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The Effect of YouTube Videos in Teaching Speaking Skills for The Eighth Grade Students

Mellynia Chandra Pratama[1]*, Nuri Ati Ningsih[2], Arri Kurniawan[3]
[1,2,3]Department of English Education, Universitas PGRI Madiun
*Corresponding author : mellyniachandra25@gmail.com

Abstract: The goal of this research is to investigate the effect of YouTube videos as a learning medium on the speaking skills of eighth grade students. A quasi-experimental design is used in the experimental research. There were two groups in this study: experimental and control. This is done to see which group is the most effective at assisting students with their speaking skills. This study's participants were eighth-grade students at SMPN 2 Geger. The speaking test was assigned to both groups. The data was analyzed using the Independent t-test. The study's findings show a significant difference between students who used YouTube videos to teach and students who did not. Students who were taught using YouTube outperformed students who were not. It follows that using YouTube videos to teach speaking is recommendable to assisting students to enhance their speaking skill.
Keywords: *Speaking; Teaching Speaking; Youtube.*

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INTRODUCTION

Speaking is the main skill in education. In this situation, the student enroll in an English education program is require to speak in English verbally. Students must learn how to engage in English speaking in order to acquire this skill. According to (Nazara), speaking is always identified as the most important competence to master. Speaking is very important because it allows people to engage in discussions with others, share ideas, and convey information. Producing, receiving, and digesting information is part of an interactive process to produce meaning when speaking.

Students must know and understand to group words. They must also learn how to stop, retrace their steps, correct themselves, and use fillers. Speaking skills are considered excellent when the listener understands the phrases formed by the speaker (Bahadorfar and Omidvar). When learning to speak, students frequently encounter difficulties. (Kurniawan) found that a large number of junior high school students seem unable to speak in simple English words. He proceeded to explain that this occurrence is caused by a number of factors, such as grammar and vocabulary problems.

Some other cause is a lack of guts to speak the second language in daily conversation. Apart from the aforementioned reasons, students are commonly bored with the media used in classroom instruction. Students need a medium that will hold their attention and provide comfort while they learn to speak. The improvement of teaching innovations is now taking place on a wider scale. Teachers, for example, use smartphones or notebook computers to utilize a variety of information available on the internet, that is a global communication network.

YouTube is one of the most advantageous platform language learning tools. YouTube is a well-known site where people can create content, share them with everyone, and give feedback. Millions of people visit the site each month. The most notable feature of YouTube is that it owns and manages a massive number of videos on a wide range of topics and in a number of languages. A number of studies have indicated the relevance of YouTube in language development. YouTube initially appeared to be engaging, stimulating, and effective in the EFL classroom, where students are eager to watch different videos and practice pronouncing and communicating in the same manner as native speakers (Silviyanti). Employing videos to teach speaking is important because it enables students to comprehend the subject and freely discuss it (Wagner).

The researchers believe that YouTube could be an effective approach for enhancing students' speaking skills. The researcher was inspired for this

research project by previous research projects that addressed similar topics. The use of similar media, primarily YouTube videos, is the similarity between previous and current research. (Hussin et al.) recommend that English teachers use YouTube videos to stimulate students' interest. This medium has been shown to allow teachers teach speaking and construct a relaxing atmosphere and energizing learning experience for students. It is anticipated that after watching YouTube-based videos, students will be able to get concepts for speaking from the speaker's real scene, offering a chance to do mimicry, focused, interactive, intensive, interactive, and extensive speaking outcomes. Thus, the goal of this study is to determine the effect of YouTube on students' speaking abilities.

METHOD

The main aim of this research is to determine the effectiveness of using YouTube videos as a learning medium for eighth grade students. Based on the problem statement, it is assumed that the research method used in this study is an experimental design with a quantitative approach, with a pretest posttest design. A quantitative research method entails attempting to quantify and analyze variables in order to obtain results (Apuke). The researcher took two classes and obtained treatment results by comparing pretest and posttest scores.

