

THE USE OF YOUTUBE VIDEO TO IMPROVE THE SPEAKING SKILL OF GRADE XI STUDENTS AT SMK CLARENT KEFAMENANU

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Abstract

This study tends to identify whether the use of YouTube Video can improve students' speaking skill and to measure to what extent YouTube Video can improve students' speaking skill. The method used in this study is classroom action research. The research was conducted in two cycles. Every cycle consists of four steps; planning, action, observation, and reflection. The data collected were in the form of qualitative and quantitative. The qualitative data were gained through observation checklist, and questionnaire. While the quantitative data were obtained by conducting a test for cycle one and cycle two, and the data were in the forms of the students' speaking scores. The results of this research showed that using YouTube video in the teaching and learning of speaking was proved to improve the students' speaking skills. The students were more enthusiastic in learning speaking. They could actively involve in the speaking learning process. Moreover, the students were more confident and fluent in speaking practices. By comparing the total average scores of the students' cycle one test and cycle two test, the researcher found that there was improvement from 41.5 to 61.4.

Keywords: *YouTube Video, Speaking skill, Improve*

INTRODUCTION

Mastering English, especially speaking skill is so important for students to allow them to communicate with other people all over the world. The main important point and final goal of the students in the speaking class, is to have communicative competence. That is why the students should be able to communicate with the other people accurately, fluently and appropriately. One way which can help students in speaking class is technology.

Technology plays a big role in societies and it can be used for many aspects of daily life. Technology can provide learners with a lot of online material, such as websites for learning, and provide them an extraordinary source of information. There are lots of technology implicated in teaching, one of them is using YouTube video. Nowadays, YouTube is very popular for the people and it is considered a source of online material that can play a key role in teaching and learning field.

However, based on the researcher's experience during the activities in the classroom, she found many problems faced by the students in mastering speaking skill. Generally, students in the class have low learning motivation and interest. They feel nervous and lack of confidence to speak both when answering questions from the teacher or having a presentation. They cannot fluently express their ideas by using appropriate vocabulary and correct grammatical forms; the students only speak the first two or three sentences, and then totally get stuck and speak their mother tongue (Indonesian) to make a clear distinguish during the presentation; Moreover, they often feel hesitate to pronounce the words, and most of them mispronounce the words. Third, the atmosphere of the class did not support any speaking activity. The teacher used a monotonous teaching style that makes the students bored and lose interest in the subjects which affect the students' ability.

According to the objective and the conditions mentioned above, YouTube is considered by the researcher as an alternative strategy to enhance students' speaking skill. YouTube Video was chosen because this site gives many contributions in the teaching and learning process. It provides a huge of video content that is exploitable for a class use. YouTube Video as a media is used by the teacher to solve this problem at the first step. After watching YouTube videos, it is expected that students can get the ideas to speak and becomes more interactive in the speaking performance. Students can also get new vocabulary and the examples of pronunciation that give them the opportunity to do the improvement. The implementation of this strategy includes the pre-task based phase, the task cycle, and language focus phase. This strategy is expected to help the students solve the problems and improve the students speaking achievement. The objective of the study are, first, to identify whether the use of YouTube Video can improve the students' speaking skill and the second is to measure to what extent YouTube Video can improve students' speaking skill.

METHOD

To investigate the use of YouTube Video in teaching and learning, a qualitative approach using an Action Research (AR) method was employed in this research. The research was conducted in SMK Clarent Kefamenanu which is located in Jl. Eltari Kefamenanu, in Nort

Central Timor Regency. The subjects of this study were the students of XI. This class consists of 26 students.

Mills (2006 : 6) says that action research is any systematic inquiry conducted by teacher researcher, principals, school counselor, or other stakeholders in teaching / learning environment to gather information about the ways how their particular schools operate, how they teach, how well the students learn.

According to Kemmis and Mc Taggerd in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments of planning, action, observation and reflection. First the writer planned to use YouTube Video relevant to the topic of discussion and draw up an activity which was related to the video and the topic and presented them to the participants. Second, acting, the writer carried out the activity in the class. Third, observing, the writer observed the class situation when the YouTube Video was implemented. And the last was reflecting, the writer reflected on what was wrong, what was right and what must be fixed.

To collect the data the writer used some instruments such as observation checklist, questionnaire, and performance test. First, observation checklist was used to obtain the data about students' activities and the class situation in teaching speaking by using YouTube videos in the classroom. The observation checklist was focused on how the students involved during the research.

