THE EFFECTIVENESS OF USING SOCIAL MEDIA YOUTUBE IN IMPROVING THE SPEAKING SKILL OF THE FIRST GRADE STUDENTS OF SMA NEGERI 2 GOWA

Nursyamri Gifari[1], A. Muliati[2], Ahmad Talib[3]*

[1,2,3]Universitas Negeri Makassar

E-mail: [1]Nursyamrigifari29@gmail.com, [2]muliatigrammar@gmail.com , [3]ahmadtalib@unm.ac.id*

*corresponding author

Abstract

The objective of this research was to find out whether the use of social media YouTube is effective in improving the speaking skill of the first-grade students of SMA Negeri 2 Gowa. This research took place at SMA Negeri 2 Gowa. The population of this research was the students of SMA Negeri 2 Gowa. The researcher used purposive sampling technique. The instrument of this research was a speaking test which was administered as a pre-test and post-test. Based on the result of the mean score, the researcher found that the use of social media YouTube can improve students speaking abilities. It was proved by the result of the post-test which was higher than result of the pre-test (29.11 > 46.06). Furthermore, the researcher concluded that the use of social media YouTube effective in improving the speaking skill of the first-grade students of SMA Negeri 2 Gowa.

Keywords— improving, social media YouTube, speaking skill

INTRODUCTION

English as an international language plays a more important role in many parts of our life nowadays. There are four main skills of language namely speaking, listening, reading, and writing. Mastering English, particularly speaking skills, is essential for students to be able to engage with people from all over the world. English is a widely used outside of Indonesia, where it is rarely used in daily activities. The researcher will specialize on speaking skill in this study since it is one of the essential abilities that enable humans to communicate and plays an important part in the process of learning activities. Therefore, student's speaking skill need to be improved from an early age.

(Louma, 2004) found that our speaking style reflects our personality, self-image, worldly knowledge and capacity for cognition. supporting the growth of certain interpersonal and communication abilities, notably verbal real-time communication, is a key component in teaching students to speak foreign languages. (Hinkel, 2018).

In speaking class, many students struggle with lack of self-confidence, shyness when speaking, fear of making errors and nervousness during speaking class. This is related to the teaching style being same every day as well as the lack of usage new methods of instruction and learning that might inspire students to study (Gunada & Wayan, 2017).

On this occasion, the researcher tries to solve the problem using social media YouTube as a media that teachers may utilize to teach English in the classroom. Some previous studies show the spread of social media has affected students learning of English both inside

and outside of the classroom.

LITERATURE REVIEW

A. Speaking

a. Definition of Speaking

Language mastery is intimately tied to students' speaking ability and influences how they communicate with others. The new webster dictionary (1994:932) defines speaking as "the conveyance of intents, ideas, feelings, contents, and purpose." It may also be referred to as someone's correspondence with others using communicated in language in order for the purpose to be comprehended by others. Speaking may be defined as oral communication in two ways: among speakers and listeners. There are a few key components that must be acquired. Examples of the factors that affect the quality of English speaking include pronunciation, grammar, vocabulary, fluency, and comprehension.

Speaking is a term that desires to be stated by someone or released with the intention of being able to inform others, according to the previous definition of speaking.

b. Basic Type of Speaking

The first kind is imitative, the ability to simply repeat back (imitate) a word, phrase, or even a sentence is known as the imitative type. Although the majority of the oral output at this level is phonetic, the performance that satisfies the requirements may also include prosodic, lexical, and grammatical elements.

The second kind is intense. In assessment scenarios, it is standard practice to produce brief moments of spoken language intended to demonstrate competency in a narrow band of grammatical, phrasal, lexical, or phonological connections (such as prosodic, components, intonation, stress, rhythm, junction).

The third category is responsive. Interaction and understanding testing are possible, but only at the level of very brief discussions, conventional greetings and small chat, simple requests and remarks. To maintain authenticity, the stimulus is nearly always a verbal cue, with just one or two follow-up inquiries.

The fourth is an interactive one. The length and complexity of the engagement which may include several exchanges and even multiple participants are what distinguish responsive speaking from interactive speaking.

