

Improving Students' Speaking Ability by Using YouTube Application at Madrasah Aliyah Kalosi

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Abstract

The purpose of this study was to determine whether the use of YouTube application videos in teaching speaking improve the students' speaking ability. Pre-experimental design is a method used by researchers with one group class pre-test and post-test. The population is class X Madrasah Aliyah students in the 2022/2023 academic year. Samples were taken using cluster random sampling technique consisting of 32 students. The instrument of this research is speaking test which is given as pre-test and post-test. The results of this study prove that there is a significant difference between students' scores before treatment and students' scores after treatment. Students' speaking ability after the application of the YouTube application video or better than before the use of the YouTube application. This can be seen from the average score, the students' pre-test average score (61.97) and lower than the post-test average (82.47). The significance value of this study (0.000) is smaller than the significant level (0.05). It can be concluded that the use of the YouTube application to improve the students' speaking ability in terms of Vocabulary, Pronunciation, Grammar in the tenth grade of Madrasah Aliyah Kalosi.

Keywords— Speaking, YouTube App, Vocabulary, Pronunciation, Grammar.

INTRODUCTION

Language is also a complex skill that involves interaction between speakers and listeners in the process of exchanging ideas. There are several basic segments of speaking skills. Brown (2007: 157) "states that speaking ability consists of 5 components: grammar, vocabulary, fluency, understanding, and pronunciation". Students are expected to be able to understand several components for fluency in speaking English. In addition, speaking can also be an ability that requires practice, the more practice speaking we will understand and become a better speaker.

Speaking is incredibly important because it's one part of our way of life. In general, humans produce thousands of words every day. Through speaking activities and interacting with the wider world community. According to Harmer (1990) said that the point of encouraging speaking is to guide students to communication. The purpose of guiding speaking skills is to speak effectively in certain circumstances, so students must be ready to get and understand what they are taught, so the students can speak for what so that the teacher teaches speaking by influencing the researchers in certain circumstances when the subject is being discussed, so that the teacher can give a topic that is widely known to the students, so that they can improve their thinking and have a spoken sequence of language in describing a topic.

Teaching speaking can be in the form of gratitude using language for correspondence, communicating ideas or transferring meaning to individuals. Teaching itself implies transferring information to people, while speaking means using words in an ordinary voice, so teaching speaking is offering guidance to someone to speak. With the aim that students are able to convey their ideas clearly with meaning that can be understood by listeners.

Unfortunately, most students actually feel hard to speak English smoothly; some causal variables of this issue are among others: absence of inspiration, feeling anxious to speak English, absence of language structure dominance, absence of vocabulary and feeling scared of making mistakes. However, every teacher has their own technique to disentangle those students.

Related to the title above which discusses YouTube to increase students' speaking ability, the author will describe some researchers from several previous researchers who have researched the same thing and this journals research about Using YouTube to improve students speaking ability in the classroom. The research by Riswandi (2016) is Use of YouTube-Based to Improve Students Speaking Skill. Researchers use YouTube in improving students' speaking skills by students watched the video in YouTube that played by teacher and then write the important thing. The students make a text and performances in front of their friends and then their friends comment the performance.

The conclusion all from previous researchers is that with the use of YouTube in the learning process is watching videos on YouTube played by teachers and then writing important things can make it easier for students in the learning process, especially improving students' speaking. Based on the previous researchers that the researchers read about YouTube, there have been several that have discussed the positive impact of using YouTube but after the research concluded that from all the previous research that the research read. No one had linked

YouTube with material recount text. Therefore, reason the research decided to make this title and different from research from previous researchers, therefore the research want to research. YouTube are used to improve students' speaking skills by watching YouTube and researchers focus on using videos on YouTube with recount text material. With you tube it is hoped that it can make students more motivated and comfortable in understanding the recount text material on YouTube with researchers showing recount text videos on YouTube, then students listen carefully and pay attention to the structure of the story and after that, the students are asked to retell the material they have read. Get it from YouTube with complete generic structure. Educational videos will choose because they contain a lot of entertainment that students may not receive in class.

