

## Examining Students' Speaking Skill Through Youtube Videos: Pre-Experimental Design Study

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**ABSTRACT.** The aims of this research was to examine the using of youtube videos on students speaking skill. The researcher used the pre experimental design study, which is applied in one group class that get the pre test, treatment, and post test. Youtube videos that used for teaching media of this reasearch, and did the asking and answering question strategy to get the data of this research. Then, the data were analyzed through quantitative procedure. Based on the result of this research showed that teaching students' speaking skill through youtube videos can improved students' speaking skill

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## INTRODUCTION

Internet has many famous website and application that helps people in looking for information with easily. One of the famous website in internet is youtube. Nowadays, knows that internet especially youtube give many advantages in this era which especially when using asteaching media. Jalaluddin (2006) said that Youtube is a website media that shares various kinds of video like video clips, tv clips, music videos, movie trailers, and other content namely video blogging (Vlog), short original videos, and also educational videos. In the learning process teachers in their class should consider what media they will use in the class. Teaching media is one of the important components of teaching, teaching media must be relate to the subject that is given by the teacher to the students. Generally, there are three kinds of media, visual media, audio media and audio visual media. Beside those, youtube video is one of audio visual media, because we can watch the pictures and hear the sounds. According to Richards (1990:67) proved that by using youtube everyone who learn to use English to be more capable of solving problems and become better communicator.

In this era, everyone is competing to learn foreign language, especially English language as the way for international communication to communicate with other people in different language. In Indonesia, English language becomes one of school subjects. It is introduced from playgroup, elementary school, junior high school, senior high school and university. One of the aims in English language teaching and learning process is to hold of the four language skills. Those skills are listening, speaking, reading, and writing. Speaking is one of the most important

skills in language learning process. One of the reasons is related to the students need for occupational purposes for academic study, or for personal communication. Taseman, et al (2020) stated that students improve skills by integrating various disciplines

Speaking skill is not only talks about grammars and vocabularies although Purwani (2021) said that grammar is an important aspect in learning language but there is another aspect which is conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make speaking became easier and interest to learn for students. To solve the problems as mentioned above, the English teachers can use some techniques to teach speaking such as using modern and effective media. In learning speaking skill, the students often find some problems. Based on researcher experience when did the *Program Pengalaman Lapangan (PPL)* in SMP NU Al Hidayah Maduran, the researcher did the PPL in one class at seventh grade of SMP NU Al Hidayah Maduran. The problem that the researcher frequently found especially in their speaking skill. Moreover, the students speaking score is good. Beside the reason, the students usually feel bored with the media in teaching learning, students need a media that can interesting their attention and present comfort in learning speaking. The problems above have been becoming interesting topic to discuss and analyze in this paper, especially those who are directly involved with the teaching English. The researcher attempts to present or to teach them by using youtube videos. Teacher reinforcement had in this research is asking and answer questions about english material in teaching and learning process, so there is more communication between teacher and students when teacher explaining the english material from youtube videos. In teaching process, the researcher as the teacher use youtube videos as teaching media

## METHOD

This research uses pre experimental method with one group pretest posttest design. There is one group which is given treatment. The aims of this research was to examine of the result by using youtube videos as teaching media in students speaking skill trough asking and answer questions strategies by experimental research. The effectiveness of this method was found after giving a treatment to students who were taught before and after using Youtube video. Sugiono (2010:109) stated that the results of pre-experimental design study are dependent variable which is not influenced by independent variable. Design of this research is one grup pretest posttest design. The research conducted at the seventh grade students of SMP NU Al Hidayah in Maduran for the research participants. The number of the students was 28 students. In this case, there are 28 students who was taught through youtube videos. The instrument was one of the significant steps in doing this research. The instrument of this research was used a oral test. The main instrument that researcher used of this research was speaking test. The test consisting into pre-test and posttest.

This research was pre-experimental method, this research took one groups. They had treatment in research received video by using English Youtube Videos in teaching. In this research, researcher did three steps have done in this study. This data, colecting technique of this research is using pre-test, treatment, and post-test, when the researcher came to the class for the first time. Afer that give some treatment, and give post-test at the end of the meeting. The data analysis technique of descriptive quantitative by showing and analyzing score of students speaking. The data collected from the oral test were analyzed with quantitavely. Whilst, to get speaking score, the researcher will use scoring scale, which included accuracy (vocabulary) and fluency (pronunciation) of the students speaking.

**Table. 1 The Assessment of Vocabulary**

Classification	Score	Criteria
<b>Excellent</b>	6	Vocabulary apparently as accurate and
<b>Very Good</b>	5	Professional vocabulary broad and Professional vocabulary adequate to discuss special interests; general
<b>Good</b>	4	vocabulary permits discussion of eny non-technical subject with some circumlocutions
<b>Fair</b>	3	Choice of wors sometimes inaccurate,
<b>Poor</b>	2	Vocabulary limited to basic and survival areas (time, food transportation personal and family, etc)
<b>Very Poor</b>	1	Vocabulary inadequate for even the simplest conversation

(Heaton, 1988:99)

**Table 2 The Assessment of Pronunciation**

Classification	Score	Criteria
<b>Excellent</b>	6	Pronunciation is only very slightly influenced by the mother tongue, two or three grammatical and lexical error.
<b>Very Good</b>	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
<b>Good</b>	4	Pronunciation is still moderately influence by the mother tongue but no serious phonological errors. A few grammatical and lexical errors nut one or two major errors causing confusion
<b>Fair</b>	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusing.
<b>Poor</b>	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication many basic grammatical and lexical errors.
<b>Very Poor</b>	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. Noevidenced of having mastered any of the language skills and areas practiced in the course.