The last one is extensive (monologue). Examples of intensive oral production activities include speeches, oral presentations, and storytelling, in which the audience's ability to speak is either fully disallowed (perhaps to nonverbal responses) or severely constrained.

c. The Element of Speaking

1. Accuracy

Speaking accuracy refers to proper statements in terms of pronunciation, grammar, or vocabulary that listeners can comprehend without being confused by grammar.

2. Fluency

Fluency has a huge impact on students' speaking ability. Teachers must help students

grow, enhance, and build confidence in their ability to speak. When interacting, however, the speaker must be able to master pronunciation, vocabulary, and grammar all at once. If a speaker wants to maintain his public image, he must consider the efficacy or influence on the audience when speaking in public.

3. Comprehensibility

Comprehensibility refers to the process of interpreting the speaker's expressions to the listener. In speaking activities, the speaker is expected to be able to help the listener comprehend what they are saying so that there is no misinterpretation or misunderstanding between the speaker and the listener.

B. Media

a. Definition of Media

Language teaching requires engaging media. While media is employed in a classroom learning activity, students become more focused when the teacher explains information. As I previously stated, media has a significant impact on the teaching and learning processes. It is a strong tool for enhancing the classroom environment, increasing student motivation, and improving student accuracy and fluency.

According to Suyanto in Siti Suharsih (2007), the usage of effective and entertaining media in teaching can assist students learn the information more effectively. There are several types of media that teachers may utilize in the classroom, one of which being YouTube videos. The teacher's ideas will provide the media utilized functions.

b. Video as a Teaching Media

A video is a digitally recorded picture, such as a movie or animation. Video may also refer to any electronic media type that uses "motion images" to convey a message. Gardner considers video to be a better instrument for engaging verbal (or linguistic), visual (or spiritual), and musical (or rhythmic) intelligences. However, video may be utilized to engage speaking skills in English and successfully activate the entire brain through speech, storyline, visual, imagery, sound, and relationship.

C. YouTube Video

a. Definition of YouTube video

YouTube is a media platform where the most well-liked online videos are shared. YouTube also provides a video library service to aid instructors and students in building active and creative learners. (Latifah & Prastowo, 2020). The YouTube video has two components audio and visual—that make it simpler for students to comprehend the subject matter. Additionally, educational movies can enhance all students' knowledge. Students may learn to think rationally, critically, and artistically through videos. There are currently YouTube users of various ages all around the world, from early childhood to adults. There are one million users that access it daily.

YouTube offers a wide range of video content, including English language study videos. It allows both teachers and students to readily access selected films for learning and teaching purposes. A video that is relevant to the lesson's subject and objectives might be

chosen or assigned by the teacher for the class to view.

YouTube material is beneficial for teachers to employ; the use of YouTube as a learning medium strives to create fascinating, enjoyable, and interactive learning conditions and environments. As a result, YouTube may be defined as an online resource that provides a variety of videos that must be chosen before being used for teaching and learning in the classroom.

METHODS

1. Research Design

In this part, the researcher used pre-experimental research to determine the outcome of a certain procedure. The researcher used pre-experimental research because he wants to only focus on one class without any influence from other classes. Therefore, the result of this study more significant. The following is an illustration of the research design.

PRE-TEST	TREATMENT	POST-TEST
O1	X	O2

2. Location and Time of the Research

This study was carried out at SMA Negeri 2 Gowa, from 18th July to 18th August 2022

3. Variable

This research consist of two variables, they are independent variable (watching YouTube video) and dependent variable (speaking skill of the students).

4. Population and Sample

In this research, the population of this study was the first-grade students of SMA Negeri 2 Gowa in academic year 2022/2023, the number of populations consisting of 12 class. Purposive sampling is a term used to describe a variety of non-probability sampling methods, 34 IPA 1 students made up the researcher entire sample in total.

