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Article

Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research

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KEYWORDS

Action Research
 Speaking
 Youtube

A B S T R A C T

This research is an action research that aims to improve students' speaking skills using Youtube media. Discussing how Youtube as a learning medium can improve students' speaking skills. During the Covid 19 pandemic, formal schools are still carrying out the learning process online and only courses are allowed to study face-to-face because there are fewer students in one class, therefore this research was conducted in the Easy English course. Students' speaking ability on the Easy English course is still low especially at the level of children. English course students have difficulty in speaking skills. The students are bored with the old method of improving their speaking skills. The data were collected through speaking assessment and interview in classroom action research. The writer used Youtube video and students watched and practiced it. Each class consisted of 7 to 10 students, the writer made three cycles and gave a score for each cycle according to the speaking size. The results of the research point out that the students could improve their speaking skills by using Youtube videos. In the first cycle, the students' average score is 65 points, the second cycle is 75 points, and the last cycle is 85 points.

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INTRODUCTION

English is mainly used to communicate between countries in the world. It is used to exchange information with others in many important aspects. In our country, English has an important role, which is to become a foreign language. Because it is a foreign language, it is still very rare for the population to use English in their daily life and English is only taught in schools or in other educational institutions such as English courses. Students often lack confidence in speaking because they are shy and tend not to express themselves in front of others, especially when asked to provide personal information or

opinions. Often too, there is a concern about speaking badly and therefore embarrassing them in front of their classmates. In such situations, there are a number of things we can do to help.

In English language teaching, we have to master the four skills, which are: listening, speaking, reading, and writing. All those skills are very crucial for those who want to master English (Harmer, 2007). Speaking is one of the language skills in learning the language. Speaking skill is a skill that must be practiced continuously. We need to speak to communicate with other people and understand each other. We have to learn how to speak,

and speaking can make us communicate each other. English in Indonesia is as a foreign language and English education is taught from the elementary school level. At the age of elementary school, children absorb the language very quickly as long as it is facilitated with adequate facilities. In students' speaking ability among the obstacles that occur in Indonesia are as follows: some students are still reluctant and even shut their mouths to speak to their teachers or other people in English. Also, the students' limited vocabulary skills make them unable to convey something in English.

The current situation in speaking class at Easy English course shows some problems they face. First, the students do not pay much attention and they still feel shy and nervous and lack of confidence when answering the question from the teacher, they cannot fluently express their ideas by using appropriate vocabulary and correct grammatical form. The students only can speak two or three words using English and then totally get stuck and back to use their mother tongue. According to Jones (2007), fluency means using the simplest words to convey meaning, even though longer words might be more descriptive. The second, atmosphere of the class is monotonous, here the teacher still uses textbook when they are teaching in the classroom so it makes students feel bored with the old teaching method. The way teacher teaches the students is still bringing monotonous teaching style in which there is no utilization of innovative teaching and learning media that can motivate the students to learn (Gunada, 2021).

Development of technology nowadays shows English has become mandatory to be mastered and taught to students and there are many media that we can be used in teaching English. One of the most widely used media is Youtube video because Youtube is the social medium that is liked most by all students. Therefore from those needs in teaching speaking, the researcher chooses a Youtube video in the teaching English classroom in classroom action research. Youtube was chosen because this medium gives many contributions in teaching and learning process. It provides huge video content that we can use in our English class. Youtube as Media issued by the teacher to solve this problem at the first step (Khalid, 2012). In addition, according to Watkins and Wilkins (2011), using Youtube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Besides, Youtube also promotes authentic vocabulary development. Further, they state that using Youtube in the classroom lets the students having exposure toward authentic English and autonomy in learning (student-centered). Moreover, the results of some researches show that using Youtube Video can improve

students' speaking skills in terms of pronunciation, grammar, vocabulary, and fluency.

Youtube is used as a medium in teaching English, especially in improving students' speaking skills because Youtube provides many interesting videos and students prefer audio-visual displays in the learning process, and Youtube videos can be accessed anytime and anywhere making it easier for students to use them in the learning process.

