



The Improving Student's Speaking Achievement By Using YouTube Media on New Normal Era

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Abstract

This study aimed to demonstrate an improvement in speaking achievement among class X-1 ITP Surabaya students for the academic year 2022–2023. Their inadequate verbal communication abilities are the issue. As a result, the researcher used YouTube media during engaging class activities to teach speaking. Classroom action research is the approach used in this study. actions that are repeated twice. Both qualitative and quantitative analyses of the study's findings were performed. According to the findings, using YouTube media helped students' oral communication achievement, which was demonstrated by their exam scores. In cycle 1, 36% of students passed the exam; in cycle 2, that number rose to 84%. Student involvement increases and their activities take center stage during the learning process, according to observational findings. Additionally, the survey reveals that students strongly agree that using YouTube media during class activities makes them happy. This demonstrates how students' speaking achievement improved when using YouTube media for learning

Keywords: YouTube Media; Teaching Speaking; Speaking Achievement

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1. INTRODUCTION

In most cases, English is considered as a second language or even a foreign language in some countries, thus it is likely to create a difficult situation to learn and master the language (Sari & Margana, 2019). Thus, proficiency in speaking, listening, reading, and writing as well as the other four language skills is highly expected to improve students' speaking. While it is necessary to study all aspects of a language, speaking is among the most important since it may be used as a tool for efficient communication. Speaking is a way to bring a message from one person to another. To interact with people, communication cannot run well without speaking (Deshpande, 2013). According to Tristiana & P. Swondo, (2020) argues that Speaking is an activity used to convey speech to elicit a response from listeners. Every student learning English must talk, and speaking is equivalent to the first assessment. Although it has been seen that some students speak little or even passively in class, this phrase refers to what tasks, facts, implementation, and processes are learned or not learned. For students, speaking in English is a challenging ability. The primary causes of students' low interest in studying English are a lack of motivation and tedious classroom instruction. Speaking as a mode of communication can be seen as an output in language learning. Additionally, speaking is a talent that students must master to be able to comprehend what others are attempting to say as well as to react with suitable and useful responses, which would qualify as communication. Received (Mustikawati, 2013) Speaking is a method of communication that uses sound waves to give the listener information so they may grasp what the speaker is trying to say.

According to the findings of PLP 2.2, students of class X-1 SMA ITP Surabaya showed a deficiency in speaking skills. The way teachers interact with their students is the cause of this problem. Teachers do not use proper teaching methods with their students. The method use by the teacher to teach speaking is so boring so that most students feel that learning English is not fun. Because the teacher just instructed students in vocabulary memorization without using any special methods. Similar phases keep occurring. As a result, students found it challenging to form sentences on their own.

The way the teacher teaches the students is still a monotonous teaching style in which there is no utilization of innovative teaching and learning media that can motivate the students to learn (Meinawati et al., 2020). In some schools, the teacher still explains the content, writes it on the board, and then starts the question-and-answer period. The students simply sit on the chair and record the stuff during this time. Additionally, they don't speak

when the teacher addresses them during a question-and-answer period. Many students in speaking classes were lack confidence, reluctant to talk, fearful of making mistakes, and uneasy. They are unable to speak as a result, and so they remain silent. In light of these issues, the researcher attempted to look into the usage of social media in English language learning. Because learning media had a significant role in influencing the desired educational goals, their presence is crucial to supporting language learning. According to Abdul rahaman, (2016) collected data from students who watched quick YouTube videos by having them complete an online survey. According to the research findings, more than 85% of the participants thought YouTube may help them comprehend and speak English more fluently. YouTube is a social media that is often used phenomenally among the public (Snelson, 2011). YouTube is designed as a video-sharing site that is very popular, especially among the younger generation, and even YouTube as a site for sharing information in today's digital era, including one of them as a learning medium (DeWitt et al., 2013)

According to (Fadhillah & Rusmiati, 2022) has done a study on the use of YouTube in the classroom, on the other hand. According to the study's findings, the students can develop their speaking abilities by using YouTube as a learning tool. As described Sari & Margana, (2019) conducted related research as well, with the findings showing that using YouTube as a learning tool can improve student test scores.

