

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH YouTube PLATFORM

A Script

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**ENGLISH EDUCATION STUDY PROGRAM
THE LANGUAGE AND ARTS EDUCATION DEPARTMENT OF
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

2022

ABSTRACT

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH YouTube PLATFORM AT SMAN 1 PADANG CERMIN

By

ANAS SETYO WULANDARI

Senior high school students are required to have capability of speaking. However, the majority of them have low capability of speaking. YouTube, one of media, is believed to have facilitated students to actively involved in the teaching-learning process. The current study, therefore, was intended to explore i) the students' speaking ability after the use of YouTube in the speaking class, ii) the difference of speaking aspects. The subjects of the research were 34 students of SMAN 1 Padang Cermin. The data were collected through the pre-test and the post-test.

The results showed that YouTube could statistically improve the students' speaking ability with significant level, 0.05, particularly for the aspect of comprehension, but no statistically significant improvement occurred with the other four aspects of speaking. This suggests that YouTube could only facilitates students to improve the aspect of speaking, comprehension, other than that of language aspects, fluency, vocabulary, and grammar.

Keywords: *Speaking ability, Speaking aspects, YouTube platforms.*

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Submitted in a Partial Fulfillment of

The Requirements for S-1 Degree

In

The Language and Arts Education Department of

Faculty of Teacher Training and Education



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UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

2022

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THROUGH YOUTUBE PLATFORM**

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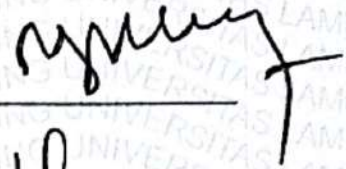
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya

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CURRICULUM VITAE

Anas Setyo Wulandari was born in Padang Cermin, Pesawaran on September 26th, 2001. She is the first child of Anwar AR and Sulastri, a loving couple.

Her education began at RA Nurul Iman in Padang Cermin. She then continued her studies at SDN 15 Padang Cermin, which she completed in 2012. She then enrolled at SMPN 14 Pesawaran for her junior high school studies, which she completed in 2015. She completed her education at SMAN 1 Padang Cermin, where she graduated in 2018. In the same year, she was admitted into the University of Lampung's English Education Study Program.

Throughout her studies, she was actively involved in many organizations in order to gain new experiences and meet new connections. Besides from making new friends and learning new things, joining an organization helps her improve her leadership, public speaking, and networking skills. She began participating in the School Internal Student Organization when she was in junior and senior high school. In senior high school, she was selected as an OSIS treasure. She became involved in university organizations such as SEEDS and HMJPBS. When she joined such organizations, she moved up the ranks to become a member, staff member, and vice president. From February to March 2021, she finished her teaching practice program at SMAN 1 Padang Cermin. She also enrolled in the Kemendikbud Kampus Mengajar program at SDN 1 Padang Cermin from April to June 2021.

MOTTO

Do your best, believe, and pray.

Pray to Me, and I will surely grant you your wish (Surah Ghafir: 60).

ACKNOWLEDGMENTS

All praise and thanks to the Almighty God, Allah Subhaanahu Wa Ta'ala, for His countless blessings, which enabled the writer to complete her paper titled "Improving Students' Speaking Ability Through YouTube Platform at SMAN 1 Padang Cermin" as part of the S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

Indeed, the writer will never complete her college thesis unless she receives support, guidance, and encouragement from nice people. As a result, the author wishes to offer her deepest thanks and great respect to:

1. Hery Yufrizal, M.A., Ph.D., as the first advisor for his continuous support and guidance during this paper completion;
2. Drs. Burhanuddin, M.Pd. as the second advisor for his guidance and criticism in finishing the undergraduate thesis;
3. Drs. Mahpul, M.A., Ph.D., as the examiner for his suggestion and criticism since the proposal seminar;
4. The lecturers of English Department at University of Lampung. Who always give motivation to grow up day by day;
5. Her greatest parents, Anwar AR and Sulastri, for love and countless sacrifice, who have given her endless support and taught her how to be a good human being for others;
6. Her beloved sister, Anas Setyo Lintang Sari who always gave love and support the writer;
7. Her best friends: Kak Safira Riskia, Kak Kartika Eka Kurnia, Clara Puspita NAP, Cindy Yunita, Hervina Arnetta, and Pipit Nurjanah who always accompanied and supported the writer during her up and downtimes;
8. Letda. Mar. Edi Prakoso, S.Tr (Han), who gives support and motivation for her to start write the script;
9. Her beloved senior, Siti Hikmatun Nazillah, S.Pd., for for the love, criticism, and support during the process of this script;

10. The principal of SMAN 1 Padang Cermin for allowing the writer conduct the research;
11. Ruh Ibunda,S.Pd., and the second grade students (XI MIPA 1) of SMAN 1 Padang Cermin academic year 2021/2022 for being helpful during the research process;

In the end, the writer hopes that this paper can be used as one of the references which may provide a shade of light especially for those who are interested in carrying out an investigation about improving students' speaking ability through YouTube Platform.

