

THE USE OF YOUTUBE VIDEO IN ENCOURAGING SPEAKING SKILL

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Abstract

This research that aims to improve the speaking skills of students in the English language education class at the Universitas Teknokrat Indonesia by using Youtube media. Researchers carry out research based on the main problem, namely, how to improve students' speaking skills through YouTube videos? The subjects in this study were 40 English education classes at the Technocrat University of Indonesia, the object in this study were students in the class of 2018 English education, the data collection instrument used the technique of speaking practice tests via YouTube, surveys, and questionnaires. three cycles with four steps of planning, action, observation, and reflection.

Key words: youtube, speaking skills, learning outcomes

INTRODUCTION

Language is an irreplaceable tool in human life, because it is used to communicate as well as speaking skills. By having this speaking skill, the message to be conveyed verbally will be conveyed effectively and efficiently which makes communication with other people better, as we know that there are four skills in English, namely listening, speaking, reading and writing (Adam et al., 2020; F. M. Sari & Wahyudin, 2019). But in this study focusing on speaking skills, speaking is how to communicate the language itself, according to (Mandasari & Aminatun, 2020a; Oktaviani, n.d.) stating that speaking is an oral communication in a two-way process between speaker and listener that involves productive speaking skills and receptive comprehension skills. Difficult to learn English. There are several factors that cause difficulties in speaking English, such as bored with the media in the teaching and learning process, students need a media that can attract their attention and provide comfort in learning to speak (Mandasari & Aminatun, 2020; Oktaviani, 2012; Sinaga & Oktaviani, 2020).

This speaking skill must be possessed by students, because the success of learning to speak can be measured through the ability of students to convey their ideas orally. When students speak, they will express what is on their mind, express themselves and their feelings, so that the listener will understand (Muhammad Yuseano Kardiansyah & Qodriani, 2018; Yulianti & Sulistyawati, n.d.). Learning to speak also requires a lot of practice and

attention, when students can communicate in a good way it means they have achieved the goal of mastering speaking skills. According to Mandasari & Aminatun (2020) speaking is the ability to pronounce articulation sounds or words to express or convey thoughts, ideas, and feelings. According to Pratiwi & Ayu (2020); Suprayogi & Pranoto (2020) speaking in general can be interpreted as a delivery of one's intentions (ideas, thoughts, and hearts) to others by using spoken language.

Learning media has a role that will greatly affect student learning outcomes, including in improving speaking skills (Borman et al., 2018; Lestari & Wahyudin, 2020; Tiku Ali & Patombongi, 2016). Learning media is a means that facilitates the delivery and absorption of learning materials (Diharjo et al., 2020; MULIYAH et al., 2021; F. M. Sari, n.d.). The use of media as a tool in the learning process provides great benefits for students which will have a positive impact on students, in this study YouTube is a medium that will be the topic of this study.

From the explanation above, this study aims to find out whether the use of YouTube can improve students' abilities in their learning outcomes at Universitas Teknokrat Indonesia.

LITERATURE REVIEW

YouTube is one of the online media that can be used as a medium of learning in speaking skills, According to Maskar & Dewi (2020); E. Putri & Sari (2020) YouTube is a video sharing website on which users can upload, share, and view videos. It uses Adobe Flash Video technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur contents such as video blogging and short original videos. In line with (Nugroho et al., 2021; Setiawan et al., 2018) YouTube is an online video sharing tool that is able to present various kinds of information that can be used for learning. Students will be very easy to absorb the information provided through YouTube if it is presented with attractive and clear pictures and visuals (Oktaviani, n.d.; N. R. Putri & Sari, 2021; Yulianto et al., 2019). In addition to watching or downloading videos, students can also practice what they learn and upload the videos to their Youtube channel (M Yuseano Kardiansyah, 2021; Muhammad Yuseano Kardiansyah & Qodriani, 2018; Tiono & Sylvia, 2004). The videos presented on Youtube make it easy to directly practice the content that is being studied (Puspaningtyas & Ulfa, 2020; L. A. Putri & Dewi, 2020). The use of Youtube as a learning medium can be applied to various

fields, one of which is to improve English speaking skills (Afrianto & Gulö, 2019; F. M. Sari, 2017; Yuniara et al., 2020). The many tutorials and content presented on Youtube can lead students to learn how to be a good speaker. For example, by watching debate videos, students can learn how to argue well. Students also get the convenience of directly practicing tutorials on YouTube with the upload feature on YouTube (Muliyah & Aminatun, 2020; Wahyudin, 2018). Students can record speaking videos in English and upload them to their YouTube channel.

METHOD

The sampling technique used in this study is purposive sampling, namely the technique of determining the sample by selecting a sample among the population according to the wishes of the researcher, so that the sample can represent the characteristics of the population. previously known (Febrian & Fadly, 2021; Nani & Ali, 2020; Oktaviani et al., 2020). The data collection instrument used in this study was through a questionnaire, in the form of 9 statements to the subject to answer questions distributed through the questionnaire, there were 40 students from the English education class. Researchers collected data online for subjects to answer questions. Questionnaires were given to students. The data that has been collected is then processed or processed using SPSS.