Many researchers looking at the use of YouTube media as a tool for learning English showed that it can be used for more than just entertainment, but it can be also be used as a learning media that is believed to attract students' interest in learning to speak English The fact that so many studies were looking into the usage of YouTube as a tool for learning English showed that the site might be utilized for more than just amusement. As a result, the author was motivated by the media's rapid development to study more about how social media could be used to learn English. The author of this study wanted to demonstrate and discussed the use of social media, particularly YouTube, where students were anticipated to not only gain knowledge and exposure to the English language but also to have the chance to develop and produce learning products that can be used to link YouTube to other content that was relevant to their interests.

2. METHODOLOGY

The methodology for this study was classroom action research (CAR), which has four parts (planning, action, observation, and reflection) was applied. Collaborative classroom action research was employed in the design of this article. On November 8 and 15, 2022, the researcher made decisions for two cycles (two meetings). This study was conducted at ITP High School in Dukuh Menanggal, Surabaya, East Java. There were 25 students in classes X–I from ITP High School's 10th grade that participated.

The instrument were observation, test, and questionnaire. The study employed participant observation, which was conducted once every cycle for 90 minutes. The test was run twice in this study; the first time was at the end of cycle 1, and the second time was at the end of cycle 2. The procedure text that was taught and covered in class during each cycle was covered in the test. The speaking assessment rubric was used in the test's evaluation. The research used a closed-ended questionnaire that was completed following the action stage. There were twelve things.

The following methods of data analysis were used in this study: (1) Non-test: observation and questionnaires explained in descriptive qualitative. With the collaborator (observer), the data from more frequent student learning observations would be examined. (2) Test: A descriptive statistic explains the results of a questionnaire and a speaking exam. This test was based on a subjective evaluation rubric and was administered in that format. According to the Mastery Learning Implementation Guidelines, the data on student learning outcomes after correction and scoring would be assessed based on the 78% of students who had met the Minimum Completeness Criteria (KKM) 78 for having mastered the content. Utilizing a descriptive percentage method, the data's outcomes would be calculated.

3. FINDINGS

Both the descriptive statistic and the descriptive qualitative data underwent quantitative and qualitative analysis. The quantitative information was derived from the students' actual speaking test scores. The qualitative information was gathered through observation and survey responses.

3.1 Cycle 1

3.1.1 Observation

Data on increasing student learning activity was gathered through observations made during teaching and learning activities. There were observations taken while an instructor assisted in learning. During this activity, observers filled out observation forms on which they

noted what they saw as the students engaged in class-related learning. To monitor students, issues, and circumstances that arose during the teaching and learning process, researchers were helped by participant observation. Luthfiyah Amirah Lubis was the collaborator. The teacher's execution of the teaching procedure was observed. To participate in this activity, the observer had to fill out observation sheets after watching students used YouTube to further their learning.

3.1.2 Test

3.1.2.1 Post Test 1

When cycle 1 was run, post-test 1 was also run. The assessments after the course took the form of paired dialogue texts that were pertinent to the narrative text material. The researcher applied the following calculation to determine the proportion of students who met the minimal standards of mastery learning (KKM):

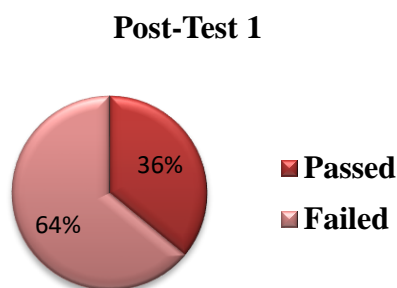


Chart 1 The Result of Post-Test 1

According to the Post-test 1 results, only 36% of the students achieved a score that exceeded the minimal requirements for mastery learning. (KKM). In the meantime, 64% of the students fell short of that standard. Nine pupils were able to meet the minimum score requirement. 16 pupils fell short of the required minimum score. According to the analysis, speaking abilities were generally low in class X-1 at SMA ITP Surabaya.

