

THE EFFECT OF INTRODUCTORY VIDEOS IN YOUTUBE ON STUDENTS' ACHIEVEMENT IN SPEAKING SKILL OF THE TENTH GRADE

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ABSTRACT

The purpose of this research was to find out whether introductory videos in YouTube have effect on students' speaking skill. The research was conducted using experimental research design. The population was the students of grade X at SMKS Muhammad Yaasiin Sei Lapan. The sampling technique used was cluster random sampling. X TKJ 1 was selected as experimental group and X TKJ 2 was selected as control group. Each class consisted of 26 students and the total sample was 52 students. Research instrument to collect the data was speaking test with the criteria of pronunciation, fluency, accuracy, and vocabulary. During the treatment, experimental group was taught using introductory videos in YouTube while control group was taught descriptively. The data obtained namely mean score of post-test in experimental group was 83.46 while 55.0 were the mean score of post-test in control group. Both groups mean score were analyzed using t-test formula. It showed that t-observed value was 11.05 and t-table value was 2.008 with $df=50$. By comparing both value, it was known that t-observed was higher than t-table ($11.5 > 2.008$). Therefore, the alternative hypothesis (H_a) was accepted. The research concluded that introductory videos in YouTube significantly affected the students' speaking skill.

Keywords: audio visual media, introductory videos in YouTube, speaking skill

ABSTRAK

Tujuan penelitian ini untuk mengetahui apakah penggunaan introductory videos di YouTube berpengaruh terhadap keterampilan berbicara siswa. Penelitian ini dilakukan menggunakan desain penelitian eksperimen. Populasi penelitian adalah siswa kelas X SMKS Muhammad Yaasiin Sei Lapan. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. X TKJ 1 terpilih sebagai kelompok eksperimen dan X TKJ 2 terpilih sebagai kelompok kontrol. Setiap kelas terdiri dari 26 siswa dan jumlah sampel sebanyak 52 siswa. Instrumen penelitian untuk mengumpulkan data adalah tes berbicara dengan kriteria pengucapan, kelancaran, ketepatan, dan kosa kata. Selama pemberian perlakuan, kelompok eksperimen diajar menggunakan introductory videos di YouTube sementara kelompok kontrol diajar secara deskriptif. Data yang diperoleh yaitu skor rata-rata pos-tes kelompok eksperimen adalah 83,46 sementara 55,0 adalah skor rata-rata pos-tes kelompok kontrol. Skor rata-rata kedua kelompok dianalisis menggunakan uji-t. Diperoleh bahwa nilai t-observed 11,05 dan nilai t-table 2,008 dengan $df=50$. Dengan membandingkan kedua nilai, maka diketahui bahwa t-observed lebih tinggi dari t-table ($11,5 > 2,008$). Dengan demikian, hipotesis alternatif (H_a) diterima. Penelitian menyimpulkan bahwa introductory videos di YouTube mempengaruhi keterampilan berbicara siswa secara signifikan.

Kata kunci: media audio visual, introductory videos di YouTube, keterampilan berbicara

A. Introduction

Speaking is one of four important language basic skills. The successfulness of English learners is seen from their ability in using English to communicate effectively (Kurniawan, 2016 in Gunada, 2017). Speaking is one of the language skills in learning the language that must be practiced continuously (Anggraini, 2021). Speaking is an important language skill which involves both productive and receptive skill that enables people (the students) to communicate with others effectively (Gunada, 2017). Speaking is productive skill that someone as speaker and another as listener/s in making communication between them transmitted a message (Muna, 2011). Thus, speaking skill is the core of the language learning process at school because by learning to speak, students can communicate inside and outside the classroom according to their mental development.

Indramawan (2013) in Hasanah (2020) stated that speaking is one subject that the students learn. Therefore, it is important to teach speaking skill because with this skill a student will be able to develop thinking, reading, writing, and listening skills. These thinking skills will be trained when they organize, conceptualize, and simplify thoughts, feelings, and ideas to others orally. English speaking skill is not a simple thing that can be learned easily in a short time because this skill demands more than just knowledge of grammar and semantic rules, or teaching strategies and demands a lot of practice and speaking opportunities. Therefore, English speaking skill needs to be mastered well because this skill is an indicator for a person's success in learning English. Muna (2011) also mentioned that speaking for students also has some elements: fluency, vocabulary, grammar, pronunciation, and content and those elements will make students transmitted the message.

