the alternative hypothesis is accepted and the null hypothesis is rejected.

F. SUGGESTION

Suggestion for the teacher, speaking activity should not be boring. So, the use of interested supporting media like video YouTube or interesting media is important to get students attention while teaching and learning activity. The teacher should encourage students to be more active in the class. So, the class would be fun and enjoyable. Suggestion for the students, in performing speaking should be more active and confident. Learning speaking by using video YouTube as a supporting media require students to practice speaking more and more. But the students also need to speak continuously. They do not have to be afraid of making mistakes. Because, making mistakes is a part of learning. At least, students have to more practice using English in their activity too. So, it would make students more confident in speaking English. Suggestion for the researcher, in this research used video YouTube s a supporting media towards students speaking skill of junior high school about daily activity. The next researcher can conduct this media on different level of students or different skill.

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