5. Procedure of Collecting Data

a. Pre-test

The researcher gave speaking test about describe friends, so the researcher let the students chose which person they want to describe. In this part, the researcher called the name of the students' one by one and each of them have a chance to describe their friends in front of the class.

b. Treatment

In this phase, the researcher assisted students in developing their speaking abilities by using a YouTube video as a teaching aid. The researcher explained the kind of descriptive text such as, describing popular person, popular place, and animals.

c. Post-test

Students has a post-test in the last meeting after receiving treatment for fourth meetings. This test was designed by the researcher to determine the development of students' speaking ability who have followed the entire treatment. In this step, the researcher let the students to presenting orally in front of the class their descriptive text that they have made before based on the picture that they selected.

6. Technique of Data Analysis

a. The speaking ability of students were measured using students scoring system into three levels and in each level, the range the score is 1 to 6

b. The researcher calculated the score from the components of speaking

c. The researcher calculated the mean score, standard deviations, paired sample

d. T-test and significant difference between the pre-test and post-test by using the SPSS statistics 21

RESULT/FINDINGS AND DISCUSSION

1. Finding
a. The frequency and rate percentage of the pre-test scores of students' speaking skill

No	Classification	Score	Frequency	Percentage
1	Excellent	94-100	0	0%
2	Very Good	87-93	0	0%
3	Good	80-86	0	0%
4	Fairly Good	63-79	2	5,9%
5	Poor	56-62	3	8,9%
6	Very Poor	≤55	29	89%
	Total		34	100%

In the table 4.1 it is shown that there are no students who got excellent scores, very good scores, and good scores. On the other hand, there are 2 students (5,9%) got fairly good scores, 3 students (8,9%) got poor scores, and 29 students (89%) got very poor scores.

b. The frequency and rate percentage of the post-test scores of students' speaking skill

No	Classification	Score	Frequency	Percentage
1	Excellent	94-100	0	0%
2	Very Good	87-93	0	0%
3	Good	80-86	1	2,9%
4	Fairly Good	63-79	10	29,4%
5	Poor	56-62	4	11,8%
6	Very Poor	≤55	19	55,9%
	Total		34	100%

In the table 4.2 of post-test Score Classification, it can be seen that there are no students got excellent and very good scores. Furthermore, there was 1 student (2,9%) got good scores, 10 students (29,4%) got fairly good scores, 4 students (11, 8%) and 19 students (55,9%) who got very poor scores.

Based on the data in the table above, it is concluded that the rate percentage of post-test scores was higher than the rate percentage of pre-test scores. It can be seen from the table above that, students who got good and fairly good scores increased, while students who got poor and very poor decreased.

c. Students mean score and standard deviations

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	29.11	34	25.01	4.28918
	POST TEST	46.06	34	18.07	3.09982

In the table 4.3 shows that there is an improvement in student's scores on the post-test. The post-test has a mean score of 46.06 and a standard deviation of 18.07 which is higher than the pre-test with a mean score of 29.11 and a standard deviation of 25.01.

d. Students' T-test of pre-test and post-test

Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-16.952	11.144	1.911	-20.841	-13.064	-8.870	33	.000

In the table 4.4, it can be seen that the probability value (0,000) is lower than the level of significance value (0.05). The researcher can conclude that the hypothesis in the study is accepted. In this case, it means that the use of social media YouTube is effective in improving speaking skill of the first-grade students of SMA Negeri 2 Gowa.

2. Discussion

In conducting this research, there were three elements of speaking that the researcher focuses on: accuracy, fluency and comprehensibility.

a. Students' Accuracy

Accuracy in speaking refers to proper statements in terms of pronunciation, grammar, or vocabulary that listeners can comprehend without being confused by grammar. In the pre-test most of the students still made pronunciation error even for simple word and most of the students speak in their first language to complete their long statement in the pre-test. Jati, Saukah, & Suryati (2019) which analyzed about the teaching using YouTube tutorial video to improve students' speaking skill stated on their research that the accuracy of the students' speaking abilities was one of several categories that was improved. This was because YouTube lesson videos served as a resource for the students to expand their vocabulary and learn effective speaking techniques.

