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Research Article

## Assesment in The Use of Youtube Videos to Improve The Students Speaking Skill

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### KEYWORDS

YouTube video;  
 speaking ability;  
 recount text

### A B S T R A C T

This study aims to find out the profile of students' speaking skill before and after using YouTube video and to find out whether YouTube video is effectively used as a medium to improve the students' speaking ability in tenth grade students of MA Al Irsyad Tengaran. The subjects of this study were students of class X A and X B of MA Al Irsyad Tengaran. The data were tested using t-test and N-gain formula by comparing the score of both classes. It can be seen that the pretest result for the experimental class was 63.33 and the pretest result for the control class was 62.50. From the table of post-test results for experimental and control classes, we can see that the average score of the experimental class was 92.17, while the average score of the control class was 73.00. This is proven by calculating the paired sample ttest. In this case, the two-sided significance value is 0.000, which is less than 0.05 ( $0.000 < 0.05 < 2.045$ ). This can be interpreted to mean that students' speaking ability changes significantly after being taught to use YouTube videos in speaking classes.

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## INTRODUCTION

Assessment of speaking requires assigning numbers to the characteristics of the speech sample in a systematic fashion through the use of a scale. A scale represents the range of values that is associated with particular levels of performance, and scaling rules represent the relationship between the characteristic of interest and the value assigned (Burkart, 2004; Byrne, 1986). The use of a scale for measurement is more intuitively clear in familiar domains apart from language ability. For example, we can measure weight very accurately. While the use of pounds or kilograms is usually sufficient for measuring the weight of adults, when measuring babies, we move to smaller and more precise units—ounces or grams. The characteristics of the objects measured and our need for

accuracy determine the units of measurement selected, and, in turn, scaling rules describe the units of measurement we employ.

YouTube has become one of the most popular websites in the world (Almurashi, 2016). It offers fun and fast access to instruction, culture-based videos, and language from all over the world. In addition, using YouTube both inside and outside the classroom can enhance conversation and pronunciation four skills of the students. Besides, YouTube also promotes authentic vocabulary development. YouTube tutorial video is an audio-visual media that produced sound, concrete picture, color, and the role of something procedure. Tutorial video distributes language comprehension activities through viewing the visual element orderly, listened the correct pronunciation, stress word or intonation, spelling, and structure or language pattern (Seilstad, 2012). Tutorial

video also help the students to improve their speaking skill by stimulating the students through visual elements orderly. Speaking skill is one of the important language skills in learning English. Speaking can show the competence of the students in learning English (Johnson, 2001; Jones, 2007; Brown, 2001, 2000). *The*. Moreover, speaking is the common way to communicate with others in order to deliver opinions, questions, and others. However, many students also have several problems in improving their speaking skills. One of the technologies that can be used to improve students' speaking skill is YouTube. Almurashi (2016) states YouTube is an interesting media to use in teaching and learning English. YouTube provides many videos that can be used by the students learning resources. Students can learn English through short English videos, films, and English tutorials. Moreover, Riswandi (2016) in his study found that YouTube can help students to improve their speaking skill, especially in increasing their knowledge about vocabulary, grammar, and pronunciation in English through the videos that are provided in it. Thus, it can be assumed that YouTube can be also an effective learning media for developing students' language skills that can be used by the teachers, especially in developing students' speaking skill.

The aim of the study was to investigate the use of YouTube in improving students' speaking skill. The subjects of the study were the students of writer's English private students. The result of the study showed that YouTube was a good alternative teaching media, especially in teaching language (Prensky, 2009, 2001). Therefore, researchers strongly believe that YouTube videos are one of the alternative media that can be used to improve students' speaking skills (Heinich, et al. 2002; Widdowson, 1996; Heaton, 1989). They can share their ideas, communicate, exchange information and express their opinions in the form of speeches. Video can be used to provide contextual information. Additionally, videos can stimulate students' interest and motivate them. Visual elements help learners anticipate information and generate ideas. You can also practice speaking in and out of class.

## METHOD

This study uses quantitative research as the methodology. Quantitative research is a technique for testing a particular theory by analyzing the relationships between variables (Cresswell, 2009; Soegiyono, 2011). The approach used in this study is experimental in nature. Pre-experimental methods, true experimental methods, and quasi-experimental methods are three types of experimental methods (Creswell, 2018). The design used in this study is a true experimental design with a pre-test and post-test control group design. This means that in this

design there are two groups: the experimental group and the control group. This study uses quantitative research as the methodology. Quantitative research is a technique for testing a particular theory by analyzing the relationships between variables (Cresswell, 2002). The approach used in this study is experimental in nature. Pre-experimental methods, true experimental methods, and quasi-experimental methods are three types of experimental methods (Creswell, 2009). The design used in this study is a true experimental design with a pre-test and post-test control group design. This means that in this design there are two groups: the experimental group and the control group.

