

THE EFFECTIVENESS OF USING VIDEO YOUTUBE TOWARD STUDENTS' SPEAKING ABILITY

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Abstract: One of the media in globalization era in teaching speaking is video YouTube. Learning English by using YouTube will get a lot of benefits, learn the proper pronunciation of a word in a foreign language and make the material more quickly understandable. The research finding in this research is the mean score of speaking before being taught by using video YouTube is enough because the mean score of 16 students is 58.4375. After getting treatment, the mean score of speaking ability is 67.8125 based on the criteria of the students' score is good score it was improved, with the t-test analysis that used by researcher, the result of t_{Count} is by comparing the t_{Table} that she has got in SPSS 16.0, T_{Count} 6.895 and value of t_{Table} on the score table $t_{0,01}$ 1.753, its mean that t_{Count} is much bigger than t_{Table} ($t_{\text{Count}} > t_{\text{Table}}$) = (6.895 > 1.753). It was concluded that video YouTube is effective media to improve the students' speaking ability.

Keywords: Effectiveness, The students' speaking ability, video YouTube.

Language is one of the important in communication. By using language everyone can communicate with others people. They can express their ideas, express their thought, opinions and whatever exists in their minds. The language of an area will be different with other area. Besides national language, there are many languages in this world either as the first, second or foreign language. English is used as an international language. English is a foreign language in our country and it has an important role in the field of education. In globalization era everyone is competing to master foreign language, especially English as a tool for communication. In Indonesia, English becomes one of school subjects. It is introduced from playgroup, elementary school, junior high school, senior high school and university.

There are four skills in English learning, they are listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. Most people, mastering speaking skill is the most important aspect of learning foreign language, and success of mastering one language is measured of the ability to carry out the conversation. So, Speaking is one of the important aspects in learning language, because speaking is the important tool for communication.

In learning speaking skill, the students often find some problems. They are afraid if they are making a mistake in one of conversation and lack of confident within themselves and the other reason are lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough.

Media is one of the components of teaching by using media that relate to the subject that is given by the teacher. Generally, there are three kinds of media, there are visual media, audio media and audio visual media. In a row development of technology information then development of media in educated more advance.

YouTube video is one of audio visual media because we can watch the pictures and hear the sounds. According to Richards (1990:67) proved that by using YouTube everyone who learn to use English to be more capable of solving problems and become better communicator. Many ways more modern and more effective to improve the speaking English skill, one way in accordance with the technological development is learning speaking English through YouTube. Learning English by using YouTube will get a lot of benefits such as learning will be much more fun, learn the proper pronunciation of a word in a foreign language, by using YouTube video can be able to make the material more quickly understandable and be able to get a YouTube video with ease of learning the internet.

Most of them feel uncomfortable, unconfident or bored with teaching learning are only using lecturing or just use a makeshift media that makes students less interested and less challenged. So, teacher needs media in language learning. Media can bring and arouse students' attention and freshness in teaching learning.

Based on the explanation above, the researcher is interested to conduct a research to investigate the effectiveness of using YouTube video toward students' speaking ability at the second grade of MTs PSM Mirigambar, Tulungagung in academic year 2014/2015.

YOUTUBE VIDEO IN EDUCATION

Atkinson et al. (2007) in *Assessing of YouTube Video* (2014) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s (Marchionini, 2003). The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009).

YouTube is also used as a supplementary material with EFL students in Taiwan. Kelsen (2009) conducted a survey on 69 sophomore students and found that they rated the use of YouTube to study English favorably with regard to it being interesting, relevant, and beneficial. The results showed that the YouTube

tutorial methodology had a significant positive effect on perceived student learning (Fralinger & Owens, 2009). It is evident that YouTube videos brought about positive effects on teaching and learning.

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos (Chee, 1995; Casey, 1996).

YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in the Internet.

METHODHOLOGY

In this research, the researcher was conducted in a pre-experimental design using quantitative approach with One-Group Pretest- Posttest design. Ary et al (2006:325) state experimental research is to enable researcher estimate the effect of an experimental treatment. Experimental research can be done in the field, in the laboratory and in the classroom. In this study, the researcher will be done in the classroom with the sample has been obtained from a population.

