

THE USE OF YOUTUBE TUTORIAL VIDEOS TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMA NEGERI 4 BULUKUMBA

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ABSTRACT

The objective of the research is to find out does the use of YouTube Tutorial Videos can improve the students' speaking skill at the second-grade students of SMA Negeri 4 Bulukumba. The researcher applied pre-experimental with pre-test and post-test design. The population of this research was taken by purposive sampling technique from the second-grade students' of SMA Negeri 4 Bulukumba in academic year 2020/2021. This population consists of 11 students. The result of the data analysis showed that there is a significant difference between pre-test and post-test of the students' speaking skill especially in students' fluency and pronunciation after giving treatment. The students' mean score in pre-test was 42,72 and post-test was 59,09. It showed that the students' speaking skill in post-test was higher than the students' pre-test. The t-test value was 4,50 and it was greater than t-table 2,228 at the level of significance (α) = 0,05 and degree of freedom (df) = 11-1=10. It was found that the result of t-test value was greater than t-table (4,50 > 2,228). It means that hypothesis H₀ was rejected and H₁ was accepted. This research finds that the use of YouTube tutorial video could improve students' speaking skill in procedure text especially in students' fluency and pronunciation. The researcher expect that the use of YouTube tutorial video could be used by the teacher as one of the media in teaching and learning process especially in teaching speaking.

Keywords: Youtube Tutorial Videos, Speaking Skill, Students' Fluency

INTRODUCTION

According to Chaney (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching." It means students should be able to communicate with the others to get or to share information and/or to express what they feel.

However, many students in the school think that speak in English is hard to do. Properly, the teacher ought to know the condition of classroom, the character of students and what the students need. So, the teacher can use the appropriate strategy during the learning process. There are many kinds of method or strategy that the teacher should be able to use to improve the students' speaking ability, and the researcher wants to provide an audio-visual media that is video to present the speaking materials to the students.

In addition, the development of information and telecommunication technology grows globally, nowadays. It has been playing important role and can be used for various purposes in human life all over the world for the latest few years. For example, people use their smart phones or computers to access various information from global networking that is known as internet. This global development of information technology surely can also be used for educational purpose. It offers learners online materials like websites for learning which can be integrated and utilized by the teacher in teaching process, such as YouTube website (Almurashi, 2016).

YouTube has become one of the most popular websites in the world (Almurashi, 2016) It offers fun and fast access to instruction, culture-based videos, and language from all over the world. In addition, according to Watkins and Wilkins (2011), Using YouTube both inside and outside the classroom can enhance conversation and pronunciation four skills of the students. Besides, YouTube also promotes authentic vocabulary development. YouTube tutorial video is an audio-visual media that produced sound, concrete picture, color, and the role of something procedure. Tutorial video distributes language comprehension activities through viewing the visual element orderly, listened the correct pronunciation, stress word or intonation, spelling, and structure or language pattern. Tutorial video also help the students to improve their speaking skill by stimulating the students through visual elements orderly.

In other hand, at the beginning of 2020 the whole world is shocked by the emergence of a new pandemic that affects all aspects of life, namely the Corona Virus Pandemic (Covid-19). The COVID-19 pandemic has a profound effect towards the world condition (Tsuraya et al., 2021). It has a major impact on the educational aspect, especially in the learning process directly at school. World Health Organization (WHO) has instructed all countries to be careful and jointly to face this, Corona Virus. The prevention efforts that have been delivered by WHO include maintaining healthy lifestyle, always washing hands, wearing masks, and social/physical distancing. Since the emergence of the Covid-19 pandemic, all aspects of life including work carried out from home (WFH), buying and selling transactions should be with

due observance of health protocols, and also teaching and learning activities at school have been carried out from home as a preventive effort with social/physical distancing. Learning activities that usually take place face to face at school is moved to home with an online system.

The government, in this case the Ministry of education in Indonesia, has made various efforts to continue to carry out the learning and teaching process on an online basis, namely providing education funding to meet the needs of students and teachers in the online learning process so that it remains maximum and of a quality. On the other hand, the author sees that in addition to students and teachers being more flexible in the learning process with online-based learning, this pandemic is also able to accelerate education 4.0, a distance learning system by utilizing information technology. So, YouTube has become one of the best media in the online-based learning process in the midst of the Covid-19 pandemic, because it can be accessed anywhere and anytime as long as students and teachers are able to connect to the internet.

Looking at those advantages above, it is obviously that by using YouTube video the students will have better exposure toward speaking aspects like pronunciation, structure, vocabulary, and intonation which then resulting at improvement on the other aspects of speaking namely comprehension and fluency.

Based on the explanation above, the researcher will use YouTube Tutorial Video to improve students' speaking skill, because it can help them to enrich their experiences and their ideas, and also to make them more interested in English learning process. So, the researcher will conduct research entitle The Use of YouTube Tutorial Videos to Improve Students' Speaking Skills.