In this study, the researcher participated in two classes using a non-random sample as the sample. The equipment in this study is a test instrument. Two tests are used in this study: a pre-test and a post-test. Pretests are administered before students receive treatment, and posttests are administered after students receive treatment. Research instruments are measurement tools used to objectively obtain quantitative information about variations in variable characteristics. In other words, research instruments are data collection tools. The speaking test assessment has been adapted to the speaking section.

## RESULTS AND DISCUSSION

After conducting a pre-test to find out the speaking ability profile of the 10th grade students of MA Al Irsyad Tenganan, the researcher guided the students to learn speaking. Students in the experimental class were allowed to use her YouTube videos, while the control class still used the textbook. Students were asked to choose one of her three retelling texts from her YouTube videos that they watched during the teaching and learning process, or to use their own experience. The students were then asked to individually tell the story in front of the class, emphasizing the moral values. During the performance, the teacher assessed speaking micro skills with emphasis on extended speaking and assigned scores based on a pre-developed scoring rubric. After the treatment, the researcher conducted a posttest on the experimental and control classes. The table below shows the post-test results for the experimental class.

After obtaining the results of the studentteaching's post-test score, the researcher categorized the scores based on the criteria as shown in the following table:

**Table 1.** Evaluation Criteria of Experiment Group's Post-test

Score	Criteria	Frequency
85-100	Very good	24
70=84	Good	6
55-69	Average	-
40-54	Poor	-
<39	Very poor	-

As in the experimental class, the results of the control class scores were also categorized based on the criteria that can be seen in the table below:

**Table 2.** Evaluation Criteria of Control Group's Post-test

Score	Criteria	Frequency
85-100	Very good	4
70=84	Good	13
55-69	Average	10
40-54	Poor	3
<39	Very poor	-

The paired samples t-test is used to determine whether there is a difference in means between two paired samples. A paired samples t-test was performed on the pre-test experimental class data, and the post-test experimental class data was processed using Youtube videos. Then, using the textbook as usual, compare the pre-test control lesson data to the post-test control lesson data. A sample T-test calculation for the pair is shown in the following table.

**Table 3** Paired Samples T-test

Paired Samples Test		Paired Differences				t	df	Sig. (2-tailed)	
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1	Pretest - Posttest	19,667	10,369	1,339	22,345	16,988	14,692	0,000	

Based on the result of pair 1, the value of sig. (2-tailed) was  $0.000 < 0.05$ , it means that  $H_a$  is accepted and  $H_0$  is rejected, indicating that there was a significant difference between the mean of the students' speaking test results for the experimental class pre-test and the experimental class post-test using youtube video. Likewise, in the output of pair 2, the value sig. (2-tailed) was  $0.000 < 0.05$ , so it can be said that there was a difference in the mean for the pre-test of the control class with the post-test of the control class that is not given treatment.

### Discussions

This study was conducted to examine the effectiveness of teaching strategies, specifically speaking skills. It has been argued that YouTube video media is one of the most effective media that can be used in the teaching and learning process. The paired sample t-test calculation performed by the researcher shows that the result  $H_a$  is accepted and  $H_0$  is rejected. This is proven by calculating the paired sample t-test. In this case, the two-sided significance value is 0.000, which is less than 0.05 ( $0.000 < 0 > 2.045$ ). This can be interpreted to mean that students' speaking ability changes significantly after being taught to use YouTube videos in speaking classes. We can also see that his N-gain score for the experimental class using YouTube videos was 80.10%, while for the control class using regular textbooks he was 28.40%. This means that

the N-gain score of the experimental class was higher than that of the control class. The experimental class shows an N gain score of 80.10%, which includes a percentage above 76. It is concluded that teaching English using YouTube videos has a positive impact on students' speaking skills. The control class shows an N gain value of 28.40%, which is expressed as a percentage.

### CONCLUSION

The effectiveness of using YouTube videos as a medium for students' speaking ability. Based on the dependent sample T-test calculations for both experimental and control classes, we find that the T-test score is 14.692 higher than the T-table value of 2.045. On the other hand, the probability of a two- sided signal was 0.000, which was lower than 0.05. This means that  $H_0$  was rejected and  $H_a$  was accepted. We can also see that the N gain score for the experimental class using YouTube videos is 80.10%, while it is 28.40% for the control class using regular textbooks. This means that the N-gain score of the experimental class was higher than that of the control class. The experimental class shows an N gain score of 80.10%, which includes a percentage above 76. It is concluded that teaching English using YouTube videos has a positive impact on students' speaking skills. The

control class shows an N gain value of 28.40%, which is expressed as a percentage.

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