Second, speaking test was in the form of the result of the speaking test which was used for describing the students' speaking ability; the students' average score, and the individual score after implementing the strategy. This test was administered at the end of the cycle. The test was in form of performance test, in which the students were asked to perform the conversation in pair.

To confirm the validity of the data, therefore, the triangulation method was used. The quantitative data was presented with the average score. It is analyzed by calculating the the score of cycle one and cycle two by using speaking rubric as the instrument. At the end of the cycle, the questionnaire was administered to the students. This is to confirm the data of the students' performance test and their feeling.

FINDINGS

This part contains some findings of the research. It contains two parts namely cycle one and cycle two.

1.1 Cycle One

1. Planning

The writer needed to make the students become more engaged in their learning and develop their critical thinking. In the first cycle, the YouTube videos used by the writer itself. The writer planned to use videos relevant to the topic of discussion and draw up an activity that is related to the video and the topic. In the first cycle, the writer carried out the materials about asking and giving opinion. The action plans of the first cycle are presented as follows:

a. Using Videos as the Main Media

Videos would be used during Cycle 1 and Cycle 2. The videos are taken from www.youtube.com. All of the videos duration were under 4 minutes. The students were asked to watch the videos. The videos were played twice. When it is over, then, the writer asked the students to share what information that they got from the video or asked students what the extract was all about. This activity then could give the students the opportunity to speak or share their ideas.

b. Providing Various Materials and Attractive Activities

The writer planned to design a power point and handouts contained various materials, exercises, and attractive activities. The details can be seen below:

1) Applying Vocabulary Practice and Pronunciation Practice.

In the material, the writer planned to provide vocabulary practice and pronunciation practice. The vocabulary practice was done before the video played. The students would be asked to find Indonesian equivalents of some new words. It aimed at helping the students understand the content of the video. It also helped the students in understanding some new words in the next task. The pronunciation practice was done after the vocabulary practice. The writer would pronounce those new words and the students repeated after it. Besides, the writer provided various pronunciation practices by giving the opportunities for the students to listen and repeat

after the video played. It was expected to be an interesting pronunciation practice. The vocabulary practice and pronunciation practice would help the students to enrich their vocabulary mastery and give more practice to pronounce some words.

2) Role-play

To give more chances to practice speaking, the writer would ask the students to do role-play. The writer designed some tasks such as completing some dialogues and asked the students to practice it with their partners.

c. Test

Before the class ended the writer gave the students test for cycle one. The activity were divided into three stages such as task, planning and report. In the first stage, students, in pair, had a task to watch the video played by the writer. While watching, they were allowed to take some notes. The video was played twice. For the first time video played, the students were only allowed to take a note while in the second time, they were allowed to take a note and discuss with their partner. In the second stage, they wrote the script or text to perform the conversation in front of the class. In the last stage, then, they performed the conversation in pair in front of the class.

2. Action and Observation

The actions in cycle 1 was carried out on 8th November 2019. The actions focused on implementing videos as the main media to improve the students' speaking skill. The writer collected the data during the research through observations. The writer implemented the actions in the class and also observed the teaching and learning process by fulfilling the observation checklist. The descriptions of the actions in the first cycle can be seen below:

a. Using Videos as the Main Media

Videos were used in each cycle. In cycle one, the materials were about asking and giving opinion. The writer played the video at normal speed and sound because the researcher used listening comprehension technique. It meant that the students could listen to the right pronunciation and intonation of some language functions. Based on the writer observation it was found that the

students seemed interested and enthusiastic in watching the video. The video was played twice. It aimed to help the students understand the content of the video and knew how to ask and give an opinion. After the video ended, the researcher asked the students what information they got from the video or ask students what the extract was all about. Some of the students seemed understood the content of the video by answering the questions correctly although some of them still answered in Indonesian. It might be caused of the lack of vocabulary students have.

b. Providing Various Materials and Attractive Activities

For the first cycle, the writer provided power point and handouts as the materials. The materials were about asking and giving opinion. The power point and handouts contained various materials such as the explanations about the topic, some examples of the expressions and also some tasks such as completing dialogues with appropriate expressions. This power point and handout became the guidance for all of the students' activities. The writer guided the students to do the activities which are presented below:

1) Applying Vocabulary Practice and Pronunciation Practice

The vocabulary practice and pronunciation practice were provided in each cycle. These activities were given before the writer played the video so the students could be familiar with some new words. The writer asked the students to find Indonesian equivalents of some words to help them understand the content of the video and the next exercises. The students looked enthusiastic in looking for the meaning of each word in the dictionary. After that, the writer guided them to check all of the Indonesian equivalents together. Pronunciation practice was the follow-up activity of vocabulary practice. After the students completed the vocabulary practice, the researcher asked the students to listen and repeat so that they knew the correct pronunciation. This activity aimed to help the students pronounce the words correctly.