METHOD

The researcher used pre-experimental design with pre-test and post-test design. The researcher was given a pre-test and the expose to treatment, and finally the researcher gave a post-test. It aimed to see the achievement of students speaking skill by using YouTube Tutorial Video.

Sample

The researcher chose one class of the second or eleventh grade students of SMAN 4 Bulukumba. It consisted of 11 students. The researcher used purposive sampling. The researcher chose XI IPA3 as a sample because the students need and have a big motivation in learning English and also the students' interest with the media of research.

Instruments

The instrument of this research applied by oral communication in recording test. The test was used as pre-test and post-test. Pre-test was given before applying a treatment and it is intended to analyze the students' speaking performance by self-video recording. And the post- test was given after applying YouTube video. It is intended to know the students' speaking performance by self-video recording.

Procedures

Before giving a treatment, the researcher was given a pre-test. This was held to find out the students' prior ability in speaking and it is about 90 minutes. The researcher was given the oral presentation to the students by using online- based platform. In this pre-test, the all students presented the topic by video recording that teacher or researcher has given directly. After giving the pre-test, the researcher conducted several treatments to the students. After the treatment, the researcher was given a post-test. The researcher used self-video recording. The purpose of the post-test is to find out the students' speaking was better than the result of the pre-test after applying YouTube Video.

Data Analysis

The data was collected and analyzed by using pre-experimental method. The researcher observed a single aspect component in speaking. The data from the pre-test and post-test are analyzed by using descriptive and inferential statistics to find out the mean, standard deviation, rate percentage, and t- test value.

FINDINGS AND DISCUSSIONS

Findings

The data were taken from SMA Negeri 4 Bulukumba in academic year 2019-2020 and administrated to the second-grade students that have been presented through pre-experimental research. The speaking test was covering fluency and pronunciation. Furthermore, the speaking tests were given before after the treatment. The result of the students' speaking tests can be seen as in the following:

Table 1. Students' Score of Pre-Test in Fluency and Pronunciation

<i>Sample</i>	<i>Pre-Test</i>		<i>Total</i>	<i>Score Gain</i>	<i>Classification</i>
	<i>Pronunciation</i>	<i>Fluency</i>			
<i>Student-01</i>	40	40	80	40	<i>Poor</i>
<i>Student- 02</i>	40	60	100	50	<i>Poor</i>
<i>Student- 03</i>	60	40	100	50	<i>Poor</i>
<i>Student-04</i>	40	60	100	50	<i>Poor</i>
<i>Student-05</i>	40	40	80	40	<i>Poor</i>

<i>Student-06</i>	60	60	120	60	<i>Less</i>
<i>Student- 07</i>	20	40	0	30	<i>Poor</i>
<i>Student- 08</i>	20	40	60	30	<i>Poor</i>
<i>Student- 09</i>	20	40	60	30	<i>Poor</i>
<i>Student- 10</i>	20	60	80	40	<i>Poor</i>
<i>Student- 11</i>	60	40	100	50	<i>Poor</i>

The table 1 above describes that were 11 students who took a pre-test. It also shows that there were 10 students who classified as poor classification. There was 1 student who obtained less classification. The highest score was 60, while the lowest score was 30.

Table 2. The Rate Percentage of Students' Score in Pre-Test

<i>Score</i>	<i>Classification</i>	<i>Pre-Test</i>	
		<i>Frequency</i>	<i>Percentage</i>
<i>91-100</i>	<i>Very good</i>	-	-
<i>75-90</i>	<i>Good</i>	-	-
<i>61-74</i>	<i>Fair</i>	-	-
<i>51-60</i>	<i>Less</i>	1	9,1%
<i>X < 51</i>	<i>Poor</i>	10	90,9%
<i>Total</i>		<i>11</i>	<i>100%</i>

Based on the table 2, it indicates the percentage of the score of students in pre-test, no students got very good, good and fair classification (0%). From 11 students who took a pre-test, there was 1 student who obtained less classification (9,1 %), and the rest (10 students) were poor classification (90,9%). From the table it can be concluded that poor classification was the most frequently obtained by the students.

Table. 3 Students' Score of Post-Test in Fluency and Pronunciation

<i>Sample</i>	<i>Post Test</i>		<i>Total</i>	<i>Score Gain</i>	<i>Classification</i>
	<i>Pronunciation</i>	<i>Fluency</i>			
<i>Student- 01</i>	80	80	160	80	<i>Good</i>
<i>Student-02</i>	60	60	120	60	<i>Less</i>
<i>Student- 03</i>	80	80	160	80	<i>Good</i>
<i>Student-04</i>	80	60	140	70	<i>Fair</i>
<i>Student- 05</i>	60	60	120	60	<i>Less</i>
<i>Student-06</i>	80	80	160	80	<i>Good</i>

<i>Student-07</i>	20	40	60	30	<i>Poor</i>
<i>Student-08</i>	40	40	80	40	<i>Poor</i>
<i>Student- 09</i>	20	40	60	30	<i>Poor</i>
<i>Student-10</i>	60	60	120	60	<i>Less</i>
<i>Student-11</i>	60	60	120	60	<i>Less</i>

The table 3 describes that there were 11 students who took post-test. It also shows that there were 3 students who classified as good classification. There was 1 student who obtained fair classification. There were 4 students who classified as less classification, and there were 3 students who obtained poor classification. The highest score was 80 while the lowest score was 30.