(Heaton 1988: 99)

**Table 3. Classifying the score of the student**

Score	Classification
<b>9.6 – 10</b>	Excellent
<b>8.6 – 9.5</b>	Very Good
<b>7.6 – 8.5</b>	Good
<b>6.6 – 7.5</b>	Fairly Good
<b>5.6 – 6.5</b>	Fair
<b>3.6 – 5.5</b>	Poor
<b>0 – 3.5</b>	Very poor

(Depdikbud, 2004)

The researcher analyzed the data from pre-test and post-test score. Therefore, to analyze the achievement, the researcher used the following formulas . Scoring The Students percentage speaking of Pre-test and Post-test

$$P = \frac{fq}{N} \times$$

## RESULT AND DISCUSSION

The improvement of the student vocabulary in speaking can be see though the mean score of indicator in pre-test and post-test.

**Table 4 The Improvement of the Students Vocabulary**

Indicator	Mean Score		Improvement Score %
Vocabulary	Pre-test	Post-test	35,8 %

According to the table showed that the score of vocabulary was improved 35, 8 % from the mean score 4, 05 % in pre-test to be 5,5 % in post-test. The data were collected through the test and showed that students vocabulary in speaking got improvement. Based on these result, it can be concluded that students vocabulary in speaking who taught by using youtube videos process get improvement in their score and skill.

The improvement of the students' pronunciation in speaking skill at theseventh grade of SMP NU Al Hidayah can be seen clearly in the following table:

**Table 5 The Improvement of the Students Speaking**

Indicator	Mean Score		Improvement Score %
Pronunciation	Pre-test	Post-test	27, 9 %
	5, 24	6, 7	

Table 4.2 above showed that the score of pronunciation was improved 27, 9 % from the mean score 5, 24 in pre-test to be 6, 7 in posttest. Based on these result, it can be concluded that the use of Youtube video as a media in teaching and learning process was affective in improve the students pronunciation in speaking.

## DISCUSSIONS

The treatment process, the researcher made teaching and learning process by using youtube video. Before giving treatment, when still using the coventional media the students were lazy and bored in teaching and learning process. So that the students can not improve their speaking achievement. They get a low score when they do the learning process. Based on the finding, the result of score in post-test was greater than pre-test in terms of vocabulary and pronunciation. In pre-test, the researcher found the most of students did not know how to expressed their opinion or argument about the topic. Their pronunciation was not good and still unconfident to performed in front of their friends. After giving the treatment, their skill was significance improved.

Based on the finding in using Youtube video as a media in the class, the data were collected through the test as explained in the previous finding section showed that the students vocabulary in speaking was significantly improvement. The data on table 4.1 showed that the score of vocabulary was improved 35, 8% from the mean score 4,05 in pretest to be 5,5 in posttest. The data on table 4.2 showed that the score of pronunciation was improved 27,9% from the mean score 5,24 in pre-test to be 6,7 in post-test.

In pre-test, the students mean score was low because they always making some mistake when pronounced the words when they presented their task in the front of class. They did not pronounced the words as well and also most of them were shy and affraid to spoke english especially they were shy if their friends laughed their performanced. After giving a treatment, the students achievement improved. The reason was in speaking practice students had know how to pronounced the words and they more careful to pronounced their words about the topic. The other hand, the students feel more comfortable and intresting . This matter in students score in speaking skill, can be seen on table 4.1 and table 4.2 the students score of post test was higher than the mean score of the students pre-test.

Therefore, youtube video was affective in improving students speaking skill in term vocabulary and pronunciation through asking and answer questions. The researcher concluded that youtube video was effective in improving students' speaking skill through asking and answer questions. From the discussion, it can be concluded that the students speaking skill at seventh grade students of SMP NU Al-Hidayah can be improved in speaking skill through youtube video.

## **CONCLUSION**

Based on the finding and the discussion of the previously studies, the researcher infered that youtube video was affective to improve the student speaking skill in term of vocabulary and pronunciation. It was verified by the student vocabulary achievement or score in post-test was greater than in pre-test  $5,5 > 4,05$  and the improvement of the student vocabulary in speaking was 35,8%. While the student pronunciation achievement or score in post-test was greater also than in pre-test  $6,7 > 5,24$  with the improvement was 27,9%. It can be infered that the student vocabulary and pronunciation in speaking at the seventh grade SMP NU Al Hidayah improved after using youtube video as teaching media through asking and answer questions.

## **Suggestions**

For the teacher should be more creative to enrich their teaching media and material. Teaching using video is an effective way. The materials are presented in an interested, relaxed and understandable way. For the students are hoped to be more active and creative in enriching their ideas in do a speaking. Thus, they should ask the teacher if there is something misunderstand and do be shy. For the next researcher, the result of this research can be used as reference and can be applied this media in the other classroom when teaching english material which have a similar problem.

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