Bandar Lampung, 04 Juli 2022

Anas Setyo Wulandari

DEDICATION

This script is dedicated to:

My beloved parents, Anwar AR and Sulastri

My beloved Sister Anas Setyo Lintang Sari

My beloved Grandfather Alm. Parman

My honorable lecturers in English Education Study Program

My gorgeous friends in English Department 2018

My Almamater, University of Lampung.

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CHAPTER I

INTRODUCTION

This chapter concern some points such as the background of the problem, formulation of the research problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

English is used as a foreign language in Indonesia. However, using English for daily activities in Indonesia is extremely rare nowadays. English is used in the classroom for a few specific requirements in a proficiency test. It is taught as a compulsory subject in junior and senior high schools. The students should master the sequence of English skills. Listening, speaking, reading, and writing are the four language skills in English. As mentioned in the previous line, speaking English is one of the English skills that must be mastered by the students. It causes speaking linguistic skills, which play a significant function in formal communication. It is taught to students in order to learn how to communicate well in their own lives. Speaking is a language ability that is very crucial in formal communication. According to Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is the way to get the point from the speaker—who is producing the information—from one to another, and then the listener tries to accept and understand the information.

The ability of speaking is the most important skill to develop when studying a foreign or second language. Speaking is regarded as the most important of the four main language abilities in learning a foreign or second language. In addition, speaking is one aspect of language that supports human life as a social being. People cannot reach their purposes, objectives, and goals unless they communicate effectively. As a result, there is a need for a language to communicate with individuals who reside around the world.

If we do not have this ability, it will be difficult for us to communicate in the social sphere.

One important aspect of English speaking is that it is one of the skills taught at school. Many students struggle with it in a real-world class situation. Even if they have an adequate vocabulary to express their ideas, they are not capable how to express it. In addition, the students usually have to talk without editing or revising their ideas. Compared to writing, the students usually have more time to edit the points before they submit the work. As mentioned by Sayuri (2016), the students mostly struggle whenever they want to speak. She had one of these problems. In her investigation, students have challenges in English involving pronunciation, fluency, grammar, and vocabulary. Besides, the students also have other obstacles that come from within themselves, such as personal information, lack of self-confidence, fear of making errors, the shame of others, anxiety, never practicing, and having no idea what to say.

To be continued as the previous one, students have difficulty with expressing themselves in public. They are reluctant, hesitant, and afraid of making mistakes. They lack sufficient vocabulary, and lack practice, which causes students to find unfamiliar words difficult to pronounce in speaking English fluently. As stated in Meinawati et al., 2020, even if they have an idea, they are held back by uncertainty because they are frightened of making grammar mistakes and are concerned that other students will laugh at them if they do. The teacher should be prepared to overcome this situation. Also, the teacher is required to create a positive learning atmosphere that encourages and motivates the learners to study and makes them feel comfortable, engaged, and driven to learn English. According to Nunan (1999), teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions.

Since coronavirus has existed, it has been affecting our lives. Begin with the learning process and work your way up to daily activities. To avoid getting infected by the virus, everything should be done in accordance with the Covid-19 health protocol. Avoiding

crowded places is one of the Covid-19 health guidelines. As a result, several countries use online platforms for teaching and learning as an alternative approach. Indonesia is one of them. Teaching English in this environment is another challenge for teachers. Fortunately, many applications, such as Google Classroom, Google Meet, Zoom, and others, support online learning procedures. To make the material easier to understand, the students could seek additional material on the internet. One of the most popular platforms used by teachers in online teaching is YouTube. YouTube is not only about entertainment videos; a large number of educational videos can be accessed easily.

Brook (2011) states that YouTube is a tool that facilitates language learning and teaching, boosts confidence, provides authentic materials, and also increases the participation of the students. It is believed that seeing the video on YouTube would inspire students to enhance their English speaking skills. YouTube has a variety of short videos about various English dialects. It can help learners learn to speak from native speakers more easily. The researchers selected YouTube as a teaching platform because it provides a lot of guidance in the teaching and learning process. According to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance the conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development.

Even though the learners watch the video on YouTube, the teacher still assists in the teaching and learning process. This is beneficial for clarifying the content that the students obtained from YouTube. YouTube videos are an interesting medium that exposes learners to many areas of speaking skill. Furthermore, previous research has shown that watching YouTube videos can improve students' speaking skills in several areas, including fluency, vocabulary, pronunciation, and grammar (I Wayan, 2020). While watching videos, two separate senses are involved at the same time — seeing and hearing — and it stimulates interest in the meaning of words. Furthermore, authentic content is motivating, and the students enjoy learning about "real things" such as speaking.

