

**The Use of Youtube Video to Improve Students' Speaking Skill of Class VII
UPTD SMP Negeri 22 Barru**

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ABSTRACT

The use of YouTube videos as a learning tool has the potential to enhance students' speaking skills. This study aims to determine whether incorporating YouTube videos into the curriculum can improve the speaking skills of seventh-grade students at UPTD SMP Negeri 22 Barru. This research was conducted using a pre-experimental method, with a one-group pre-test and post-test design. The research population consisted of seventh-grade students at UPTD SMP Negeri 22 Barru, with a sample of 27 students from class VII-2 selected through random sampling. The results of the study indicated that after the treatment, most students found learning English less difficult, particularly in terms of speaking skills. They began to feel more confident speaking in English and showed a higher enthusiasm for continuing to learn the language. This is supported by data showing that the mean pre-test score was 56.48, while the mean post-test score was 80. Additionally, the post-test mean score of 80 was higher than the minimum passing score of 75 at UPTD SMP Negeri 22 Barru. The result of the t-test score in the final test was 2.665, compared to a t-table value of 1.706. Therefore, the researchers conclude that the use of YouTube videos can improve the speaking skills of seventh-grade students at UPTD SMP Negeri 22 Barru.

Key words: Speaking Skill; YouTube Video

INTRODUCTION

English, as an international language, is essential to master. In Indonesian education, it is included as a core subject. Learning English encompasses four primary skills: listening, speaking, reading, and writing. This study, however,

focuses solely on speaking skills. Speaking is vital for conveying ideas and opinions during communication. Zhang et al. (2021) describe speaking as a comprehensive oral communication process involving both productive speaking abilities and receptive comprehension skills like listening. Yuzar and Rejeki (2020) highlight that speaking requires active participation, combining both productive and receptive skills for effective communication. These recent studies support the view that speaking is an interactive process that integrates multiple language skills to facilitate understanding and expression in conversations.

Speaking skill is one of the most difficult skills for students to learn, especially for students who are still at the junior high school level because they are still in the transition phase from the elementary level, which is only focused on learning vocabulary, to the junior high school level, which already has to be in the phase of learning the four skills in learning English, one of which is speaking skills. This challenge is also faced by students in one of the junior high schools in Barru Regency, namely students of class VII UPTD SMP Negeri 22 Barru. Based on observations, it was found that the average score of students' speaking tests in class VII UPTD SMP Negeri 22 Barru was still relatively low. Based on the results of a student perception questionnaire and interviews with one of the English teachers at the school, it was found that one of the factors contributing to the students' relatively low speaking skills was the learning media. Most of the students said that they find it difficult, boring, and ultimately have no attraction to focus on learning speaking skills. Moreover, the learning media used by teachers are also less attractive to students, even though in the current era of digitization, there are many learning applications that can be used to solve these problems; one of them is the YouTube application.

The YouTube application provides various kinds of interesting videos, such as educational videos, economics, social, health, and entertainment. For educational videos, there are many kinds of videos that discuss various subjects; one of them is English subjects. With these YouTube videos, teachers can provide various interesting videos like animation videos with short duration which are of course related to the material being taught. After students watch the video, they will obtain new information to speak, which can be used when communicating with their friends. This leads to intensive and extensive speaking performances being unconsciously carried out by students. Various researchers support the use of YouTube as a medium to enhance speaking skills. Chhabra (2021) stated that the use of YouTube videos in English learning enhances speaking skills by providing a visual context that supports natural and authentic language reproduction. Haris (2020) noted that YouTube videos are effective learning resources as they allow students to listen to native speakers, aiding in the development of better pronunciation and intonation. Putri and Sari (2021) highlighted that using YouTube videos as learning aids increases students' motivation and interest, leading to improvements in their speaking skills through more frequent and interactive practice. Ahmed (2022) found that integrating YouTube videos into the English curriculum enriches students' learning experiences, allowing them to engage in

more meaningful and contextual conversations. Wahyuni (2021) pointed out that YouTube videos make English learning more enjoyable and less tedious, thus boosting active student participation in classroom activities.

The new contributions of this research include the specific focus on using animation-based YouTube videos with short durations, which are particularly engaging for junior high school students. Conducted during a period of social distancing, this study required unique methods to pair students for conversation practice, ensuring active involvement despite the constraints. Additionally, this research highlights the effectiveness of pair work in practicing conversation skills, where students practiced speaking by imitating dialogues from animated videos, facilitating active participation and practical application of speaking skills.

Based on the description above, the researcher believes that the application of YouTube videos as a learning medium can be a solution to various student problems in learning speaking skills. Therefore, the researcher will conduct a study with the title "Using YouTube Videos to Increase Motivation in Learning Speaking Skills for Class VII Students of UPTD SMP Negeri 22 Barru."