2) Role Play

Role play could train the students to perform their speaking ability and increase their confidence. The writer asked the students to complete the given dialogues with appropriate expressions then act the dialogue out. Based on the observation, some students opened their dictionary to help them answer the questions. After that, the writer asked two pairs to present their answers in front of the class. Some of them raised their hands. The writer chose two pairs and they presented the answers in front of the class confidently. The writer appreciated and complimented their performance. The writer also corrected some incorrect pronunciations and some wrong answers as well.

c. Test.

In this part the test was carried out. However, the total average score of speaking in Cycle 1 was 41,5 from 26 students. The score is shown in the following table:

Table 3.1.

The Students' Speaking Performance in Cycle One

Average score of each aspects of speaking					Total
Content (1-20)	Grammar (1-20)	Fluency (1-20)	Vocabulary (1-20)	Pronunciation (1-20)	41,5
9.0	7.3	8.5	8.4	8.3	

3. Reflection

The writer made some reflection after the implementation of the planning and actions in the first cycle. The writer analyzed the data from the observation checklist and test. The writer used a speaking rubric to measure the students' speaking skill in the test. There are grammar, fluency, pronunciation, vocabulary, and content aspects. However, some students still had difficulty dealing with grammar and pronunciation. Some students could reduce their lack on pronunciation, but the writer found that the other students still got incorrect pronunciation. They also

produced ungrammatical utterance when making a dialogue. The students needed a lot of practices to pronounce well and improve their grammar.

3.2 Cycle Two

1. Planning

Based on the reflection of cycle 1, there were some strengths and weaknesses found from the writer's actions. Based on the writer observation it was found that The students seemed interested and enthusiastic in watching the video. But, the students still got incorrect pronunciation when they performed a dialogue or pronounced some words. Sometimes they also made ungrammatical utterances especially in making dialogue. It was necessary to conduct the next cycle. The actions implemented in cycle 1 were maintained to be used in cycle 2 with some points that needed to be improved by the writer.

First, the students in cycle two were set up in 4 groups in order to make the students share their ideas with all group members. Second, the YouTube videos not only used by the writer itself. In cycle one, the writer only showed the videos in offline mode and played them only twice. However, in the cycle two, the writer prepared 4 laptops for each group and asked students to use their smartphones to access Youtube. The students then had chances to play the videos from YouTube in online mode and they can watch it for many times. In the cycle two, the writer should carry out the materials about hotel reservation. Below are the details of the actions that would be applied in cycle two:

a. Using Videos as the Main Media

The use of videos in this cycle two had more functions such as providing more pronunciation practice, and providing more speaking models. The students also can access the video on YouTube by using the laptop and smartphone. The students then had chances to play the videos from YouTube in online mode and they can watch it for many times.

b. Providing Various Materials and Attractive Activities

The writer still planned to design a power point contained various materials, exercises, and attractive activities. The followings are the details of other activities:

1) Applying Vocabulary Practice and Pronunciation Practice.

Vocabulary practice and pronunciation practice were still applied. They were presented in power point before getting the students to watch the video. In cycle two, the students also had a longer time for memorizing vocabulary and practicing pronunciation. These activities were used again in order that the students vocabulary mastery keep increasing and they would understand the content of the video. Besides, the students would always get pronunciation practice. Since the students' pronunciation still needed to be improved, the pronunciation practice was also added by imitating the speaker from the video and practicing some dialogues.

2) Role Play

The role play was still used in the cycle two. To give more chances to practice speaking, the writer would ask the students to access and watch the video on YouTube. Then, they should create their own conversation and practice the role-play with their group members.

c. Test

Before the class ended the writer also gave the students test for cycle two. The activities are divided into three stages such as task, planning and report. In the first stage, students had a task to watch the video played by themselves in 20 minutes. They could watch it for many times. While watching, they were allowed to take some notes. In the second stage, they wrote a script or text to perform the conversation in front of the class. In the last stage, then, they performed the conversation in front of the class. The questionnaire would be shared to the students after the test done to know their feelings during the research.