Difference attribute to application of the experimental treatment is determined by comparing the pretest-posttest of speaking achievement. In this study, the researcher wants to know the effectiveness of using video YouTube toward students speaking ability by experimental research. The effectiveness will be known after knowing the significant differences score between the students who are taught before and after using video YouTube.

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. In this study the researcher used purposive sample and the second grade of class A was taken because among other classes the students of the second grade of MTs PSM Mirigambar had average proficiency and Class A is only one class in second grade of MTs PSM Mirigambar Tulungagung.

The Null Hypothesis (Ho) used in this study was “There is no significant different on the students’ speaking achievement who were taught before using YouTube video and after using YouTube video”, while the Alternative Hypothesis (Ha) used in this study was “There is significant different on the students’ speaking achievement who were taught before using YouTube video and after using YouTube video”.

The primary data in this research were students’ speaking score. In this study, to obtain the require score of the students’ achievement in mastering speaking, the research used two kind of test. They were pre-test and post-test. Pretest is gives to the students before they get a treatment. On 14 April 2015 and 16 April 2015, the researcher teach English speaking without treatment and

the researcher used worksheet as a source in teaching learning speaking. On 21 April 2015, the researcher give pretest for the students with perform in front of the class with a pair work to conduct short conversation about the valuable experience on holiday with friends.

In this research posttest will be given to the student after they had been taught by YouTube video in speaking learning. The score was based on the analytic oral language scoring rubric. On 29 April 2015, the researcher give posttest for the students with perform in front of the class with a pair work to conduct short conversation about the valuable experience on holiday with family. When a pair work perform, other students must write information that they get from the other pair work appear. And the teacher give feedback on grammar and pronunciation that they hear during the conversation process. When the conversation finish the students can ask to the teacher about all topic if they do not understand. Every students pay attention, listen and take notes to teacher explanation.

In this study, the researcher used a quantitative data analysis technique using statistical method. This technique used to find the significant difference on the students' speaking ability before and after being taught using YouTube video (pretest and posttest). The test was conducted by a short dialogue about a valuable experience. To know the significant differences of the speaking ability before and after taught using YouTube video, the researcher in this research uses paired sample T test at SPSS 16.0 for windows.

FINDINGS

In this section, the researcher presents the student's speaking achievement before and after taught by using Video YouTube as a media in the teaching speaking. The subject of the research were 16 students of the second Grade of MTs PSM Mirigambar Tulungagung. The purpose of the researcher is to know the effectiveness of using Video YouTube to improve speaking ability for eight grade of MTs PSM Mirigambar Tulungagung.

The pre-test in this experimental group was given by asking students to perform short dialogue about the holiday with friends in front of the class. There were 16 students as subject. This test is to know the students speaking skill achievement before students got treatment.

Table 1. Descriptive Statistic of Pre-test

N	Valid	16
	Missing	0
Mean		58.4375
Median		57.5000
Mode		50.00 ^a
Std. Deviation		1.12129E1

Based on the table 4.2 above, it can that consist of 16 students it shown that mean score 58.4375, It is mean that the average of 16 students are got 58. Based on the score of pretest, it can be seen that two students got score 40, it

means that the ability of students' speaking skill of MTs PSM Mirigambar Tulungagung is poor.

The post-test was given by asked the students to perform in a dialogue about the holiday with family in front of the class and based on the video YouTube as a teaching media in speaking skill. In this test was intended to know the students speaking ability using video YouTube as a teaching media in speaking class.

Table 2. Descriptive of Post-test

N	Valid	16
	Missing	0
Mean		67.8125
Median		70.0000
Mode		60.00 ^a
Std. Deviation		8.55740

Based on the table 2 above it can be seen that the students consist of 16 students. It shown that the mean score 67.8125 its mean that the average of 16 students are got score is 67 means that the students got good score and can master speaking skill well. Based on the score of posttest it can be seen that two students got score 55 its mean the students good enough score in speaking ability.