In some Youtube videos, students can practice their speaking skills by watching English videos with interesting themes. From the videos, the students can practice new vocabulary and fluency in speaking English. Based on the discussion above, the researcher then tries to use Youtube video as a medium to improve student's speaking skill. Youtube is able to teach English speaking skills. The previous research showed the effectiveness of Youtube in learning. Guan, Song, and Li (2018) conclude that by using multimedia technology, students' interest in learning can be improved and by using useful and auxiliary teaching tools, teachers' teaching tasks become much easier and teachers' passion in teaching is recalled. Other findings indicate that the application of Youtube-based videos in teaching speaking can improve students' speaking skills and motivation (Riswandi, 2016). In addition, teachers must also make learning interesting so that students do not fall asleep during learning.

METHOD

To find out the use of Youtube video as medium in teaching to improve student's speaking skill, a qualitative approach using a Classroom Action Research (CAR) design was used in this research. One of the problems faced in the classroom was learning achievement in speaking skill. Therefore, by doing Classroom Action Research (CAR), hopefully the researcher got the improvement of learning quality in the classroom as learning achievement in speaking skill. Action research is one of the types of investigations that is characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning (Arikunto, 2009). The aim of investigating this research was to solve the problems happened in the classroom that is faced by the students. In line with this, Latief (2010) argued that Classroom Action Research is the research design that is constructed for improving the quality of learning in the classroom.

This research was conducted at Easy English Training in south Tangerang. The subjects of this research were the English for children Class, this class consisted of 10 students. In this Classroom Action Research, initially a

researcher identifies problems happened in teaching learning process, then set the plan, designed a way to solve problems and implemented the plan. Therefore, the researcher focuses on a particular classroom aiming at finding the solution for the problems take place there.

Action research is a development tool for teacher that involves observing or gathering other data about a class through interviews, case studies, and questionnaires. A teacher can establish a cycle of identifying problems, planning changes in response, implementing changes, gathering and analyzing data to evaluate the implementation. An Action research can be used to help general development or to resolve specific problems with teaching or learning. A simple model of the cyclical nature of the typical action research process of which each cycle has four steps: planning, acting, observing and reflecting (Kemmis, McTaggart, and Nixon, 2014).

1. Planning

Three defining characteristics of action research are that they are carried out by practitioners for purposes, classroom teachers rather than outside researchers. According to June, Yaacob and Kheng (2014), the first step is planning. In the planning stage, the researcher wanted to involve students in developing students' interest first so that they wanted to involve themselves in the learning. The researcher planned to use interesting videos that they usually use in everyday life and created topics about conversations in everyday life (daily activity). Also, the researcher used Youtube videos that were relevant to the topic and presents them to students.

2. Acting

Second, acting, the researcher conveyed to students about the activities or topics that were used by providing an explanation of the learning process. A piece of descriptive research carried out by a teacher in his or her classroom, without the involvement of others, which was aimed at increasing understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be action research.

3. Observing

Third, observing, the researcher discussed the material that had been done by asking students questions. At the beginning of the learning process, there were still many students who were confused about the learning process because they were not used to using it. There are many steps in observing an action research, the first is Initiation, second is Preliminary, third is Hypothesis, fourth is intervention, the fifth is Evaluation, the sixth is Dissemination, the last is Follow up the teacher invites the methods of motivating the students.

4. Reflecting

The first step is usually identifying an idea. This may start out as a general idea. You do not have to be too ambitious at first, all right suggests that a good place to start may be explored simply by getting students to discuss it in class. In collecting data, the researcher used several equipment, such as sheets for observation, additional notes, speaking tests, questionnaires and interviews. Observation media were used to record all students' activities in the learning process with Youtube videos, and additional notes to record activities that were not included in observation data, to record students' interactions with friends and things that need to be improved, the speaking test is used to assess the average speaking ability of students individually or in groups, this test is given at the end of the cycle.

To determine the validity of the data that the researcher has done, at the end of the cycle the researcher gave a questionnaire to students to find out the performance and feelings of the students, the researcher also interviewed 3 to 4 students.

RESULTS AND DISCUSSION

1. Cycle One

Cycle one is carried out at one meeting, as usual the activity starts with greeting and praying then attending students and brainstorming first to get to the learning which we will do by giving direct questions and answers about Youtube and the words that we will use on Youtube video (daily activity) or brainstorming about the topic, vocabulary and how to pronounce the material that will be conveyed.