YouTube could be a suitable platform to teach speaking, and it helps the students understand the lesson as well during online learning. Therefore, the use of YouTube can be an effective method in dealing with students' difficulties and barriers in understanding English, especially speaking English, along with virtual classes (Nur Syafiq et al. 2021). As the researcher stated before, the learners have problems with speaking. For example, they mostly lack grammar, vocabulary, and pronunciation. To solve those problems, teachers can use YouTube videos as an IT-based medium to improve students' speaking skills (I Wayan, 2020). He said it is because YouTube videos provide the students with authentic English, so they have better exposure to speaking aspects like pronunciation, structure, vocabulary, and intonation, which then results in improvement in the other aspects of speaking, namely comprehension and fluency, as well as speaking skills as a whole.

There are several previous studies that show YouTube videos can be used in the learning process. Riswandi (2016) explained that the purpose of this study was to describe and measure how the usage of YouTube-based videos may increase the students' speaking skills in the teaching and learning process of seventh grade students at one of Surakarta's junior high schools. His research found that students' fluency, vocabulary, pronunciation, grammar, and content all improved as a consequence of his research. The researcher employed equipment such as an observation checklist, field notes, performance tests, questionnaires, and interviews to collect data. In his study, he employed a sample of 28 third-grade kids. The research technique employed a qualitative approach based on action research (AR).

According to Jalaluddin (2016), YouTube videos may help students consider the many dialects of English spoken throughout the world and offer them real resources for speaking skills. YouTube videos could be highly helpful in developing speaking abilities both inside and outside of the classroom. He also mentioned that there are video TED Talks on YouTube that may be used in an ESL classroom with activities

like prediction, vocabulary building, describing important themes, asking questions, and expressing opinions.

Putrawansyah (2020) claimed that watching YouTube videos helped students enhance their speaking skills in terms of vocabulary and pronunciation. In addition to YouTube, he used questioning and replying as an approach for teaching English. It indicates that there was greater contact between teachers and students.

Based on the background above, the researcher is interested in conducting research on improving students' speaking ability through the YouTube platform. This study will concentrate on the significant improvement in students' speaking ability and the aspects that improved significantly as a result of the YouTube platform.

1.2 Research Questions

1. Was there statistically significant differences of speaking achievement after the students were taught through YouTube platform?
2. Which aspect of speaking had statistically significant improvement?

1.3 Objectives of The Research

1. To find out if there was statistically significant differences of speaking achievement after the students were taught through YouTube platform
2. To find out which aspect of speaking had statistically significant improvement

1.4 Uses of The Research

Hopefully, the findings of the research would be expected to provide benefit for the readers. The result of this research is expected to give information to the English teacher about technology in teaching, and improving the speaking skill of students especially by using the YouTube platform.

1.5 Scope of The Research

This study is a quantitative research that would focus on finding out the result of students' speaking ability before and after being taught through YouTube and which aspect of speaking has significantly improved after using YouTube platform for second-grade students at SMAN 1 Padang Cermin. The material will be focused on procedure text.

1.6 Definition of Terms

There are some term that are used by the researcher to give the basic of the understanding

1. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Burns and Joyce as cited in Kurniawan, 2016)
2. YouTube is one of social media that provides a large number of educational videos which can be accessed easily. YouTube video is an interesting medium that exposes learners to many areas of speaking skill.

CHAPTER II

LITERATURE REVIEW

This theoretical review deals with some theories and research studies that were relevant to the topic. It consists of the concept of speaking, component of speaking, concept of teaching speaking, concept of YouTube platform, YouTube video for education, teaching speaking through YouTube, advantages and disadvantages of using YouTube, theoretical assumption, and hypothesis.

2.1 Concept of Speaking

Speaking is a communication ability that requires speakers to communicate their thoughts orally. The ability to speak is connected to communicative competence. Brown (2000) considers foreign language acquisition not just as a predictable growth process, but also as the production of meaning through participatory negotiation among learners. It indicates that communication competence is the element of our abilities that allows us to communicate and understand messages as well as negotiate meaning interpersonally within a given situation.

In a foreign language, speaking is a quite hard process for learners of all ages. Speaking is supposed to be used to share information or idea with others. To express information clearly and properly, he must pick the most relevant words as well as the perfect language. It is also critical to structure the conversation so that the interlocutor understands what the speaker says (Cameron, 2001).

According to Burnkart, 1998 speaking is also the most essential language skill to acquire, and mastery of speaking skills is used to measure learning progress. Speaking is a crucial component that can contribute to the process of effective English communication. People who have good speaking ability can communicate with others easily and effectively. Speaking is also strongly connected to listening as two interconnected forms of communication. When we speak to others automatically we

will be a listener when others speak to us. Producing spoken language has frequently been a challenge for them. People who know a language are referred to as "speakers" of that language as if speaking includes all other types of knowledge; and many, if not the majority, of foreign language learners, are primarily concerned with learning to speak.