There are some obstacles experienced by students in mastering speaking. A research conducted by Hasanah (2020) identified problems such as students' less comprehension, fear of making wrong

structure/grammar, afraid of losing words and not knowing to say, feel not fluent in speaking, very limited vocabulary, and mistake in pronunciation. Anggraini (2021) elaborated problems faced by students such as do not pay attention, feel shy and nervous, lack of confidence, not fluent in expressing ideas or answering questions, do not master appropriate vocabulary and grammatical form. Muna (2011) elaborated the causes of problems in teaching speaking such as speaking class had only one meeting, teacher only focused on language function and ignored grammar, students' lack of confidence, students' afraid of making mistake in speech, the monotonous an uninteresting of teaching learning process, and focused too much on score rather than enhance speaking skill. This current research figured out more or less the same problems faced by the students such as lack of knowledge and understanding of students in speaking English, lack of media used by teacher to facilitate learning, inappropriate method used by teachers, students' low motivation in learning, students were difficult in learning English speaking skill, and students' limitation of vocabulary.

This current research also noticed that the teachers have never used any interesting media in teaching speaking. In fact, media has important roles in teaching and learning process in the classroom (Gunada, 2017). Media is a tool that has function and can be used to send messages in teaching learning process (Muna, 2011). According to Hasanah (2020) media have purposes such as clarify verbalistic message, overcome space and time energy and power sense limitation, excite more the learning process through direct interaction, enable to be independent learners based on talent and visual auditory and kinesthetic capabilities, and stimulate the same cause of experience and perceptions. Therefore, it can be said that media is useful assisting tool to facilitate the teaching and learning process in order to streamline communication between teachers and students. Media also help teachers in teaching and make it easier for students to accept and understand the lesson.

For this reason, it was decided to use video in YouTube in order to see its effect on students' achievement in English speaking skill as supported by Anggraini's (2021) statement that YouTube is the most widely used media and liked by most students. Video in YouTube is one of the learning technologies as well as social media that currently the most demanded by students. Moreover, Hasanah (2020) also wrote that YouTube is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. The development of YouTube as one of the most popular social media is an opportunity especially for education. It is expected that YouTube videos make students easier to help their English speaking skill by linking videos that are in accordance with the subject matter.

There are some previous researches of using videos in YouTube relating with students' achievement in speaking skill such as Hanum (2017) and Yunita (2015). The first research dealt with using YouTube videos for speaking ability. The second research used introductory English video in YouTube to improve speaking skill and the last on the list dealt with the effectiveness of using YouTube video on speaking ability. This current research had different focus with those listed above. This research concerned with the use of introductory videos in YouTube on students' achievement in speaking skill.

B. Research Method

This research was conducted at SMKS Muhammd Yaasiin Sei Lapan, Medan. The research was conducted by applying experimental research design with pre-test and post-test design. It employed two groups, namely: experimental and control groups. Experimental class was taught using introductory videos in YouTube while control class was taught without giving videos. Below table shows the research design.

Table 1. Experimental Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Teaching by using Videos in YouTube	✓
Control	✓	Teaching by using paper sheet	✓

The population of this research was the students of the tenth grade at SMKS Muhammad Yaasiin Sei Lapan, Medan. There were two parallel classes namely X TKJ-1 and X TKJ-2. By implementing cluster random sampling technique, X TKJ-1 was selected as the experimental group and X TKJ-2 was selected as the control group. Each class consisted of 26 students. Sugiyono (2013) says population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. Therefore, the total number of sample was 52 students.

The instrument for collecting the data was speaking test with the topic "Talking about oneself" which was related with the media of introductory video in YouTube. The rubric of assessing the speaking test consisted of several aspects; they were pronunciation, fluency, accuracy, and vocabulary completed with certain indicators for each component.