LITERATURE REVIEW

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According to Heriyanto (2015), explaining that the purpose of his research is to test the improvement of vocabulary understanding and maintenance of English as foreign students with integrated YouTube in their reading class at SMK Ma'ari 1 Kebumen. The results of the analysis showed that the group who viewed YouTube clips outperformed the group that would not be targeted by YouTube at all on the posttest and clearly shows that YouTube offers a significant influence on students' vocabulary mastery. To collect data, the researchers used questionnaires and tests and the techniques used to analyze were randomly divided into two groups. The research method used was the experimental pretest-posttest and the control group.

METHODS

This research was conducted at SMA Negeri 1 Luwu Timur that is located in Montolalu Street, Malili, Luwu Timur. The researchers used purposive sampling techniques to determine the participants of this study. Purposive sampling, according to Creswell (2007), is intended to learn or understand the fundamental phenomenon by actively picking individuals. The participants are selected according to the criteria and research objectives. The criteria for participants in this study are.

In this research, the researchers used a pre-experimental design. It is call pre- experimental because the researchers only used one sample. The research aims Research to find out whether or not the used YouTube media improve students' speaking ability in recount text at the first-grade students of Madrasah Aliyah Kalosi.

This design can be described as follows:

Table 1. One Group Pre-test and Post-test

Pre-test	Treatment	Post test
O1	X	O2

Where:

O1 = Pre-test

X = Treatment

O2 = Post test

The instrument of this research used a speaking test. The main instrument used of this research speaking test. The test consisting into pre-test and post- test. In the pre-test, students were given a video about recount text and after that, the students speak up orally in front of the class in the post-test, students were given three recount text and students must choosing one of three recount text selected and then speak up orally in front of the class.

FINDINGS AND DISCUSSIONS

These findings present the results of the analysis of students' speaking skills data collected through pre-test and post-test after they were treated by retelling what they had watched through the YouTube application to show an increase in students' improvement speaking skills.

1. The Pre-test and Post-test Scores of Students': Frequency and Percentage

Frequency Level and Percentage of Pre-test and Post-test. Based on data analysis, it was found that the use of the YouTube application had an effect on increasing students' speaking ability. This is indicated by the score of the frequency and percentage of students' speaking performances including students' vocabulary, grammar, and pronunciation. The results of data analysis are shown in the following tables:

Table 2. The distribution of frequency and percentage score of students' speaking performance in pre-test and post-test.

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	93-100	0	0	7	21.9
Good	84-92	0	0	8	25.0
Average	75-83	6	18.8	8	25.0
Poor	<75	26	81.8	9	28.1
Total		32	100.0	32	100.0

The table above shows that in pre-test, no students gained "Very good" and "Good" scores. 6 (18.8%) students gained "Average" scores, and as many as 26 (81.8%) students' gained "Poor" scores. But, after the treatment the table shows that there were 7 (21.9%) students achieved "Very Good", 8 (25.0%) students achieved "Good" scores, 8 (25.0%) students achieved "Average", and also 9 (28.1%) students achieved "Poor" in the post-test. From the description above, it can be concluded that the frequency and rate percentage was increasing. From 0 students obtained "Very Good", 0 students obtained "Good" to 7 (21.9%) students obtained "Very Good", 8 (25.0%) students obtained "Good" scores, 8 (25.0%) students obtained "Average scores" while the poor classification was decreased from 26 students to 9 students only.

2. The Mean Score and Standard Deviation

This research used a pre-experimental method that only required one class as the sample (the same sample), therefore the data calculation used the paired sample test.

Table 3. The Mean Score and Standard Deviation of Students' Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.97	32	11.493	2.032
	Posttest	82.47	32	9.497	1.679

The table showed that the mean score and standard deviation score of students speaking skills in terms of vocabulary, grammar, and pronunciation. It was found that the students' speaking skills after being given a YouTube video increased. The students' average score was initially low with an average score of 61.97 to 82.47 on the post-test, which indicates that the mean score of the post-test was higher than the mean score of the pre-test. Standard deviation of pre-test was 2.032 and the standard deviation of post-test was 1.679, therefore it can be concluded that standard deviation of the pre-test was slightly lower than standard deviation of the post-test, meaning that the score that students got during the post-test was higher than in pre-test.