In the second activity, there are three stages, first the students are divided in pairs and given the task of watching a Youtube video that is played twice by the teacher, and when they are watching the Youtube videos they are allowed to make notes about the vocabulary they find on the Youtube video, and on when watching the video for the second time, students are allowed to discuss with their partner of the Youtube video. In the second stage, the students make text about the contents of the Youtube video to be presented in front of the class. In the third or final stage, students practice the text they make in pairs in front of the class and are not allowed to read the text they make in pairs At this final stage, other students may provide comments about the conversations they are having and the teacher also provides responses, and the students who appear must also provide responses.

The results of the first cycle of the three-stage activity, namely observation, tests, questionnaires and interviews, are at the observation stage that students give good enough attention by watching the screen on the Youtube video and obtain an average result of 80% - 90% at the first meeting. The results in the first cycle show that the

students' motivation has begun to increase in this speaking class. When watching the video, students record the information they find while watching the students' worksheets and at the stage of discussing with their partners, the students are still look passive and are confused about what to discuss, this is because these students have a lack of vocabulary in delivering the contents of the Youtube video and students are still searching for vocabulary in their dictionaries. The results of the students' speaking ability in the first cycle are not too significant, with an average student speaking test score of 65.1 out of 10 students. Scores are shown in the table below:

Table 1. The Students' Speaking Performance in Cycle One

	Average Score of Each Indicator of Speaking					Total
	Fluency	Vocabulary	Pronunciation	Grammar	Content	
	1-20	1-20	1-20	1-20	1-20	
Cycle one	13,2	12,7	13,5	12,1	13,6	65,1

And from the results of questionnaires that have been given to students, it is found that 80% of students state that Youtube Video is very interesting and useful for them, and students are motivated to learn English, especially in speaking English by using Youtube videos by 80% as well, and after that the teacher also conducts interviews with 3 or 4 students who ask whether teaching with Youtube is fun for students. And 80% of students answer that it is fun learning English with Youtube videos to improve students' English language skills.

2. Cycle Two

In the second cycle, the method used is the same as the same method as cycle 1, but in cycle 2 the researcher tries to correct the student's deficiencies that occur in the first cycle, based on the students' speaking scores obtained in cycle 1, there are still many weaknesses experienced by students during the process of learning occurs, among others, the students' lack of vocabulary mastery, which makes students passive when they are asked to present the Youtube videos they watch in front of the class. For this reason, the researcher provides additional time for students to memorize vocabulary that they do not know which is contained in the Youtube video according to the predetermined topic, and the students' pronunciation is still low so that to improve pronunciation students are asked to repeat the new vocabulary with correct pronunciation and to interpret it into Indonesian. In the content or development of the material from the video they have watched, students are asked to repeat the video and in this second cycle, each student brings their own cellphone or gadget so they can focus more and have

more time to watch the Youtube video. In this second cycle, the researcher also provides students' worksheets to answer questions that are in accordance with the Youtube video topic they have watched, namely the topic "Conversation in the Market" and students could learn in advance about videos on that topic.

The results of cycle 2 are taken by the same stage as cycle 1, namely observation, speaking ability tests, questionnaires and interviews. The results of observations in cycle 2 show that almost all students have paid attention to the Youtube video screen played by the teacher and all students are very enthusiastic about watching it, which is almost 85% -90% of students watch the Youtube video played. The classroom situation is under control because the students are listening seriously. There is a significant increase in students' motivation when cycle 2 is prolonged. When watching, students are also allowed to write down information obtained during the Youtube video and students can also answer directly on the students' worksheet given by the teacher. The students are also look active when discussing with their partners.

The results of the students' speaking ability test in cycle 2 have an increase, namely with a value of 75 out of 10 students. The score is shown in the following table:

Table 2. The Students' Speaking Performance in Cycle Two

	Average Score of Each Indicator of Speaking					Total
	Fluency	Vocabulary	Pronunciation	Grammar	Content	
	1-20	1-20	1-20	1-20	1-20	
Cycle one	13,2	12,7	13,5	12,1	13,6	65,1
Cycle two	15,1	14,5	15,0	15,0	15,4	75,0

Based on the results of questionnaires that have been given to students, it is found that 85% of students state that Youtube Video is very interesting and useful for them, and students are motivated to learn English, especially in speaking English by using Youtube videos by 85% as well, and after that the teacher also conducts interviews with 3 or 4 students who ask whether teaching with Youtube is fun for students and 90% of students answer that it is fun learning English with Youtube videos to improve students' English language skills.