2.2 Components of Speaking

According to Harris (1974) there are five components of speaking skill concerned with vocabulary, grammar, pronunciation, fluency, and comprehension. The learners must be able to master these aspects to increase the quality of communication.

a) Vocabulary

Vocabulary refers to the proper diction used in communicating. Someone could communicate successfully or convey their views in both oral and writing form unless they have a large vocabulary. A lack of vocabulary is another obstacle that prevents learners from learning a language. People are still able to comprehend the meaning of a word when spoken without grammar even they only get a small amount of understanding from it. In the other hand, people cannot deliver a good idea without a well-spoken vocab in their speech. So, based on this explanation, researcher claimed that English learners will not be able to speak or write English effectively until they understand their vocabulary enough.

b) Grammar

Grammar is needed for the learners to arrange a correct sentence to deliver the idea in the conversation. Grammar is also useful for learning the proper way to gain proficiency in a language, both orally and in writing. The grammar of speech, on the other hand, identical to grammar in written forms.

c) Pronunciation

Pronunciation is the process by which learners to produce a sound of word. It concerned with the phonological process which is a component of grammar composed up of the elements and principles that determine how sounds vary and pattern in a language. There are two types of pronunciation; segmental and supra-segmental. Based on the statement above, the researcher determined that pronunciation is the study of how people produce a sound of word in daily speech. It is important in speaking because it helps to make the communication process easier to understand.

d) Fluency

Fluency is defined as the ability to speak, read, or write smoothly and expressively. The speaker can communicate, understand, and receive a response in a language in a simple and clear manner while relating the meaning and context. Many language learners strive for fluency in speaking. Fluency is characterized by a relatively fast rate of speech and a low number of pauses as well as “um” or “ee”. In fact, the frequency of pausing is more important than the length of pauses in terms of how listeners rate a speaker’s fluency. Based on the ideas presented above the researcher concluded that fluency is a learners ability to speaks with a little or no pauses.

e) Comprehension

A subject is required for oral communication in order to respond, speak, and begin. One aspect of speaking is comprehension. It is the ability to speak and listen with comprehension. The ability of comprehend oral language is evidence of a learner’s oral language development.

2.3 Concept of Teaching Speaking

Speaking is regarded as the most difficult lesson to teach. The learners must be competent in pronunciation, structure, discourse, and the social context of cultural competence. Furthermore, speaking is difficult, requiring more effort on the part of

both students and teachers. Teaching speaking necessarily requires strategies as well as roles; a lecturer must play an important role in assisting students to gain more knowledge from the materials. Teaching speaking is more difficult for teacher than the teaching of any other language skills. As (Bahadorfar & Omdivar, 2014) stated that speaking is an important component of language learning. For many second language or foreign language learners, mastery of English Speaking skills is a primary concern. The learners frequently assess their language learning success as well as the effectiveness of their English course based on how much they believe they have improved in their spoken language proficiency.

Teaching speaking is to teach the learners to:

- a. Produce a speech sound with intonations patterns in daily speech.
- b. Separate the appropriate words and sentence based on audience, situation, and social setting.
- c. Arrange their ideas in a meaningful and logical order.
- d. Use language to express your values and opinions.
- e. Use the language correctly and smoothly, with only a few pauses, which is referred to fluency.

Basically, the aim of teaching speaking is to teach the learners how to speak by using the components of speaking. Also, to make the learners confident with their speaking in daily speech.

2.4 YouTube Platform

YouTube is one of the many video-sharing platforms where users may create, share, and watch videos. It was started in 2005 by Chad, Steve Chen, and Jawed Karim, all of whom worked at PayPal. YouTube is the second most popular search engine after Google, and the domain name is www.youtube.com. Monthly active YouTube users are about 2 billion. This indicates that YouTube users account for half of the worldwide internet population. YouTube is available in over 100 countries. It is also available in

80 different languages. Clearly, the video-sharing platform has evolved into a genuine worldwide phenomenon. As a result, YouTube is one of the social media platforms that can assist online learning in the midst of a pandemic. Also, it is one of the best ways to communicate to a wide audience, whether you're promoting programs or providing information to the learners.

YouTube has been utilized in a number of various teacher-learning contexts. YouTube is regarded as an innovative tool for visually or physically challenged learners to learn. YouTube videos may inspire and engage learners, as well as complement the digital learning style. (Burke et al., 2008). According to Jalaluddin (2006) said that YouTube is a website that shares various kinds of video like video clips, TV clips, music videos, movie trailers, and other content namely video blogging, short original videos, and educational videos. As a result, YouTube has the potential to be implemented as a medium for learning English.

By using YouTube videos as a platform in learning English is to create an interesting environment and interactive class. YouTube videos can be used in teaching and learning in online and offline class. The use of YouTube as a medium for learning English may be done at any moment, as long as there is enough space and time on the computer or media presentation needs linked to the internet. As a result, students are required to use YouTube to study as much as possible.