Table 4 The Rate Percentage of Students' Score in Post-test

<i>Score</i>	<i>Classification</i>	<i>Post-Test</i>	
		<i>Frequency</i>	<i>Percentage</i>
<i>91-100</i>	<i>Very good</i>	0	0%
<i>75-90</i>	<i>Good</i>	3	27,3%
<i>61-74</i>	<i>Fair</i>	1	9,1%
<i>51-60</i>	<i>Less</i>	4	36,3%
<i>X < 51</i>	<i>Poor</i>	3	27,35%
<i>Total</i>		<i>11</i>	<i>100%</i>

Based on the table 4 above indicates the percentage of the score of students in post-test. There were no students who obtained as very good classification (0%). There were 3 students who classified as good classification (27,3%). There was 1 student who classified as fair classification (9,1 %). There were 4 students who obtained less classification (36,3%) and also there were 3 students who obtained poor classification (27,3%). From the result above, it can be concluded that the students' speaking ability was increased during the treatment. It means that the students acquire the materials. Then the researcher compared the students' score in pre-test and post-test.

Table 5. The Total Score of Students in Pre-Test and Post-test

<i>Sample</i>	<i>Pre-Test (X1)</i>		<i>Post Test (X2)</i>		<i>Deviation (D)</i>	
	<i>X1</i>	<i>X1²</i>	<i>X2</i>	<i>X2²</i>	<i>D = X2-X1</i>	<i>D²</i>
<i>Student-01</i>	40	1600	80	6400	40	1600
<i>Student-02</i>	50	2500	60	3600	10	100
<i>Student-03</i>	50	2500	80	6400	30	900

<i>Student-04</i>	50	2500	70	4900	20	400
<i>Student-05</i>	40	1600	60	3600	20	400
<i>Student-06</i>	60	3600	80	6400	20	400
<i>Student-07</i>	30	900	30	900	0	0
<i>Student-08</i>	30	900	40	1600	10	100
<i>Student-09</i>	30	900	30	900	0	0
<i>Student-10</i>	40	1600	60	3600	20	400
<i>Student-11</i>	50	2500	60	3600	10	100
Total (Σ)	ΣX_1	$\Sigma(X_1)^2$	ΣX_2	$\Sigma(X_2)^2$	ΣD	ΣD^2
	470	21100	650	41900	180	4400

The table 5 shows that the total number of sample (N) was 11 students. The sum score of pre-tests (X1) was 470 and the sum score of post-test (X2) was 650, and sum of gain score (D) between pre-test and post-test was 180.

Discussion

This part reveals the discussion of the result of data analysis. It describes how YouTube tutorial videos could improve the students' speaking skill of the second-grade students of SMA Negeri 4 Bulukumba.

The learning process by using YouTube tutorial videos as a media at the second-grade students of SMA Negeri 4 Bulukumba is able to make the students used communicative and effective language. During the learners were thought by using this media such asking question, giving answer, giving comments related to the materials. Riswandi (2016: 299) stated that YouTube was chosen because this site gives many contributions in the learning and teaching process. It provided a huge of video content that is exploitable for a class use. Jalaluddin (2016) suggested YouTube is used as a media in learning and teaching speaking because it provided exposure to authentic English materials, and very useful media which can be accessed outside and inside of the classroom. Besides, using YouTube videos can promote a learning style that is more autonomous and students' center. The students would actively engage their learning and the role of the teacher just as a facilitator.

Based on the two theories above, the researcher found that YouTube as an online learning system has given many contributions in learning and teaching process. It is proved that YouTube has many videos content which was useful for a students need, or in this case

the researcher has used YouTube tutorial video as one of YouTube content in teaching speaking, especially in procedure text. In addition, YouTube as online system are able to access everywhere.

Related to this pandemic situation where all the students have to study from home, YouTube has become a new solution as a best media where the students and also the teacher were being more flexible in learning process. Besides, by using YouTube tutorial video in learning and teaching process, the students have improved their own skill especially in speaking practice by their own self because it showed an authentic material through visual elements orderly. It could be concluded that YouTube videos are able to use to implement the students' center system where the teacher just as a facilitator to facilitate the videos related to the materials that the students need.

CONCLUSION

Based on the research findings conducted in this study, it could be concluded that the use of YouTube tutorial videos in teaching speaking can improve the students' speaking skill especially in fluency and pronunciation aspects. This improvement is proven by the students' speaking achievement and the score gained. The score of the speaking test has fulfilled the criteria of success.

In addition, the students actively involved in learning activities and had high motivation toward the use of YouTube tutorial videos in speaking class. The nature of video, which provides picture and audio at the same time are able to help the student train their pronunciation and make them easier to find an idea in producing sentences while speaking. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also their performance.

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