UTILIZING YOUTUBE AS MEDIA TO INCREASE STUDENTS' SPEAKING ENGLISH SKILL AT THE FIRST SEMESTER STUDENTS' OF ENGLISH LANGUAGE EDUCATION UNIVERSITAS ISLAM SYEKH YUSUF

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ABSTRACT

This study aims to find out how Youtube contributes the development of students' speaking English skill. The design used in this research was one group pretest and posttest. The population of this research is all of the students at the first semester of english language education in the academic year 2019/2020 which the accessible population is 84 students while the sample of this research was 30 students. It took by using purposive sampling technique because the writer chose the sample based on proficiency and the sample is suitable for the purpose of the research. The data collected in this reseasrch is quantitative data. The writer used a test to collect the data. Then, to know the noramility and homogeneous distribution or not, the writer used the normality and homogeneity test. From the result of test normality showed that significant value of pretest was 0.047, while the significant of value of post-test was 0.000. It means that the data is not normal distribution, it was because the significant value of post-test 0.000 were less than 0.05. The result of homogeneity showed that the significant score was .026. based on the testing criteria significant score < 0.05. It means the data is not same variant group. Therefore, the test of data hypothesis, the writer used non-parametic test, Mann Whitney test. Its result of test showed that significance score .000 was smaller than probability score 0.05. It was concluded that accepted. In other words there was a significant positive effect of using youtube as media to improve students; speaking english skill.

Keywords : Speaking English skill, YouTube,

INTRODUCTION

As we know that language is one of the tools for the communication. It is important for the human's life.

Meilinda (2018) supported the theory above that "Language is needed for daily communication. Without language, effective communication cannot be achieved and misunderstanding will take place. One of the languages is English, and it is used by millions of people around the world. It means that English is a means of global communication for many activities"

Therefore, English has been recognize as one of the languages that many people use to be able to communicate with other people from various countries because English is the most common primary language in words as an international language, so the ability to communicate in English is a necessary

for international relations to participate in the wider world of work, it is to perform in the business word or organization. If we do not have an effective language, we would be left behind by the other people or the other country. As we know that the goal of communication is to inform, to request, to persuade and to build relationship with others.

It was suuported by Ahmad (2016) "Communication is the central human activity. We are now witnessing the emergence of an advanced economy based on information and knowledge. Probably the most important skill for knowledge workers in the new environment is ability to communicate."
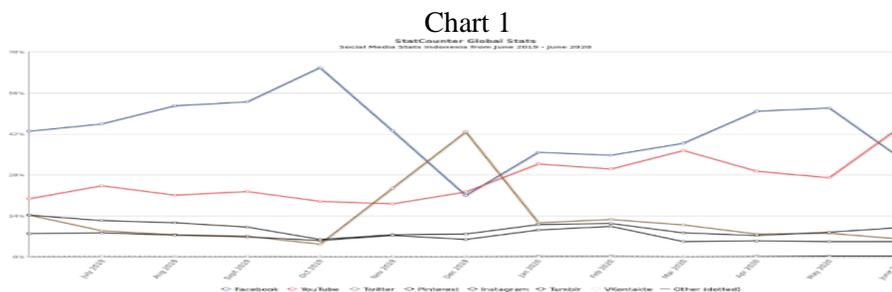
Thus, the students have to be able to good communication, but unfortunately, when the writer observed in the first semester students of English language education, the writer found that the students still have the problems in communication, especially communication by using English. It was because the students don not have many vocabularies and they are also not accustomed to use english in their daily activities. This problems make the students worried do the mistake when they are speaking with other people, and also make the students did not have self-confidence to speak in front of their friend. While, Isnaniah (2018) stated that "The confidence is important of successful process learning English for the students."

Therefore, to solve the problems above, the teacher should use the good media or strategies and also should be selective to choose them.

According (Kamaruddin & Amilia Avianti, 2020) "The teacher has the task to shape students to have innovative, creative, and critical thinking abilities. In carrying out his profession, a teacher must have special abilities, among others, the ability to design and implement a variety of learning strategies in accordance with the level of student development, including utilizing a variety of sources and learning media to ensure the effectiveness of learning."

We know that many kinds of media or strategies but there are still media or strategies that are not in accordance with the class condition. Agustina (2016) supported that "Along with the advance of technology, media will bring the impact to people, both in positive and negative sides and we need to be wise in choosing what we can take from it. Taking the positive side will gain many good impacts for us". It measn that the teacher should be identified the students' characteristic, types and their learning style to get the significance advantage when they learn by using media. It is the important to help teacher and students in learning english process.

As recommended by the writer to achieve the good English learning process, the teacher must be up to date about choosing the media in the modern era. Currently, Yotube becomes a populer in teenager sociality. Some people especially for teenager spend their time to watch some videos in youtube, and also make vlog to upload their video into youtube. It was proved by the following chart 1.