Thus, it can be said that the research questions in this study have been answered, namely: does the use of the YouTube application improve students' speaking skills? Because the students' speaking ability after being given a video through the YouTube application increased or got better than before being given a video from the YouTube application.

3. Score Component of the Speaking

a. Score of Vocabulary of the students' pretest and posttest

The classification of students' pre-test and post-test score in terms of vocabulary is presented in the table below: Table 4.3. The distribution of frequency and percentage score of students' speaking vocabulary in pre-test and post-test and the mean score pretest and posttest of vocabulary.

Table 4. Score of Vocabulary

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	93-100	0	0	9	28.1
Good	84-92	0	0	0	0
Average	75-83	10	31.3	16	50.0
Poor	<75	22	68.8	7	21.9
Total		32	100.0	32	100.0

Table above shows the result of students' vocabulary in pre-test and post-test. The result of the pre-test is as many as 22 (68.8%) students who got poor score, 10 (31.3%) students got average scores, and no students got good and very good scores. While the result score of the students' post-test shows, there are 11 (34.4%) students who got very good score, 14 (43.8%) students got average score, and only 7 (21.9%) student who got poor score.

Table 5. The mean score of pretest and posttest score of vocabulary

		Mean	N	Std. Deviation
Pair 1	Pretest	62.50	32	14.142
	Posttest	81.25	32	14.312

The table above showed that the mean and standard deviation score of students speaking skills in terms of vocabulary. In post-test is higher than pre-test, which is the pre-test mean was 62.50 while the post-test had a mean of 81.25 of the maximum score 100. The mean of both the test indicate there is an improvement of the scores that students obtained in the speaking tests. Furthermore, the standard deviation of the pre-test is 14.142 and 14.314 for the post-test. It means that standard deviation in pre-test is lower than the post-test.

b. Score of Pronunciation of the students' pretest and posttest

The classification of students' pre-test and post-test score in terms of pronunciation is presented in the table below: Table 4.5. The distribution of frequency and percentage score of students' speaking vocabulary in pre-test and post-test. and the mean score pretest and posttest of pronunciation.

Table 6. Score of Pronunciation

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	93-100	1	3.1	13	40.6
Good	84-92	0	0	0	0
Average	75-83	9	28.1	12	37.5
Poor	<75	22	68.8	7	21.9
Total		32	100.0	32	100.0

Table 6. above indicates the result of the pronunciation in pre-test is poor. 22 (68.8%) from 32 students got poor score. no students got good score and 9 (28.1%) students got average score. Only 1 (3.1%) student got very good score. While in the post test, the result of the accuracy post-test was increase. 13 (40.6%) students got very good score. 12 (37.5%) students got average score. 7 (21.9%) students got poor score.

Table 7. The mean score of pretest and posttest score of Pronunciation

		Mean	N	Std. Deviation
Pair 1	Pretest	60.63	32	16.449
	Posttest	80.63	32	13.898

The table above showed that the mean and standard deviation score of students speaking skills in terms of, pronunciation. In post-test is higher than pre-test, which is the pre-test mean was 60.63 while the post-test had a mean of 80.63 of the maximum score 100. The mean of both the test indicate there is an improvement of the scores that students obtained in the speaking tests. Furthermore, the standard deviation of the pre-test is 16.449 and 13.898 for the post-test. It means that standard deviation in pre-test is lower than the post-test.

c. Score of Grammar of the students' pretest and posttest

The classification of students' pre-test and post-test score in terms of grammar is presented in the table below: Table 4.7. The distribution of frequency and percentage score of students' speaking grammar in pre-test and post-test. and the mean score pretest and posttest of grammar.