RESULTS AND DISCUSSION

In this section, the researcher tries to reveal whether there is an increase in the speaking ability of English education students through YouTube videos, the researcher uses the SPSS 18 application to analyze the data. The findings were taken from a questionnaire consisting of 10 questions distributed via google form and there were 39 students the results can be seen in the following data and table.

Table.1.1. Characteristics of the respondent in terms of gender

		Case Processing Summary	
		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

This study seeks to reveal the improvement of students' speaking skills by using youtube videos. The results can be seen in the following data and tables. This study includes the characteristics of respondents based on their gender (See Table 1.1)

Tabel 1.2. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Other sources	40	2.00	2.00	4.00	3.5023	.47240	.223
Youtube video	40	236.00	317.00	553.00	454.3333	52.12805	2717.333
Valid N (listwise)	40						

Table 1.2. shows that the results of student achievement indicated by the other sources learning, have a minimum score of 2.00 and a maximum score of 4.00 with an average score of 3.5023. The result of this study has similarities with research by (Fakhrurozi & Adrian, 2020; Rido, 2015; S. N. Sari & Aminatun, 2021). Meanwhile, the minimum value of youtube video is 317, while the maximum value is 553. It is line with the result of the student that conducted by (L. A. Putri & Dewi, 2020).

This section explains questions about YouTube videos as a forum for students' interest in improving their learning, with 9 questions listed in the table below.

Table 1.3.questioning for students

No.	question	N		
			Mean	SD
Q1	In your opinion, does the use of YouTube videos affect student learning outcomes in speaking in English education classes?	40	4.0	0,70
Q2	Do you think YouTube content will affect students' speaking skills, such as news shows, speeches, movies, podcasts?	40	3.9	0,97
Q3	In your opinion, imitating someone exactly as shown on YouTube will affect students' speaking skills such as pronunciation style, accuracy in speaking?	40	3,7	1,12
Q4	In your opinion, doing regular learning activities through YouTube videos will help you in assessing learning outcomes	40	3,7	0,87
Q5	An activities such as watching speeches on youtube, listening carefully to videos, taking notes on new vocabulary, practicing a few sentences, do you think the above activities will help you improve your speaking skills?	40	3,9	0,8
Q6	In your opinion, does learning through YouTube videos worsen your learning outcomes in speaking classes?	40	2,9	1,10
Q7	In your opinion, does studying through YouTube not	40	2,8	1,19

		help in improving your speaking skills?			
I	Q8	I feel bored and disconnected when studying through YouTube?	40	2.4	0,93
n	Q9	I need a long time to choose a suitable video to watch?	40	3,2	0,76
table		Mean			
1.3.					

shows questions and data totaling 9 questions, the data displays the respondent's value about Youtube as a medium to improve speaking English education students at the Universitas Teknokrat Indonesia, with a total of 40 students. It is also in line with the result of the study by (Arpiansah et al., 2021; Yulianti & Sulistiyawati, 2020).

1. the first question is about students' opinions about the influence of youtube on improving students' speaking skills, the average number students with the first question, which is 4.0, which means that there is an increase in students' speaking skills through youtube videos,
2. the second question is about the content provided through youtube such as news, debates will affect the increase in speaking English students get a total of 3.9 which means the content above helps students in improve speaking changes, the question of how to imitate someone talking on YouTube through pronunciation, intonation, will improve students' speaking skills in class.
3. the third question gets a score of 3.7 means that students are very motivated when watching videos via youtube by imitating speech style, intonation and pronunciation, t
4. next question is whether there is an increase in student learning outcomes when studying through youtube videos, this question gets a score of 3.7 means that some students have increased learning outcomes when learning through youtube videos.
5. the next question namely an activities such as watching speeches on youtube, listening carefully to videos, taking notes on new vocabulary, practicing a few sentences, do you think the above activities will help you improve your speaking skills, this question gets a score of 3.9 which means that students are educated English is very helpful when recording videos viewed via YouTube, listening carefully will help students in completing their assignments.
6. the next question is whether English education students need a long time to understand videos through YouTube. This question gets a score of 2.9, meaning

that only a few students yes found difficulties in understanding the youtube videos that students watch,

7. the seventh question is whether learning through youtube will worsen student learning outcomes in improving speaking skills, this question gets a score of 2.8 meaning that only a few students have poor learning outcomes when studying through youtube and so on. On the other hand, students get an increase in speaking.
8. the eighth question is whether English education students feel bored when studying through YouTube, this question gets a score of 2.4 which means that some students feel bored, some students feel motivated.
9. the last question is whether students need a long time in learning. choosing a suitable video to watch this question gets a score of 3.2 meaning that almost some students have difficulty choosing a suitable video to watch, a small number of students find it easy to choose a suitable video to watch in improving the speaking skills of English Education.

CONCLUSION

Based on the data that has been found by researchers, it can be concluded that this paper uses qualitative methods as the main method used by researchers in compiling this paper. The qualitative method was deliberately chosen by the researcher because according to the researcher's view, this qualitative method is the most relevant. In preparing this paper, the researcher used data collection techniques through questionnaires and using SPSS. Based on the findings of the researchers listed in the question table above, most of the participants chose to agree, with a standard deviation of 0.169 and an average of 3.43. Researchers dare to conclude that the participants who are members of this research agree that the use of YouTube as a medium to improve the ability of English education students in speaking classes.

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