Chart 1

Source: StatsCounter GlobalStats https://gs.statcounter.com/social-media-stats/all/indonesia

The chart 1. above showed that beside facebook, Youtube also become one of media which is often used by people in indonesia. They have been familiar about youtube. Hence, the teacher could use youtube as media to teach english, especially for english speaking skill. It can make the students interest

to learn english speaking everywhere, in classroom or outside classroom, they also could learn speaking with the native speaker dirrectly, by watching the video in youtube. So that, they could would find many vocabularies, and they also could learn how to pronounce word in english well. Wang & Chen (2019) also gave opinion that English teaching by watching videos on YouTube, students not only can learn English in a more organize way, but also enjoy various learning resources on YouTube according to their needs and interest. It means that source on YouTube can be authentic material, because the teacher can show the real things on video YouTube. Besides, Youtube also was easy to be used. Therefore, to solve students' problem in speaking skill, the writer believed that YouTube is one of media can help students to improve their speaking English. Watkins & Wilkins (2011) gave opinion that "Since YouTube and other online videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes.". It was supported by Sari (2017) that using technology especially social media such as YouTube in learning English speaking process can enhance students' motivation and self-confidence. It was because by using YouTube as media besides for watching the video, the students also doing vlog as much as the common speaking activities in the class with their peers. Vlog enabled them to speak freely and comfortably without feeling anxious but doing activities in class with the peers also gave them enjoyable learning moment and interactions. Therefore, if they can increase their interesting to learning English speaking, they will also improve their English speaking automatically.

Almurashi (2016), said that "Using YouTube videos to teach English classes as extra material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful."

Based on the description above, the writer interested in conducting research under the title "using YouTube as media to improve students' speaking English skill at the first semester students of English language education Universitas Islam Syekh Yusuf in academic year 2018/2019.

METHOD

This study was conducted on the first semester students of Universitas Islam Syekh Yusuf Tangerang. The population of this research was all of the students at the first semester students of the English Language Education Universitas Islam Syekh Yusuf in academic year 2019-2020, it was 83 students from 1A, 1B and 1C. Lavrakas (2008) defined that target population is the whole set of units on which inferences are to be drawn using the research data and findings of the research are mean to generize. While, the sample of the research was 30 students. To take the sample the writer used purposive sampling, it was because the writer chose the sample based on the proficiency and the sample was suitable for the purpose of the research. Thus, the writer got one class that is 1 A based on purposive sampling because the percentage of studtns who could achieve the minimum criteria is lower than the other class 1B and 1C.

In this research study lasted for four months, starting from september 2019 to Desember 2019. The writer used experimental research in this research. As stated by Fraenkel, Walen, & Helen (2012), experimental research is one of the strogest methodologies researchers can employ. It is also the best way to create cause-and-effect realationship between variables. The design of this research followed a Quasi Experimental research one group pretest-posttest design. According to Morgan, Gliner, & Harmon (2000) one group pretest-posttest design is a type of experimental design conducted without a comparison group. The comparison is conducted within the same group between the pretest and the posttest. The writer chose this design because the writer intented to know the effect of using YouTube as media to improve students' speaking english skill and want to focused conducting research and applying the treatment in one class.

Furthermore, there are some advantages from this design. Bartsch, Bittner, & Moreno (2008), the advantages of one group pretest-posttest design is that it can be conducted in one class without having to separate students since they are given the treatment simultaneously, and there are no ethical concerns with classes which are exposed to different training as all students are taught the same way. In this research,

the writer applies youtube as media on teaching of english speaking to students. The model of the researsch design was illustrated as follows:

Table. 1
Quasi Experimental Design

Test	Treatment	Test
Pre-test		Post-test
O_I	X	0_2

Source: William R. Shadish, Cook, & Campbell (2001)

The data collected in this research was quantitative data. The writer used a test to collect the data, which are pretest and posttest. Pretest was used to know their speaking english skill before they were given the treatment. After giving the treatment, the studetns were given a posttest. Post-test was used to assess the different accomplishment between the pretesta and the posttest and to know the students' speaking english skill after given the treatment or learning activity. In this stage, the writer used the oral test as an instrument and The studentss were asked to create dialogue in pairs. The dialogue was created based on the clues given by the teacher. Finally, the test result in the pretest and posttest is compared. From the results of the research, the writer found the differences of the effect of using youtube as media to improve students' speaking english skill.

Technique of data analysis in this research was used is to find out whether the data set has normal distribution or not, *kolmogorov-smirnov* test was used. Meanwhile, the Leven statistical test was used to explore the homogeneity of the scores from the pre-test and post-test. To find out the different achievement between the pre-test and post-tes, test of the data hypothesis used non parametric test. It was Mann Whitney test. It was used because the data was not normally distribution.

RESULT

In analyzing the data, the writer used the real score of the students. It was obtained to look for the difference between the pre-test and post-test score. The result of the test would be processed by using statistical calculation IBM SPSS version 24.