3. Cycle Three

The results of cycle 3 are taken in the same stage as cycle 2, namely observation, speaking ability tests, questionnaires and interviews. The results of the observations in cycle 3 present that all students pay attention to the Youtube video screen played by the

teacher, and all students are very enthusiastic about watching it, that is, almost 95% -100% of students watch the Youtube video that is played. The observation results in cycle 3 are the highest compared to cycles 1 & 2 and have experienced a significant increase. The classroom atmosphere is also more conducive because all students take the class seriously.

The results of these findings indicate that there is a very significant increase in students' motivation and interest and English language skills compared to cycles 1 & 2. When the learning process occurs while the Youtube video is playing, all students keep and pay attention to the video seriously and students take notes and answer questions. There are students' worksheets and the discussion is more active than in cycles 1 & 2 and in this third cycle the teacher provides a different topic from the previous cycle, the topic in cycle 3 is the Youtube video "Conversation in the Zoo" and students have mastered vocabulary and knowledge about the topic given by the teacher because they have listened to the same topic before the teacher gives the Youtube video "Conversation in the Zoo". The students have started to enjoy the learning process in cycle 3. The results of the students' speaking ability test in cycle 3 have an increase, namely with a value of 85 out of 10 students. The score is shown in the following table:

Table 3. The Students' Speaking Performance in Cycle Three

	Average score of each indicator of speaking					Total
	Fluency	Vocabulary	Pronunciation	Grammar	Content	
	1-20	1-20	1-20	1-20	1-20	
Cycle one	13,2	12,7	13,5	12,1	13,6	65,1
Cycle two	15,1	14,5	15,0	15,0	15,4	75,0
Cycle three	17,2	17,3	17,5	16,5	16,5	85,0

In line with the results of questionnaires that have been given to students, it is found that 90% of students mention that Youtube Video is very interesting and useful for them, and students are motivated to learn English, especially in speaking English by using Youtube videos by 90% as well, and after that the teacher also conducts interviews with 3 or 4 students who ask whether teaching with Youtube is fun for students. And 95% of students answer that it is fun learning English with Youtube videos to improve students' English language skills.

From the findings that the researcher has done using qualitative approach using a Classroom Action Research (CAR) One of the problems faced in the classroom is learning achievement in speaking skill. Action research is development tool for teacher that involves observing or gathering other data about a class through interviews, case studies, and questionnaires. A teacher can establish a cycle of identifying problems, planning changes in response, implementing changes and gathering and analyzing data to evaluate the implementation. An Action research can be used to help general development or to resolve specific problems with teaching or learners.

In improving students' English speaking skills by using Youtube video as a medium with classroom action research carried out with the aim that students are motivated and increase interest in learning English, especially in the classroom, the classroom atmosphere becomes more alive and students can discuss about developing ideas and interacting with friends or partners so that students become more active. Besides that, it also improves students' vocabulary and pronunciation, grammar and content in the video, after watching the Youtube videos given by the teacher. At this time, intensive and extensive speaking performances are unwittingly carried out by students. The use of Youtube videos can be an alternative because it provides classroom material to speak freely and easily. Various topics and frequency of speaking using supporting media such as Youtube can help students improve their speaking achievement. The involvement of students in the speaking class can be seen clearly from their active participation during the teaching and learning process.

CONCLUSION

The results of the research conducted, the researcher draws the following conclusions:

1. The use of interesting techniques or methods in the teaching and learning process, namely by using Youtube videos as a medium, will greatly assist students in receiving English material, especially speaking skills.
2. There is a significant increase or influence in the use of Youtube videos as a learning medium which is very useful and interesting and easy for students to understand. The speaking test score has met the criteria for success and besides that students can also be actively involved in the learning process and have high motivation by using Youtube videos as a medium for learning classroom and action research.
3. The nature of the video, which provides picture and audio at the same time, is able to help the students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing

sentences while speaking. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their comprehension. In addition, watching videos also unconsciously help the students learn grammar in an automatic way.

4. For the researcher has shown that the use of Youtube videos can improve the students' speaking skill, English teachers are highly suggested to use Youtube videos as the authentic materials.
5. The last or finally, for further researcher, it is expected to study more about the advantage and disadvantages of using Youtube video.

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