LITERATURE REVIEW

Previous Related Study

Several research findings related to the use of YouTube to improve students speaking skill have been presented, including Syafiq at.al.,(2014) with the research title "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19". Their study aims to find the use of YouTube videos to improve speaking skill of students and how teaching and learning process using YouTube videos are implemented in the class. They are used speaking assessment and interview to collected the data, and analyzed by using constant comparative method and descriptive statistic. Their research findings showed that youtube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content.

This research is almost the same as that carried out by Diki Riswandi (2016) with the title of her research, namely "Utilizing Youtube Videos in Improving Student Motivation for Literature Students". This study aims to mendeskripsikan sejauh mana penggunaan video berbasis YouTube dapat meningkatkan keterampilan berbicara siswa dan bagaimana proses pembelajaran ketika video berbasis youtube diterapkan dikelas. He used speaking assessment and interview to collected the data. His finding showed that there was an improvement in the students speaking skill.

From the two thesis references that have been described above, the two of the studies obtained maximum results and can be said to be successful, so that in this study the researchers were very interested in conducting research and wanted to

know whether or not the use of youtube videos can improve the students speaking skill of class VII UPTD SMP Country 22 Barru.

Speaking

Speaking is one of alternative that is used in terms of communicating between other interlocutors. According to Richards, J. C. (2015), Speaking involves the active use of language to convey meaning and communicate effectively. Bailey, K. M. (2020), states that Speaking is the use of language to convey ideas, thoughts, and feelings, and to interact with others. Based on some of the explanations above, the researcher concludes that speaking is one of the skills needed to be able to communicate with other people, or it can also be said as a process of expressing and understanding what you want to convey to the other person.

Youtube Video

Arianti et, all (2018) Video is an interesting explaining machine, where in learning process videos can be used to explain material through a variety of interesting colors and images. Video can be gotten by buying it in a store or by downloading it from YouTube application. Sari & Margana (2019) stated that Youtube is considered as a source of material by online that can be employed in the process of language learning activity. Amaliyah et, all (2021) Youtube is one of the applications that is easily accessible through smartphones and can be a modern learning resource so that many students who are interested in doing learning especially language learning. Based on some of the explanations above, the researcher concludes that in the learning process, YouTube video is one of the learning media that can be used to help students understand the material visually with a variety of interesting colors and images.

METHOD

Design and Samples

The population in this study were all students of Class VII UPTD SMP Negeri 22 Barru for the Academic Year 2023/2024. The sample has taken by using Simple Random Sampling technique. First, the researcher wrote down the name of the sixth class in papers to determine which class would be the sample. Through this sampling technique, the sample of this research was VII-2 class which consists of 27 students.

Instrument and Procedure

The research approach use was quantitative with pre-experimental method, namely one-group Pre-test and Post-test Design. Where in this study, it was first observed after it was given treatment and observed again to see the effect caused. The instrument that the researcher used in this research is speaking test, which was

divided into pre-test and post-test. Test is an examination of a person’s knowledge. There are many types of tests, including cognitive tests. In this study, researcher use cognitive tests where these tests use by researchers to collected comparative data on students achievement before and after using Youtube video as learning media to improve students speaking skill of class VII UPTD SMP Negeri 22 Barru.

Data Analysis

After analyzing the data using speaking rubric score, the researcher calculated the mean score, standard deviation, and the t-test score using manual formula. The students score classified in the following table:

Table 1. Students Score Classification

| No. | Classification | Score |
|-----|----------------|----------|
| 1 | Very Good | 86 – 100 |
| 2 | Good | 71 - 85 |
| 3 | Poor | 56 - 70 |
| 4 | Very Poor | < 55 |

(Dirjen Pendidikan Dasar dan Menengah, 2017)

RESULT AND DISUSSION

1. Data collected through speaking test

It has been mentioned in the previous chapter that the result of the students’ pre-test and pos-test of both classes on speaking test tabulated in percentage then they were classified into four levels as presented in ensuring table.

a. Pre-test

To measure the students’ prior knowledge of speaking skill, pre-test was conducted before giving treatment. The result of scoring the students work on pre-test is presented in the table:

Table 2. The rate percentage of students speaking skill in pre-test

| No. | Classification | Score | Pre-test | |
|-------------------------------|----------------|----------|-----------|-------------|
| | | | F | (%) |
| 1 | Very Good | 86 – 100 | - | - |
| 2 | Good | 71 - 85 | 7 | 25.92% |
| 3 | Poor | 56 - 70 | 6 | 22.22% |
| 4 | Very Poor | < 55 | 14 | 51.85% |
| Total number of sample | | | 27 | 100% |

The table above shows the rate percentage of students speaking skill in pre-test. It appears that most students get low scores, this is due to low student vocabulary, too many pauses when they want to mention vocabulary, and improper pronunciation and grammar, so only a few words are understood when students speak.

2. The percentage of Students' Speaking Score Obtained through Post-test

Post-test was conducted to measure the improvement of students speaking skill after giving treatment. In similar way of pre-test, the result of the students post-test is presented in the following table.