b. Students' Fluency

Fluency has a huge impact on students' speaking ability. Teachers must help students grow, enhance, and build confidence in their ability to speak. When interacting, however, the speaker must be able to master pronunciation, vocabulary, and grammar all at once. However, in the pre-test, the researcher found that most of the students still have a difficulty in a find a right words to pronounce and take a long pause. Jati, Saukah, & Suryati (2019) concluded that fluency of the students also increased on their research, they stated that the fluency component was increased that's because the video offered the students with pronunciation as well as greater vocabulary that could be learned at the same time, making them more confidence in delivering their procedure text. Meinawati, Harmoko, Rahmah, and Dewi (2020) carried out an investigation on enhancing speaking skill using YouTube and discovered that students could talk expressively and effectively. They were capable of imitating the pronunciation of native speakers heard in the video.

c. Students' Comprehensibility

Comprehensibility refers to the process of interpreting the speaker's expressions to the listener. In speaking activities, the speaker is expected to be able to help the listener comprehend what they are saying so that there is no misinterpretation or misunderstanding between the speaker and the listener. Before giving a treatment, most of the students always asked about the question that the researcher gave to them when teaching in the classroom, the students asked the researcher to translate every single word that the researcher said because they did not understand about the meaning of the question itself.

In the pre-test section there are many students got the category "Very Poor" but in the post-test it increased to "Fairly Good". Additionally, YouTube videos assisted the student in learning about speaking in terms of fluency, vocabulary, pronunciation, grammar, and what to convey. After getting the information from the video, the students got an idea to speak. Furthermore, interacting with their group gave them the chance to exchange knowledge verbally with the other members. At this time intensive and extensive speaking performances were unconsciously done by the students (ratu, anggelina, Bouk, E., & Kamlasi, I. (2021).

The researcher stated that during the post-test section, after receiving treatment for fourth meeting, most of the students could understand the teacher's question and also, they tried to make complete sentence to answer all the question from the researcher.

CONCLUSION

Based on data analysis of the previous chapter, the probability value (0.00) is lower than the level of significance (0.05). More specifically, the improvement of the students' speaking skill can be seen in the students' average score one post-test (46.06) which is higher than their pre-test (29.11)

From the explanation above, it can be seen that the use of social media YouTube is effective in improving the speaking skill of the first-grade students of SMA Negeri 2 Gowa in terms of accuracy, fluency and comprehensibility.

REFERENCES

Aini, a. z. (2021). the effectiveness of youtube videos in teaching speaking of the tenth graders at smkpgri 2 ponorogo. 1-69.

Andi Permana. 2020. Perceptions of EFL Students on the Use of YouTube Videos For Speaking Skill

Andi putrawansyah. 2020. Effectiveness of Using Youtube Video in Improving Students' Speaking Skill Through Asking and Answer Questions.

Harlinda, N. (2019). Students' perceptions in using youtube as media for learning English as a foreign language (Doctoral dissertation, IAIN Palangka Raya).

Jalaluddin, Muhammad. 2016. Using YouTube to Enhance Speaking Skill in ESL Classroom. Jati, I. P., Saukah, A., &Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. Jurnal Pendidikan Humaniora, 7(3), 101-116.

Latifah, A., &Prastowo, A. (2020). AnalisisPembelajaran Daring Model Website Dan M-Learning MelaluiYoutube Pada Mata Pelajaran Pai Kelas 2 Sd/Mi. JurnalLimas PGMI,

1(1).

Luoma, S. (2004). Assessing speaking. Cambridge, UK: Cambridge University Press.

Meinawati, E., Harmoko, D. D., &Rahmah, N. A. (2020). Increasing English speaking skills using YouTube. Polyglot: JurnalIlmiah, 16(1), 1-13.

Muh.Ruslan. 2021. The effectiveness of youtube videos in improving students speaking skills at SMK NEGERI 1 PALOPO

Polio, C., & Shea, M. C. (2014). An investigation into current measures of linguistic accuracy in second language writing research. Journal of Second Language Writing, 26, 10-27. Proceeding the 2nd International Conference on Teacher Training and Education, 2(1), 298-306.

Rahmatika, R., Yusuf, M., & Agung, L. (2021). The Effectiveness of Youtube as an Online Learning Media. Journal of Education Technology, 5(1), 152-158.

Riswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill.

Sari, Y. N., &Margana, M. (2019). YouTube as a learning media to improve the student's speaking ability in 21st century. Journal of English Language Teaching and Linguistics, 4(2), 263.