2.5 YouTube Video for Education

YouTube videos can be supported an interactive teaching and learning process to stimulate teaching speaking. YouTube videos is served a combination of images and sounds. YouTube is a platform that provides us with a depth of knowledge. One of them is current information in popular era. You may discover a lot of educational content on YouTube for students. The accessibility of instructional tools, as well as self-produced films on YouTube, has also made teaching more engaging. Furthermore,

these films may be accessed at any time of day and from any location convenient for the learners.

YouTube provides a large number of videos that explain the learning material. This video is definitely very useful for students and students who do not understand the material that has been taught by teachers and lecturers. Especially if you are the type of student who relies on visuals, of course watching video lessons will be more understandable than reading books. In order to promote teaching speaking, YouTube videos might be supplemented with interactive exercises. Given the number of such resources on the Internet, there has been a growing interest in evaluating the efficacy of using YouTube videos.

2.6 Teaching Speaking Through YouTube

YouTube videos can be used in a various ways to teach speaking skill in the classroom. As suggested by CAKIR (2006) there are some practical techniques for video implementation in classroom such as

- a. Active viewing. The students have to participate actively in viewing the video since this strategy requires them to focus their attention on the primary subject of the video. Before showing the video, the teacher should put some essential questions regarding the video on the board so that the students have a general understanding of the subject. The students may take notes while viewing the video, and then they must answer the questions orally. The students allowed them to watch and listen for specific information needed for detail understanding.
- b. Freeze Framing and Prediction. It means by clicking the pause button on the screen. Then, the students guess what will occur in the following actions when the situation is frozen. Freeze framing is ideal for speculative purposes. This practice also stimulates students' imaginations by having them hypothesize and deduce more facts about the figures.

- c. **Silent Viewing.** Considering video is an audiovisual medium, the sound and picture are distinct elements. Silent viewing catches the attention of students' curiosity, encourages cognition, and enhances anticipating skills. In silent viewing, the video segment played without sound, focusing entirely on the image. When students are watching a video for the first time, this activity can also be used as a prediction technique. One method is to play the video segment without sound and instruct students to observe the characters' behavior and use their powers of deduction. Then, at intervals, press the pause button to stop the picture on the screen and have students guess what is going on and what the characters might be saying, or ask students what has happened up to that point. The video segment is replayed with the sound on so that students can compare their impressions to what actually occurs in the video.
- d. **Reproduction Activity.** After viewing the video, the students are required to reproduce what is being said, explain what is occurring, or to write or retell what has happened. This practice challenges students to put their knowledge to the test. Even if it is difficult and mistakes are made, students will profit by trying in English.

2.7 Advantages and Disadvantages of Using YouTube

As one of the most popular websites on the internet, YouTube might be used in teaching and learning process.

2.7.1 Advantages of Using YouTube

There are several advantage of using YouTube in teaching and learning process. According to Jalaluddin (2016) those advantages are as follow.

1. YouTube videos are very useful media which can be accessed outside and inside of the classroom. It can be helpful for the learners to access additional related material outside classroom.

2. YouTube videos provide exposure to authentic English. The learners can learn English directly from the native speaker. Therefore, by using authentic material can help the learners increase their confidence in facing real life situation.
3. YouTube videos is enjoyed by the learners and it can be source of motivation for the learners. By using YouTube videos, it can entertain the learners in learning process. There are a lot of interesting video to watch. It can help the learners enjoy the learning process.
4. Using YouTube videos promote a learning style that is more autonomous and student center. The learners will engage in their learning actively while the teacher just as a facilitator. Furthermore, the ease with which students may access numerous videos on YouTube allows them to find knowledge for themselves rather than being fed by their teacher. Furthermore, video, which includes both images and sounds, makes it easier for learners to comprehend an abstract notion.
5. Using YouTube in the classrooms attracts the learner attentions greatly and it makes classroom very interactive for language learning. They can also select another video relevant to the topic that is both entertaining and challenging to watch. Then they can practice using the target language they are studying.

Based on the advantages listed above, learners will have a better understanding of speaking characteristics like as vocabulary, grammar, pronunciation, fluency, and comprehension by watching YouTube videos.

2.7.2 Disadvantages of Using YouTube

Although YouTube has several advantages to use in learning process, it also has disadvantages. According to Jalaluddin (2016) those disadvantages are as follow.

1. The learners can face the problems in understanding the language of videos. English as a foreign language in Indonesia, it is possible if the learners face this problem. But, the teacher can help the learners to understand the language by giving a guidance.

2. YouTube can easily distract the students and get them off the topic easily. While watching YouTube videos some time advertisement from other channel pop up. So, it can distract the learners to get the point from the videos. But, the teacher can use a feature download from YouTube to avoid this distraction. Then, watch the video offline to avoid the distraction from advertisements.
3. Sometimes tasteless and inappropriate contents can bother students while looking for resources. When we search for videos on YouTube, the results show a large number of videos that are related to the keywords that we enter. There are still some videos that can distract students' concentration that are related to the keyword of the video that the learners search. Therefore, the teacher still need to give a guidance in every learning and supervision in the selection of each material to be taught.