3.2 Cycle 2

3.2.1 Observation

It was discovered through observation how pupils and teachers acted and what problems they ran into before, during, and following speaking practice during the teaching and learning process. At the first meeting, participant observation allowed the researcher to observe both students and teachers. Due to the difficulty in dividing the class into eight

groups, the classroom was boisterous even if the students were highly engrossed in the YouTube Media lessons. The kids were still having problems with the method since they couldn't concentrate on the teacher. While responding to the questions on YouTube Media, students were still able to read aloud multiple times and were still developing their fluency in English. At the second meeting, the observer saw that the classroom had improved. The teacher had lowered the number of groups to reduce the cacophony that was previously there. Students were also demonstrating a stronger interest in paying attention to their professors and productively starting their education. Additionally, some students observed that they seemed interested in the learning process. Some kids, however, continued to bother their buddies and ignored the teacher. According to the findings of two cycles of observations, cycle 1 did not go as planned since the learning process was a little upset, the students were less attentive, and there was a bit more noise. The researcher chose to conduct the second cycle of learning as a result. By emphasizing individualized learning, the students in the second cycle appeared more focused and were able to practice speaking English smoothly with ease. The observational period for each observer cycle was 90 minutes. With this information, the researcher concluded that the second cycle of learning had been successful and that a third cycle of learning was not necessary.

3.2.2 Test

3.2.2.1 Post-test II

On Post-test 2, students scored better. Students responded by paying more attention to the teacher and asking questions about material they did not know. To see this the researcher used the following formula:

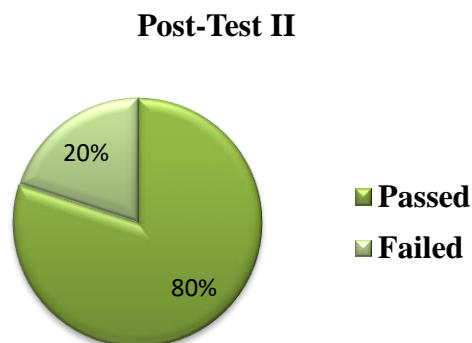


Chart 2 The Result of Post-Test II

Students received the test results in the form of quantitative data, which would then be subjected to descriptive quantitative analysis. The test was tied to the narrative text lessons that were covered in class during each cycle. The Post-test 2 results showed the highest percentage of all, ranging from 36% to 80%. Twenty of the 25 pupils achieved the minimum level of mastery, whereas five students did not. One could conclude that YouTube Media could raise students' proficiency in speaking. Following was a summary of the improved learning outcomes from Post-tests 1 (Cycle 1) and 2 (Cycle 2):

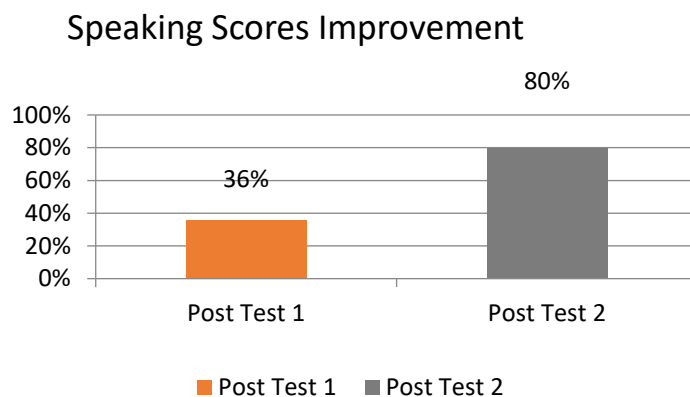


Chart 3 learning outcomes from Post-tests 1 (Cycle 1) and 2 (Cycle 2)

The conclusion was that the actions given during cycles 1 and 2 exhibited satisfactory growth might be drawn from Picture 3, a comparative graph showing the outcomes of the actions stated above. This demonstrated that using YouTube as a speaking practice tool for students in learning English could raise speaking proficiency levels. Apart from that, there was no need to change the design of the learning design or its devices because the learning process could already be carried out by the lesson plan's.

3.3 Questionnaire

After the first and second cycles of classroom action research were implemented, surveys were taken. Students received the surveys from the researcher. Nearly all students expressed the view that YouTube Media could increased the interest level of their academic experience. They also stated that YouTube Media could improved their speaking abilities and encourage them to study English.

The goal of this study was to determine from the data analysis whether the use of YouTube Media in teaching speaking in class X-1 at SMA ITP Surabaya had a growing educational impact. The teaching and learning process was divided into two parts based on the research methodology. Giving students treatment was the first step.