The research procedures follow some steps. First, experimental group and control group were given pre-test to find out the preliminary achievement of students' speaking. Second, both groups were given treatment differently. Experimental group was taught speaking with introductory video in YouTube while control group was taught without given video. The treatments were applied in two meetings with different topic in every meeting. After applying the treatments, the post-test was administered to both groups to compare whether introductory video in YouTube significantly affected students' achievement in speaking

skill or not. After obtaining the data, the researcher compared the result on pre-test and post-test. The data then were analyzed to answer the hypothesis by using t-test formula.

C. Research Finding and Discussion

After conducting the research, some data were obtained from the students' scores on pre-test and post-test from both experimental and control groups. Each group was given a pre-test and post-test. The data were displayed into several tables consisting of students' pre-test scores and post-test scores. The table was created to see the difference in students' scores before and after treatment.

Table 2. Score in Experimental Group

	Pre-Test	Post-Test	Gained Score
Total score	1.170	2.170	1000
Mean score	45	83.46	38.46

Based on the table above, it showed that the average pre-test was 45 and the average post-test was 83.46. Thus the average gain score was 38.46. From the description above, it can be concluded that students in experimental group got an increasing score when they were given video on YouTube as a learning medium. Therefore, the students' scores on post-test were better than those on the pre-test. This proved that most students can improve their speaking skill after they were taught by using videos on YouTube.

Table 3. Score in Control Group

	Pre-Test	Post-Test	Gained Score
Total score	1.090	1.430	340
Mean score	41.92	55	13.07

Based on table of control group, it showed that the average pre-test was 41.92 and the average post-test was 55. Therefore, the average score was 13.07. Based on the analysis of the results, it can be concluded that the use of non-video learning medium did not provide a high increase on students' speaking skill.

After obtaining the data needed, next step was to calculate the data using t-test to compare the difference between experimental group and control group. The result of t-test was used to test the hypotheses. Based on the data analysis by using t-test formula, it was found that introductory videos in YouTube significantly affected the students' achievement in speaking skill. It was proved by calculation result that t-observed value was 11.05 while t-table value was 2.008. After the hypotheses were tested, the alternative hypothesis (H_a) was accepted and (H_o) was successfully rejected since the t-observed value (11.05) was higher than t-table value (2.008). Thus, introductory videos in YouTube significantly affected the students' achievement in speaking skill.

In the description, the data were taken from 26 students in experimental group and 26 students from control group. The experimental group mean in pre-test was 45 before the students were given. After the students were given treatment in the experimental group using the video in YouTube, the average post-test was 83.46 and the average score obtained was 38.46. While in the control group the average pre-test was 41.92. The control group was not given video in YouTube during the treatment. The average post-test was 55 while the average score obtained was 13.07. By comparing the mean in pre-test and post-test of experimental group and control group, it can be seen that the use of videos in YouTube with the topic introductory can be effective media to make students more engage in speaking.

To support the finding of this research, here as well are elaborated several previous researches result using videos in YouTube on students' achievement in speaking. The first was by Hanum (2017) showed that students' skills increased after

using Introductory Videos. So, it can be concluded that using video in learning was effective in improving speaking skills in English speaking skills. Research conducted by Yunita (2015) also had the same result that the average score of speaking before being taught by using YouTube videos was 58.4375 and after getting treatment, the average speaking ability score was 67.8125. It was concluded that video YouTube was effective media to improve students' speaking ability, especially at the second grade of MTs. PSM Mirigambar Tulungagung.

D. Conclusion and Suggestion

Based on the research findings, it can be concluded that there was a significant effect on students' speaking skills taught by using introductory videos in YouTube. This can be seen from the results of the of students who were taught without using videos in YouTube during teaching learning with an average value of 45 while the average value of students taught using videos in YouTube during teaching learning with an average value of 83.46. Hypothesis testing at the level of 5% with $df=50$, obtained t -observed was higher than t -table. Thus, it proved that the alternative hypothesis (H_a) was accepted. Therefore, this research concluded that there was significant effect by using Introductory English Videos in YouTube on students' achievement in speaking of the tenth grade at SMKS Muhammad Yaasiin Sei Lapan.

In supporting the conclusion as the research result, some suggestions are provided as well. First, it is suggested to use videos in YouTube as media in teaching and learning activities as alternative to improve students' language skill. Second, further researches about speaking skill using YouTube video should be carried out. Third, research on speaking learning materials needs to be carried out as an effort to improve the quality of teaching speaking in English.

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