2.8 Theoretical assumption

According to the previous study, this research would focus to find out whether the use of YouTube platform as the media in language teaching can improve students' speaking ability after the implementation of YouTube platform and also find the aspect that most improve in students' speaking ability after using YouTube platform in teaching at the second grade of a senior high school student. Teaching speaking for senior high school students is very important. So that they can follow current development to prepare their future. Teaching speaking through YouTube could involve the students in the process of teaching and learning process. By using YouTube videos would make them interactive and enjoy the learning process in speaking. However, at same time, it provides a lot of opportunities for the learners to get authentic material given by the native speaker. YouTube videos as a platform in learning English to create an interesting environment and interactive class. It can help the learners to speak English easier. Therefore, the researcher believes that the use of YouTube video will increase the students' participation and motivation by learning English.

2.9 Hypotheses

Based on the literature reviews above, the researcher states the hypothesis of this research as follows:

H₁ : There was statistically significant differences of speaking achievement after the students were taught through YouTube platform.

H₀ : There was no statistically significant differences of speaking achievement after the students were taught through YouTube platform.

CHAPTER III

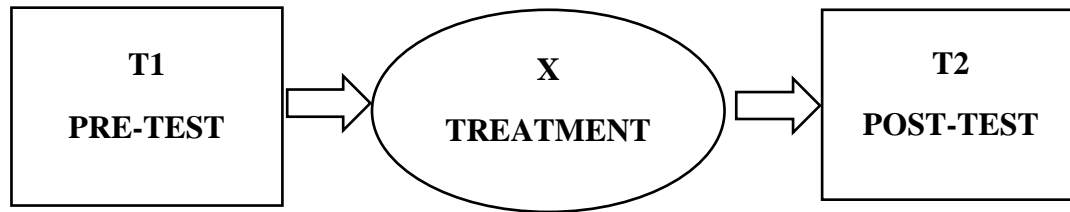
METHODOLOGY

This chapter is divided into eight parts there are research design, population and sample, instrument of the research, data collecting technique, data analysis, validity and reliability, and hypothesis testing.

3.1 Research Design

According to (Gay, Mills, & Airasian, 2012), quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. In quantitative research, there is a pre-experimental approach. Pre-experimental quantitative design consists of at least one independent variable is manipulated, other relevant variables being controlled, and the effect on one or more dependent variables is observed (Gay, Mills, & Airasian, 2012). This research would analyze the improvement in students' speaking ability by using the YouTube platform. There were two variables in this research, namely the independent variable which is YouTube as a platform in the teaching and learning process and the dependent variable is speaking ability. So, the research can be called as a pre-experimental quantitative design. The aim of this research is to find out the improvement of students' speaking ability through YouTube platform. In this research, a pre-test (T1) would be given before the observer teaches by using YouTube in order to measure the students' speaking ability before they are given the treatment. Then, the treatment would be given in three times by using the YouTube platform to improve students' speaking ability. Post-test (T2) would be given after implementing the YouTube platform to measure how far the students improve their speaking after getting the treatment and to find out the aspect that most improve in students' speaking ability after using YouTube platform in teaching after they get the treatment.

Picture 3.1 Research Design



Notes:

T1: Pre-test (before giving a treatment)

X: Treatment

T2: Post-test (after giving a treatment)

(Hatch E. and Farhandy H, 1982).

3.2 Population and Sample

The population of this research would be the second-grade students at senior high school 1 Padang Cermin in the academic year 2021/2022. The population is made up 170 learners consisting of five classes. Each class consists of around 34 learners. This research used cluster sampling. Cluster sampling is a type of probability sampling in which researchers divide the population into multiple groups (clusters) for research purposes. The cluster used in this research is a class. The total sample in this research will consist of 34 students.

3.3 Instruments of the Research

To collect the data for the research, the researcher used an instrument. The instrument of this research is a speaking test. The test is administered to the sample twice, in pre-test and post-test. In the pre-test, the learners will be given a picture of the procedure text, and after that, the learners will speak up orally and record their speaking ability by using a cell phone. In the post-test, the learners will be given two pictures and they

have to choose one of the two pictures had selected and then speak up orally and record their speaking ability after getting the treatment.

3.4 Data Collecting Technique

The researcher used some tests, pre-test, and post-test. Both the test are speaking tests, which is used a cell phone to record their speaking ability.

1. Pre-test

In the pre-test, the researcher can get the result about their basic skill of speaking. The pre-test is an oral test that determines the students' prior knowledge of speaking accuracy in various aspects of speaking. Students had about 80 minutes to complete the pre-test. Based on the result, the researcher can decide the score of the sample.

2. Post-test

The post-test gave to the students after they have been taught using YouTube videos in speaking learning. The purpose of the post-test is to determine whether or not they have progressed in their speaking ability after being taught through the YouTube platform. The post-test was in the form of an oral exam. The purpose of the test is to determine the students' ability to speak after treatment.