Table 3. The rate percentage of students speaking skill in post-test

| No. | Classification | Score | Post-test | |
|-------------------------------|----------------|----------|-----------|-------------|
| | | | F | (%) |
| 1 | Very Good | 86 – 100 | 12 | 44.44% |
| 2 | Good | 71 - 85 | 9 | 33.33% |
| 3 | Poor | 56 - 70 | 5 | 18.51% |
| 4 | Very Poor | < 55 | 1 | 3.70% |
| Total number of sample | | | 27 | 100% |

The table above shows the rate percentage of students speaking skill in pre-test. It can be seen that there is a significant increase in students' speaking test scores, most students get very good scores. This is because the students' vocabulary has increased, there are not too many pauses when they want to mention vocabulary, and the pronunciation and grammar are quite precise, so that only a few words are not understood when students speak.

3. Means Score and Standard Deviation of Pre-test and Post-test

The mean score aims to provide or describe the average score of data. Meanwhile, the standard deviation describes the spread of values around the mean score. Both mean score and standard deviation are used to help as to describe a data and explore what data looks like. They are often used together, when comparing two or more data: the mean score tells as which data set is higher/lower (better/worse) and the standard deviation tells us which data has the larger spread. After calculating the result score of the students' pre-test and post-test, the mean score and standard deviation of both classes are presented in the following table.

Table 4. Mean score and standard deviation of students' pre-test and post-test

| Types of Test | Mean Score | Standard Deviation |
|---------------|------------|--------------------|
| Pre-test | 56.48 | 58.17 |
| Post-test | 80 | 12.33 |

The table above shows that before being given treatment the mean score of students (56.48) were it is include in the low category. However, after being given treatment there was an increase in student test results, the student's mean score (80) was higher than the score of students before being given treatment, and higher than the standard score (75) for students at SMP Negeri 22 Barru.

4. The Gain Score

Table 5. The gain score of the students speaking skill

| Sample | Pre-test | Post-test | Gain Score |
|--------------|----------|-----------|------------|
| Experimental | 56.48 | 80 | 56,03 |

The table above shows that the gain score of the pre-test and post-test was 56,03 which is the first criteria it is classified as medium category and in the second criteria it si classified as quite effective according to Sya'bani (2021) it means that the use of youtube video was effective to improve students speaking skill.

5. Hypothesis Testing

In hypothesis testing, the researcher used t-test formula. The level of significance was $\alpha = 0,05$.

Table 6. The result of statistical analysis of students speaking skill.

| Types of Test | t-test value | t-table value |
|------------------------|--------------|---------------|
| Pre-test and Post-test | 2.665 | 1.706 |

As a result of all the data that has been obtained, the table above explains that the use of YouTube videos as a learning media can improve students' speaking skills, as evidenced by the t-test score (2.665) which is higher than the t-table value (1.706).

This study reveals that using YouTube videos can significantly enhance the speaking skills of seventh-grade students at UPTD SMP Negeri 22 Barru. This is evident from the improvement in average scores from the pre-test (58.74) to the post-test (77.11). This finding suggests that interactive and engaging learning media, such as YouTube videos, can be more effective in improving speaking skills compared to conventional methods.

This study aligns with Bailey, K. M. (2020), who states that "Speaking is the use of language to convey ideas, thoughts, and feelings, and to interact with others." The use of YouTube videos, especially short animated ones, supports this theory by providing a rich and meaningful context for practicing speaking. Arianti et al. (2018) noted that videos are engaging explanatory tools that can be used in the learning process to present material with various colors and interesting visuals. This is supported by the findings of this study, which show that YouTube videos can make students more interested and engaged in the learning process, thereby enhancing their speaking skills.

Riswandi (2016) also found that YouTube videos can be an effective learning alternative as they provide free and easily accessible material for speaking classes. This study reinforces Riswandi's findings by demonstrating a significant improvement in students' speaking skills after using YouTube videos. Additionally, this study employs pair conversation practice as a method different from previous research. In the context of social distancing measures, this approach ensures that each student can actively participate in learning, which reinforces Syafiq et al.'s (2014) findings that YouTube videos can enhance various aspects of speaking skills such as fluency, vocabulary, pronunciation, grammar, and content.

By combining new findings with existing theories, this study provides strong evidence that YouTube videos are an effective learning medium for improving students' speaking skills. The use of short, interactive animated videos helps students understand and practice English in a more engaging and meaningful way.

CONCLUSION

Based on the findings and discussion presented in the previous chapter, Through questionnaire, the researcher found that students speaking skill was improve after giving treatment. It is proved by the students mean score in post-test that was higher than the students means scrore in pre-test. Beside that, in applying t-test of students post-test, it was found that the t-test was greater than t-table value. So, it was concluded that using youtube video as learning media can improve students speaking skill of class VII UPTD SMP Negeri 22 Barru.

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