2. Action and Observation

The meeting were held on 11th, November 2019. The same with cycle one, the writer implemented the actions in the class and also observed the teaching and learning process by fulfilling the observation checklist. The implementations of the actions in cycle 2 were elaborated as follows:

a. Using Videos as the Main Media

The students were allowed to access the video on YouTube in online mode by using the laptop and their own smartphones. The students looked very excited and enthusiastic in watching the video. After that, the researcher asked the students to ask anything they did not understand about the video. They also tried to answer the writer's questions in English.

By watching the videos for many times, the students can develop their comprehension about hotel reservation. They will also be able to speak with correct grammar.

b. Providing Various Materials and Attractive Activities

The power point was very useful for the students. They could follow the writer's explanation by reading the materials in the power point. To introduce about the hotel reservation, the writer read a short dialogue first and asked the students to listen carefully then answered some general questions. When answering the questions, many students raised their hands. They answered orally. Sometimes the writer corrected their answers. Then, the writer and the students discussed the text in detail. The writer also explained the expressions used in hotel reservation. The students listened carefully to the writer's explanation and read the material in power point as well. The students did it enthusiastically. The other activities provided in the handout are presented below.

1) Applying Vocabulary Practice and Pronunciation Practice

Similar to cycle one, the vocabulary practice and pronunciation practice were implemented before the students watching the video in cycle two. The researcher asked the students to find Indonesian equivalents of some words in the given table. They used their dictionary to help them find the meaning of each word. This activity aimed at helping the students understand the content of the video and made them familiar with some new words in the next tasks. The pronunciation practice was still the follow-up activity of vocabulary practice. The students were asked to listen and repeated after the writer pronounced the words in the table. The writer did it several times until the students could really pronounce the words correctly.

2) Role play

In this action, the students accessed and watched the video on YouTube and created their own conversation and practiced the role-play with their group members. They played their role very well and acted like the speakers in the video. In the second meeting, the activities continued the previous meeting. The writer noticed that their fluency, vocabulary, pronunciation, grammar and of course comprehension were well improved.

c. Test

This is the last test of the research. However, based on the result of the speaking test, there was a significant improvement of the students' achievement. The total average score of speaking in Cycle 2 was 61.4 from 26 students. The score is shown in the following table:

Table 2.

The Students' Speaking Performance in Cycle Two

Average score of each aspects of speaking					Total
Content	Grammar	Fluency	Vocabulary	Pronunciation	
(1-20)	(1-20)	(1-20)	(1-20)	(1-20)	
14.3	11.5	12.1	12.2	11.2	61.4

After the test done, the write shared the questionnaire to the students.

3. Reflection

The writer made some reflection after the implementation of the planning and actions in the cycle two. The writer analyzed the data from the observations checklist, test and questionnaire. The speaking aspects used were still the same. They were vocabulary, pronunciation, grammar, fluency, and content. Cycle two had been done efficaciously and proven that the activity of the learning and teaching using YouTube video is succeeded.

Based on the writers' observation when the videos were played, most of the students paid attention to the screen and the videos they watched. The situation of the class was also more conducive since all of the students followed the class seriously.

This finding showed that there was a significant improvement in terms of students' motivation and interest in this speaking class in comparison to the cycle one. While watching the videos, the students wrote the information gotten from the video. The students looked more active when they were in time to discuss with their member of group. Based on the result of the speaking test, there was a significant improvement of the students' achievement. This is also supported by the result of questionnaire administered to the students which showed that the students were motivated to learn English by using YouTube video.

DISCUSSION

4.1 Youtube Video Can Improve Students Speaking Skill

The use of YouTube video in teaching speaking was designed to improve the students' speaking skill and to get the students motivated and not bored in following the class. To allow students worked in groups in doing the tasks also the supported point which made the students active in the class. In addition, YouTube videos also helped the student learned about speaking in terms of the way of speaking or fluency, vocabulary, pronunciation, grammar, and content of what to speak.

After getting the information from the video, the students got an idea to speak. Furthermore, discussing with their group helpedone to get an opportunity to give and share information orally to the other members. At this time intensive and extensive speaking performances were unconsciously done by the students.

The success of the teaching of speaking is determined by some factors, one of which is the types of media used by the teacher in the class. The use of YouTube video could be an alternative since it provides materials for speaking class freely and easily. The various topics and frequencies of speaking using supporting media such as YouTube can help the students to improve their speaking achievement. The involvement of the students in the speaking class was clearly shown from their active participation during the teaching and learning the process.