3.5 Data Analysis

The data was collected by using pre-test and post-test. It was collected from oral tests analyzed through quantitative. Meanwhile, the students' speaking ability is graded on a scale.

3.5.1 Classifying the students' scores

The researcher employed the five aspects specified by Harris (1974) in grading students' speaking tests: pronunciation, vocabulary, fluency, understanding, and grammar. The following table served as the basis for the scoring system's criteria:

Table 3.1 Aspects of speaking which is scored

Aspect of Speaking	Rating Scales	Description
Pronunciation	17-20	Speech is fluid and effortless as that a native speaker
	13-16	Though there is a distinct accent, the speech is always understandable.
	9-12	Pronunciation issues need focused listening, which can occasionally lead to comprehension.
	5-8	The difficulty in pronouncing words and very hard to understand. Also frequently requested to repeat.
	1-4	Speech is pronounced unclear due to severe pronunciation issues.
Vocabulary	17-20	The use of language and idiom is nearly identical to that of a native speaker.
	13-16	Lack of language, sometimes use improper words and must repeat.
	9-12	Frequently use the wrong words, and speech is rather limited due to a lack of vocabulary.
	5-8	The misuse of words, along with a relatively restricted vocabulary, makes understanding difficult.
	1-4	The lack of vocabulary is so severe that communication is nearly impossible.
Fluency	17-20	Speech is fluid and effortless as that a native speaker
	13-16	The linguistic difficulty appears to have a significant impact on speaking speed.
	9-12	Make numerous grammatical or order mistakes that obfuscate understanding.
	5-8	Usually hesitant, yet frequently compelled to remain silent due to a linguistic barrier
	1-4	The conversation is nearly impossible since speech is slow and disjointed.
Comprehension	17-20	Appear to comprehend everything with ease.
	13-16	Understand practically everything at regular speed, however, repetition may be required on occasion.
	9-12	Understand the majority of what is spoken at a regular pace by repetition.
	5-8	Has a tough time understanding what is being said.

	1-4	It is impossible to claim that it understands even simple English talks.
Grammar	17-20	Phrases with nearly wholly correct grammar
	13-16	Constant error control across a small number of important patterns, usually prohibiting communication
	9-12	Frequent mistakes exhibit certain main patterns that are uncontrolled, creating occasional annoyance and misunderstanding
	5-8	There are few faults and no failure patterns.
	1-4	There should be no more than two mistakes during the conversation.

Table 3.2 English Speaking Test Sheet

Ss' Code	Pronunciation		Vocabulary		Fluency		Comprehension		Grammar		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2

Where:

X = denotes the overall score of the students.

R1 = the student's score from the first assessor

R2 = the student's score from the second assessor

3.5.2 The formulas to analyze the data

- The researcher analyzed the data from the pre-test and post-test score. To analyze the achievement, the researcher used the following formulas:

$$x = \frac{\sum x}{N}$$

Where:

x = Mean score

$\sum x$ = The sum of all score

N = The number of students

2. The researcher used this method to measure whether students improve after being taught through the YouTube platform:

$$I = X2 - X1$$

Where:

I = the improvement of students achievement

X2 = the average score of pre-test

X1 = the average score of post-test

3.6 Validity and Reliability of the instruments

In conducting the research, the researcher used some instruments, and those proved whether the instruments have fulfilled the validity and reliability aspects.

3.6.1 Validity

Validity of a test relates to its ability to assess the abilities or objectives that were intended to be measured. It is concerned with being a quality of good evaluation. Hatch and Farhandy (1982) stated that validity refers to which instrument the particular skill or the objectives are intended to be measured and suitable with the criteria.

Speaking Tests.

Speaking tests administrate to see students speaking ability towards the implementation of the teaching and learning process by using YouTube platform. There are pre-test and post-test, both of them are speaking tests. The pre-test is administrated to see students speaking ability before the implementation of YouTube platform. The post-test is administered to see students speaking ability after the implementation of YouTube platform.

According to Setiyadi (2006), he stated that "validity is used to measure perception, language behavior, motivation, even the language ability". A valid instrument has high validity. The instrument, on the other hand, which lacks quality, has a poor validity." An instrument is said to be valid if it can demonstrate that the variables' data are

accurately studied. In this research, two forms of validity will be used: construct validity and content validity.

a. Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhandy: 1982). The emphasis of content validity is on the sufficiency of the sample rather than the look of a test. In other words, the material should be based on the basic competence in the syllabus of the second grade of senior high school. The test can be considered to have content validity based on the objectives of the 2013 English curriculum for second-grade students of senior high school.

b. Construct validity

Hatch and Farhady (1982) stated that construct validity is concerned with whether or not the test performance can be described psychologically. The procedure was to determine experimentally what factors are related to test performance. In the speaking test, the researcher makes some items of speaking that can be used to measure students' speaking ability based on some criteria of speaking aspects. The speaking aspects are pronunciation, grammar, vocabulary, fluency, comprehension, and tasks (Brown, 2004). Those aspects are things that the test had been covered with construct validity.