The result of the descriptive statistics analysis of the pre-test's score were seen in the following table:

Table 1
Result of Pre-test and Post-test

	N	Min	Max	Sum	Mean	Std. Deviation	Variance
Pretest	30	45	79	1992	66,40	8,775	77,007
Posttest	30	75	89	2419	80,63	4,944	24,447
Valid N (listwise)	30						

The table above showed that pre-test and post-test had difference minimum and maximum score. From the table 1, the total pre-test scores of the students were 77,007 and the mean was 66.40; with the minimum score was 45 and maximum score was 79. While the total post-test scores of the students were 24,447 and the mean was 80,63; with the minimum score was 75 and maximum score was 89. Thus, based on the significant difference from both pre-test and post-test, it can be concluded that after the treatment, the result of students' speaking skill were quite different.

1. **The Test of the Analysis Assumptions**
   Before the writer conducted the testing and analyzing the data, needed to know whether the data was normal and homogeneity.
a. **Test of Normality**

To know whether the data set has normal distribution or not, the writer should count the normality test. The data processed in the calculation of normality test using kolmogorov-smirnov. The complete result of testing can be seen in a table as follows:

Table 2

Result of Test Normality

	Kolmogorov- Smirnov 1			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Pre-test	0.170	30	0.027	0.929	30	0.047
Post-test	0.251	30	0.000	0.799	30	0.000

The table above showed that significant value of pre-test was 0.047, while the significant of value of post-test was 0.000.

Based on testing criteria, if the significant score is more than 0.05. it means that the data is normal distribution, and if the significant score was less than 0.05. It means that the data is not normal distribution. It was because the significant value of post-test (0.000) were less than 0.05.

b. Test of Homogeneity

To test of data homogeneity, the writer also used SPSS version 24. The complete result can be seen as follow:

Table 3

Result Test of Homogeneity

Levene statistic	df1	df2	Sig.
5.218	1	58	0.026

The data above showed that the significant score was .026. Based on the testing criteria if significant score < 0.05 it means the data is not same variant group, and if significant score > 0.05. It means the data is the same variant group. The result of the test showed that the population variant is not homogenous.

c. Testing of Hypothesis

Because the data was not normally distribution, so test of the data hypothesis used non parametric test. It was Mann Whitney test. The result testing of hypothesis showed the following table:

Table 4

Result Test of Statistic Mann-Whitney

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Youtube is the same across categories of group.	Independent Samples Mann-Whitney U Test	.000	Reject the null hypothesis.

Based on the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.000 was smaller than probability score 0.05.It was concluded that Ha was accepted. In other words there was a significant positive effect of using Youtube as media to improve students' speaking English skill.

DISCUSSION

From the finding above, it could be concluded that YouTube has given effect in English speaking skill because there was difference result before and after treatment. The score before treatment was showed by the result of pre-test was 66,40 while after treatment the score was showed in the result of post-test was 80,63. Besides, the result from pre-test and post-test, It was also proved by the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.000 was

smaller than probability score 0.05. It means that there was a significant positive effect of using Youtube as media to improve students' speaking English skill.

There are some resesarchers who have ever reeesearched about using youtube video to improve students' speaking skill. he was Gunada (2018), in th research titile "using YouTube video; An IT-based Media to improve students' speaking skill". His research showed that using YouTube videos can improve students' speaking skill in several aspects, namely fluency, vocabulary, pronunication, and grammar. And the last from Shoufan, (2019), the research tittle "estimating the cognitive value of YouTube's educational video: A learning analytics approach:. In this research also showed that there are more cognitive features in the research.

Based on the resaechers above, the writer found something that can be stated that the media that has been used by researschers was to improve students' sepaking skills and also help develop teaching speaking especially in pronunication, and it also showed that YouTube as media has given the usefulness in learning speaking English process. It was proved by the writer after doing the research, the writer found many advantages using YouTube as media in learning English speaking. First, the learning process would be much more fun, it was because in YouTube presented many interesting topic and material and also presented games and examples of language that are often found everyday so that it is more relaxed and enjoyable for students. Second, learn the pronunciation by acquiring with the direct of native speaker would make easy for students. Third, YouTube showed many interesting video. Therefore, it make be the authentic material, so the students would be understanding material faster. And the last, the students can get the learning video easily from YouTube, so that they find many material or what they need to learn English easily.

Based on the advantages above, learning by using YouTube can be believe to have a potential impact on foreign language learning. By using YouTube, the teacher would find a lot of resourceful media to learn speaking foreign languages.

CONCLUSION

The conclusion of the research that YouTube carries a lot advantages in teaching and learning speaking. Using YouTube in learning speaking provides an authentic English language model. In addition, YouTube in speaking allows students to learn correctly pronunciation, improve their vocabulary and understanding differently culture. A video on YouTube is generally easy to understand because of the visuals available instructions. Using it in learning attracts and motivates students to do it learn. However, the teacher must also pay attention to the equipment used when teaching. The teacher must also manage the use of YouTube and its effects for students, so that they can see it clearly and become aware of its purpose YouTube for their learning.

Due to the fact that YouTube in the research can really improve the students' English speaking English skill, but Youtube should be considered as an effective instructional tool and as important teaching resource in classroom.

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