Table 3. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	58.4375	16	11.21290	2.80323
	VAR00002	67.8125	16	8.55740	2.13935

Table 4. Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	16	.883	.000

Table 5. Table Sample Test
Paired Sample test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	VAR00001 VAR00002	-9.37500	5.43906	1.35976	-12.27327	6.47673	6.895	15	.000

Based on the table above, it can be seen that the T count is 6.895 with the df is 15. The score of speaking skill before being taught video YouTube is enough because the mean score of speaking is 58.4375, after the students got a treatment the mean of speaking score is 67.8125 it improved, with T test analysis that is used by researcher, the result of t_{count} is 6.895.

Then the researcher gave interpretation to t_0 . First the researcher considered the db , $db = N-1$, in here db is 15. The researcher consulted to the score in the t-table. At the significant level of .000, the score of t-table is 1.753. By comparing the “t” that the researcher has got calculation t_{Count} is 6.895 and the value of “t” on the t-table t_0 is 1.753. From the calculation above, t_{Count} is bigger than t-table ($6.895 > 1.753$).

From the calculation above, t_{Count} is bigger than t_{table} the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected, it means that there is different speaking ability score of second grade of MTs PSM Mirigambar Tulungagung between before and after being taught by using video YouTube.

DISCUSSION

Based on the result of the statistical computation using T-test, the result show that there is significant differences between pre-test and post-test score. The result of T-test is 6.895. If the T-test is compared to T-table with the degree of freedom 15 as stated hypothesis testing, the T-test 6.895 is higher than the T-table 1.753. Therefore, based on the hypothesis testing, the (H_a) is accepted and the (H_0) is rejected, the theory is verified. It means that video YouTube as a media in teaching speaking is effective for teaching speaking.

Based on the researcher method, in teaching learning process was divided into three steps. First step is giving pre-test for the student to know the students' speaking ability before taught by video YouTube. The second step was giving treatment to the students, the treatment here was teaching speaking by using video YouTube. For the last step is was giving post-test, in the post-test the students were given a test to know their speaking ability after they were treat by using video YouTube as a media.

YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages,

from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. Objectives utilizing YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive.

According to Richards (1990:67) by using YouTube everyone who learn to use English to be more capable of solving problems and become better communicator. Meanwhile, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009) and Kelsen (2009) conducted a survey on 69 students and found that they rated the use of YouTube to study English favorably with regard to it being interesting, relevant, and beneficial, it is evident that YouTube videos brought about positive effects on teaching and learning.

The use of teaching media in teaching learning process is very important, so the teacher should chose the media for teaching learning, especially for teaching speaking. A teaching media can help the teacher to teach more easily and help the students more enjoyed and the learning environment interesting, fun, and interactive. One of teaching media that are easy and interesting to apply in teaching speaking is video YouTube. YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. Instructional videos on YouTube can be used as an interactive learning in the classroom and for students themselves through online presentation or offline.

Based on the explanation above, video YouTube media surely showed the real effectiveness in teaching speaking ability because it can help the students to improve their speaking ability at the Second Grade of MTs PSM Mirigambar Tulungagung.

CONCLUSION AND SUGGESTION

From the previous findings and discussion, it can be concluded that there is significant difference between students' mastery on speaking before and after being taught by using video YouTube. This means that video YouTube is effective media in improving the speaking ability of the second grade of MTs PSM Mirigambar Tulungagung.

Based on the conclusion above, it is suggested that the English teacher, especially in Junior High School to apply ICT especially video YouTube in teaching English. In addition, teacher must take teaching and learning process become more interesting, fun and enjoyable, so the students will not get bored and sleepy. In order to the students more interesting, enjoyable and confidence to perform in front of the class in teaching speaking. Besides, the students are suggested to follow up the speaking ability in their study. The students would be active in classroom because video YouTube help the students to be active in learning English. Finally, for the future researcher it is expected that the result of this study can be used as a reference to conduct a further research related to use video YouTube in difference area of teaching. This research is very important because it will give some knowledge to the researcher and to know the benefit of using video YouTube in teaching English.

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