3.6.2 Reliability

Reliability refers to the consistency of the result. That is how consistent test scores or other evaluation results are from one measurement to the other. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982). In this research, to find the reliability of pre-test and post-test scores and to avoid the subjectivity of the researcher, the researcher used inter-ratter reliability. It means there would be two ratters to judge students' speaking ability. The first ratter was the researcher herself, and the second ratter was the English teachers of SMAN 1 Padang Cermin. So, it is important to make sure that the raters use the same

criteria for scoring the students' speaking tests. The scores of two raters can be compared to assess scoring consistency. As a result, the inter-rater reliability of the test was examined using the Reliability Test in SPSS.

Reliability Statistic of pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.995	2

Reliability Statistic of post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.998	2

3.7 Research Procedure

The procedure of the research as follows:

1. *Selecting the population and sample of the research:* The sample for the study is chosen using cluster sampling. The cluster that will be used in this research is a class. The total of sample in this research will consist of 30 students.
2. *Choosing the instrument material:* The materials are researched and added from the YouTube platform and based on the senior high school syllabus.
3. *Administering the pre-test:* The pre-test will be given about 80 minutes on the first week, before the treatment, to check students speaking ability
4. *Giving treatments:* the treatments are given implementing YouTube as a media in teaching and learning speaking, three times in three meetings for the treatments, and the treatments are classroom activities.

5. *Conducting a post-test:* a post-test is administered to determine whether there is an effect on the students' speaking ability after implementing the treatments. It is administered for 80 minutes.
6. *Analyzing the data:* the purpose of this step is to determine the students' speaking ability using YouTube platform. The data will be computerized using SPSS software program.

3.8 Hypotheses Testing

The result of the t-observed or t-value is compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not. This study used a *repeated measure t-test* of *The Statistical Product and Service Solution (SPSS)*

The hypotheses of this research are as follows:

$$H_0 : \text{Sig.} > 0.05$$

$$H_1 : \text{Sig.} < 0.05$$

H₀: There is no statistically significant improvement in students' speaking ability after the implementation of YouTube platform.

H₁: There is a statistically significant improvement in students' speaking ability after the implementation of YouTube platform.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last section provided the research findings' conclusion as well as recommendations for English teachers and other researchers who want to do similar research.

5.1 Conclusion

The researcher comes to the following conclusion after conducting research on SMAN 1 Padang Cermin in eleventh grade and reviewing the data:

1. In general, teaching speaking using the YouTube platform has the potential to significantly increase students' speaking abilities. According to the findings, there was a statistically significant improvement in students' speaking achievement after they were taught through the YouTube platform. According to the results of hypothesis testing utilizing the Paired Sample T-test, the significance value was less than 0.05 and the T-value was more than the T-table. In other words, teaching speaking using the YouTube platform may increase students' speaking abilities.

2. Specifically, teaching speaking using the YouTube platform has the potential to improve every component of speaking, including pronunciation, vocabulary, fluency, comprehension, and grammar. To be more explicit, the students' performance in each area of speaking, from highest to lowest, could be illustrated as follows:

a. Comprehension

In terms of understanding, the students were able to raise their mean score from 10.38 to 15.85 points, with a 5.47 point improvement.

b. Grammar

In terms of grammar, the students were able to increase their mean score from 10.37 to 15.57, with an improvement of 5.20.

c. Fluency

Fluency improved from 9.90 to 15.89 with the improvement 5.17.

d. Pronunciation

In the aspect of pronunciation, the students were able to improve their mean score from 9.90 to 15.01 with the improvement 5.11.

e. Vocabulary

Referring to vocabulary, the students could increase their mean score from 11.02 to 15.89 with the improvement 4.87.

5.2 Suggestions

In reference to the conclusion above, some points of recommendation are put forward as follows:

1. Suggestions for English teachers

a. Since teaching speaking using the YouTube platform has been shown to increase students' speaking abilities, English teachers are encouraged to use this strategy in the classroom as an alternate method of teaching speaking. This approach was highly interesting and enjoyable.

b. It was discovered in this study that among the other characteristics of speaking, pronunciation and vocabulary improved the least. In light of this finding, the researcher proposes that English teachers give their students more exercise and show them more videos of native speakers.

2. Suggestions for Further Researchers

a. This study was carried out at senior high school. As a result, the additional researcher can perform instruction speaking through the YouTube platform at various levels of the school. It is possible to implement IT in elementary school.

b. For this study, the researcher found the highest improvement score in comprehension aspect. So, future research can explore the correlation between students' comprehension and audio-visual movie such as YouTube.

In summary, those are the findings' conclusions and suggestions for English teachers and future researchers who intend to apply teaching speaking using the YouTube platform to increase students' speaking ability.

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