In this case, the treatment entailed teaching speaking through YouTube media. A post-test was administered to 25 students as part of the second stage of the process to assess their speaking abilities following the use of YouTube Media. Students were better able to understand the material by using this YouTube Media, as shown by the observation sheets that showed how using YouTube media might help students to be more active and productive when studying. The topic of discussion was how YouTube Media could help students at SMA ITP Surabaya get better speaking results. The results of the study demonstrated that YouTube Media could enhance students' spoken communication skills. This was further supported by the statement made by (Fadhillah & Rusmiati, 2022), who noted that "having researched the use of YouTube as a learning medium in class, this research was conducted to determine the effectiveness of using YouTube in improving students' speaking skills in high school." From the learning that was done in cycle 1 to cycle 2, the learning outcomes in learning via YouTube Media showed a substantial rise. This meant that learning using YouTube Media was finished. In cycle 2 of the learning process, using YouTube Media as a medium to enhance speaking practice, acquired satisfactory learning results and learning could be stated to be completed that was approaching 80%. In cycle I, 36% (9 students) of the students received a score above the minimum standard, while in cycle II, 80% of the students scored at or above the required standard (20 Students). Learning using YouTube Media was halted in cycle 2 based on the findings of the request for learning completeness and the learning completeness criteria, which had exceeded 78%. This was corroborated by a study conducted at a junior high school called (Sari & Margana, 2019), which found that using YouTube as a learning tool improved student test scores. Students responded well to the use of YouTube Media in their speaking learning process, which contributed to improved student results. The observation sheet and questionnaire both showed this. According to the observation sheet, 60% of students strongly thought that YouTube had aided their learning, and 56% of students agreed that YouTube had improved their ability to speak English. During the teaching and learning process, the majority of the students were more engaged and enthusiastic. The use of YouTube Media was suggested as a way to enhance pupils' speaking abilities (Abdulrahman, 2016)

4. DISCUSSION

The goal of this study was to determine from the data analysis whether the use of YouTube Media in teaching speaking in class X-1 at SMA ITP Surabaya had a growing educational impact. The teaching and learning process was divided into two parts based on the research methodology. Giving students treatment was the first step. In this case, the treatment entailed teaching speaking through YouTube media. A post-test was administered to 25 students as part of the second stage of the process to assess their speaking abilities following the use of YouTube Media. Students were better able to understand the material by using this YouTube Media, as shown by the observation sheets that showed how using YouTube media might help students to be more active and productive when studying. The topic of discussion was how YouTube Media could help students at SMA ITP Surabaya get better speaking results. The study's findings demonstrated how YouTube Media might help students to become more effective communicators. The use of YouTube media could assist students to be more engaged and successful during studying, as shown by the observation sheets, and students were better able to understand the subject by using this YouTube Media. The topic of debate at SMA ITP Surabaya was how YouTube Media might enhance students' speaking abilities. The study's findings demonstrated that YouTube Media could raise students proficiency in spoken communication.

This was further supported by the statement made by Fadhillah & Rusmiati (2022), who noted, "Having researched the use of YouTube as a learning medium in class, this research was conducted to determine the effectiveness of using YouTube in improving students' speaking skills in high school." From the learning that was done in cycle 1 to cycle 2, the learning outcomes in learning via YouTube Media showed a substantial rise. This meant that learning using YouTube Media was finished. In cycle 2 of the learning process, using YouTube Media as a medium to enhance speaking practice, acquired satisfactory learning results and learning could be stated to be completed that was approaching 80%. In cycle I, 36% (9 students) of the students received a score above the minimum standard, while in cycle II, 80% of the students scored at or above the required standard (20 Students). Learning using YouTube Media was halted in cycle 2 based on the findings of the request for learning completeness and the learning completeness criteria, which had exceeded 78%. This was corroborated by a study conducted at a junior high school stated Sari & Margana (2019), which found that using YouTube as a learning tool improved student test scores.

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5. CONCLUSION

Based on the findings of the study and the subsequent discussion, the researcher came to the conclusion that using YouTube media can enhance students' speaking achievement. During class activities, English speaking is taught using the YouTube media. To start, education is now approached differently, with a focus on collaboration and engagement. This can be seen in the students' behavior on the observation sheet and in their questionnaire responses from the previous meeting. Following the implementation of this strategy, the majority of the students stated their happiness with the educational experience, and the usage of YouTube media significantly aided in the development of their speaking achievement. In the end, it can be concluded based on the findings of the previous discussion and the assertions presented above that the class X-1 students at SMA ITP Surabaya significantly improved their speaking achievement.

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