This is also supported by the result of questionnaire administered to the students which showed that: 100% of the students said that they enjoyed and felt happy when

using the YouTube Video. 100% of the students also said that learning with YouTube video was more creative and interesting than the usual. 100% of the students said that it was giving them opportunity to speak more. 100% of the students thought that YouTube Video can improve their speaking skill. And 100% of the students said that they were motivated to learn English by using YouTube video.

4.2 The extent of the YouTube Video improved students' speaking skill.

To measure the size of the improvement from cycle one to cycle two, the writer subtracted the score from cycle two. Score of cycle one was 41,5 and score of cycle two was 61,4. Score of cycle two – score of cycle one : $61,4 - 41,5 = 19,9$. Then, the writer divided the answer (19,9) by the score of cycle one: $19,9/41,5 = 0,479$. Finally the writer multiplied the result by 100: $0,479 \times 100 = 47,5\%$. Based on the explanation above, the result of the improvement from cycle one to cycle two is 47,5 %.

4.3 Students' Errors in Speaking

1. Grammar Errors

This conversation between students number 16 and 2

A : Hallo B
B : Hallo A
A : What do you think about <i>it is</i> video ?
B : <i>According to me about the video no good for me</i>
A : <i>Why you are not like that video ?</i>
B : Because from every year <i>there</i> (they) throw rubbish at random and result flood.
A : I agree with you because video talking about envicident

Based on the conversation above, the students make some grammar errors which are marked with italic. They should say “what do you think about that video”, “according to me the video was not good for me”, and “ why you dont like the video”.

2. Pronunciation errors

This conversation is between students number 26 and 25

A : What do you thinks about the video?

B : *Arccording* to me the video is not good because people
tur away rubbish. How about you?

A : According to me, i *gret* (agree) *wi* (with) you. We have to
protectsour nature.

B : Yes of course.

Based on the conversation above, the students made some pronunciation errors which are marked with italic. They should pronounce “ə’kɔ:(r)ding”, “ r ”, “ wei”, “ ri ”, and “wið”.

3. Fluency (Hesitant communication)

This conversation is between students number 20 and 18

A : Good morning sir. What can i help you

B : *Aaa* Good morning to. *Ii would like, i would, i would like*
Reserver a room

A : What do you want of *a room a room?*

B : *I want to.. i want to single room*

A : *May i have your name ? May i have your name ?*

B : My name is Gregorius *Pa..Paeneon. P p please* your explain
For me... about hotel *her* (here).

A : Okay. I will explain for you about *hotel, hotelher* (here).
her (here), *in the , the hotel her* (here) room we have
sweming swimming pool *and as....*

B: Alright. *T..t..* thank you.

Based on the conversation above, the fluency of students speaking was still low, and they often repeated some sentences.

4. Vocabulary (Limitation affected the task)

This conversation is between students number 15 and 17

A : Hallo Vence. What do you think about its videos?
B : According to me, its very bad. What is your opinion?
A : I agree with this your opinion.
B : Yes and danger for peoples. How about you?
A : Should dont throw rubbish anywere.
B : Yes we have to keeps our natural.

Based on the conversation above, the students cannot express more ideas because they still have limited vocabulary.

5. Content (Student can only relate content to some own experience topic).

This conversation is between students number 7 and 12

A : Housekeeping please, housekeeping please. Come here please.
B : Good morning.
A : Good mornig too.
B : I want to clean the room.
A : Yes i give you 15 minutes.
B : Okay thank you.
A : Have you finish?
B : Yes i am finish thank you
A : You are welcome

Based on the conversation above, the students can only relate the topic to their own experience and cannot express more ideas.

CONCLUSION

Based on the research findings in this study, and the problems stated in the preceding chapter, the writer can conclude that:

- a. The use of YouTube video as the main media gave the students an appropriate speaking model to help them learning speaking. They could watch and listen to some expressions used by the speaker clearly. Moreover, the use of video could attract the students' attention and motivation in the teaching and learning process. Therefore, they could focus on learning the expressions interestingly. The use of video made the classroom atmosphere more enjoyable and led the students to speak English. Therefore, the use of YouTube Video can improve students' speaking skill.
- b. The result of the improvement from cycle one to cycle two is 47,5 %. It was obtained from the average score of cycle one (41,5) and cycle two (61,4).

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