Table 8. Score of Grammar

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	93-100	0	0	13	40.6
Good	84-92	0	0	0	0
Average	75-83	10	31.3	14	43.8
Poor	<75	22	68.8	5	15.6
Total		32	100.0	32	100.0

Table above shows the result of students' grammar in pre-test and post-test. The result of the pre-test is no students gained very good and good scores, 10 (31.3%) students gained average score, and 22 (68.8%) students gained poor score. While the result score of the students' post-test shows, there are 13 (40.6%) students who got very good score, 14 (30.0%) students got average score, only 5 (15.6%) student who got poor score.

Table 9. The mean score of pretest and posttest score of Grammar

		Mean	N	Std. Deviation
Pair 1	Pretest	61.25	32	16.014
	Posttest	85.00	32	14.368

The table above showed that the mean and standard deviation score of students speaking skills in terms of grammar. In post-test is higher than pre-test, which is the pre-test mean was 61.25 while the post-test had a mean of 85.00 of the maximum score 100. The mean of both the test indicate there is an improvement of the scores that students obtained in the speaking tests. Furthermore, the standard deviation of the pre-test is 16.014 and 14.368 for the post-test. It means that standard deviation in pre-test is lower than the post-test.

4. Test of Normality

Table 10. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,124	32	,200	,937	32	,060
Posttest	,132	32	,170*	,951	32	,155

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In this research, the sample used was less than 50; therefore, the p or sig values in this research were in the Shapiro Wilk table. If the significance value is > 0.05 , then the research data is normally distributed and if the significance value is < 0.05 , the research data is not normally distributed. Based on the normality test in the table above, it shows that the data is normally distributed or the significance value is > 0.05 . The pre-test in this case is normally distributed because the p value of 0.64 is larger than the alpha level of 0.05 or $0.60 > 0.05$ and the post-test scores are normally distributed because the p value of 179 is larger than the alpha level of 0.05 Or $155 > 0.05$.

5. Hypothesis Testing

Table 11. Hypothesis Testing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.9688	32	11.49329	2.03175
	Posttest	82.4688	32	9.49698	1.67884

Table 12. Hypothesis Testing

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	Pretest - Posttest	-14,00000	3,24962	,63730	-15,31255 -12,68745	-21,968	25	,000	

The result of statistical analysis at the level of significance (α) 0.05 with degree of freedom (df) = 31 and p value (sig. 2-tailed) was 0.000 indicates that there is a significant difference of the result of pre-test and post-test of the students. In other words, the result of the sig. 2-tailed of the students' post-test is not greater than the level of significance ($0.000 < 0.05$).

The result of data analysis is stated as follows:

- When the significant value $<$ significant level (0.05) shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is a significant difference score on students' pre-test and post-test.
- When the significant value $>$ significant level (0.05) shows that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means that there is no significant difference score on students' pre-test and post-test.

Based on the table, the significant value of this research was 0.000 where significant level used was 0.05. In conclusion, the alternative hypothesis (H_a) is accepted. In this case, the use of YouTube application as a technique in teaching English can improve students' speaking ability.

CONCLUSIONS

Based on the findings and discussion, it is concluded that Retelling Stories on YouTube videos provide opportunities for students to practice speaking which can increase the use of the YouTube Application, create significant improvements in language use and spontaneous language use and build cooperative learning. Environment. Therefore, the use of this method can help students to improve their speaking skills, especially Vocabulary, Pronunciation, Grammar, especially in grade 10 Madrasah Aliyah Kalosi. The use of the YouTube application video has an increase in improving students' speaking skills, namely the pronunciation at Madrasah Aliyah Kalosi students for the 2021/2022 academic year. It was proved mean score on pre-test was (61.76) and after the treatment the students' mean score on posttest was (82.47). This is evidenced by the increase in students' speaking ability scores after treatment (post-test) which was higher than before treatment (pre-test); also proved by the value of sig. 2-tailed (P) is not greater than the level of significance (α) ($0.000 < 0.05$). Based on the results above, it shows that the use of the YouTube application can be applied in teaching speaking because it can provide opportunities for students to practice speaking and can make students produce language unconsciously.

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