The experimental and control classes were choose randomly. Simple random sampling entails the researcher selecting a sample at random from the sampling frame by manually or automatically. The experimental group obtained treatment via YouTube videos, while the control group did not obtain treatment and instead used conventional methods. The researcher evaluated two groups' scores in the post-test. Through use of YouTube videos for treatment is designed to clarify that there is a significant difference in test scores before and after treatment. As a result of the significant score when teaching students using YouTube videos as a medium, the effectiveness is known. Furthermore, the research design can be described as follows:

Table 1. Research Design

Class	Pre-Test	Treatment	Post-test
Experimental Class	Pre-Test	Teaching by using YouTube video	Post-test
Control Class	Pre-Test	Conventional Teaching	Post-test

In this research, the researcher collected data by administering a speaking test, which was used in both the pre-test and post-test. Tests are a collection of questions, activities, and other tools used to assess a person's or group's abilities, competence, awareness, and skills. The speaking test was administered to assess students' comprehension of expression of command as the material.

The data drawn from the research findings are the results of quantitatively analyzed student tests. This data was statistically gathered from the experimental and control classes at SMPN 02 GEGER. The independent t-test was used by the researcher to calculate the mean comparison seen between control and experimental classes. The independent t-test is a statistical test that evaluates if there is a statistically significant differences between the two samples. This technique was utilized to discover significant differences in students' speaking skills after they were taught when using YouTube videos as media in teaching speaking about command expression. Before implementing hypothesis testing with the independent sample t-test, other test requirements must be met, including normality and homogeneity.

RESULTS AND DISCUSSION

The researcher presents the results of the pre-test and post-test data in this chapter. Data collection was in the form of student score via the experimental and control classes. The data for this study were piled up from 8A students as the control group and 8B students as the experimental group.The homogeneity test is done to evaluate data homogeneity. The Statistical Package for Social Science (SPSS) version 25 is used to examine the data's homogeneity. Table 2 displays the results of the homogeneity test.

Table 2. Group Statistics

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Score	Experiment Class	32	54.22	6.126	1.083
	Control Class	32	58.88	6.729	1.189

The statistic of the data pre-test from both classes shows that the samples of the experimental class are 32 students (N=32) and the samples of the control class are 32 students (N=32). The mean from both classes is dissimilar; the experimental class's mean score is 54,22, while the control class's mean score is 58,88. According to the data presented above, the mean score of the pre-test control class is higher than the mean score of the pre-test experimental class. According to the data, there is a significant difference in the mean pre-test score for both classes in the speaking test. To determine whether or not both classes are homogeneous, the researcher employs an independent sample t-test to determine the significant difference between the two classes.

Table 3. Independent Test of Pre-Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df					Lower	Upper
Pre-Test Score	Equal variances assumed	.302	.584	-2.895	62	.005	-4.656	1.609	-7.872	-1.441
	Equal variances not assumed			-2.895	61.463	.005	-4.656	1.609	-7.872	-1.440

Table 3 reveals the significance value (Sig) based on the score; the significance value (2-tailed) of the Equal variances assumption is 0.584, and the data shows 0.584 > 0.05. Ho "There is a significant difference in students speaking skill who are treated by YouTube video and conventional teaching." is accepted and H1"There is no significant difference in students speaking skill who are treated by YouTube video and conventional teaching" is rejected based on the homogeneity test value. This means that the sample data has the same variance and is homogeneous.

Table 4. Test Normality Pre-Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Score	Experiment Class	.139	32	.118	.940	32	.076
	Control Class	.074	32	.200*	.986	32	.945

The Shapiro-Wilk test was used to determine normality. Table 3.3 displays the test results. According to the table above, the significance of the experiment class is 0.076, while the significance of the control class is 0.945. The data was declared normal if the experiment class significance value was greater than 0.05 (0.076 > 0.05) and the control class significance was greater than 0.05 (0.945 > 0.05). As a result, the results for both classes are normal.

The homogeneity test determines whether the data from the experimental and control classes are homogeneous. The data processing used Levene's test for equality of variance of the Statistical Package for Social Science (SPSS) 25.0 vesion to determine homogeneity.

Table 5. Group Statistic

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Score	Experiment Class	32	83.47	4.621	.817
	Control Class	32	73.38	5.476	.968

As shown in the table 5 provided above, the pre-test control class's mean score is higher than the pre-test experimental class's mean score. In the speaking test, there is a significant difference in the mean pre-test score for both classes, as shown in the data.

Table 6. Test Normality Post-Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Score	Experiment Class	.117	32	.200*	.967	32	.420
	Control Class	.106	32	.200*	.958	32	.241

Normality test is done to determine whether or not the speaking scores of the students are normally distributed. The outcomes of the normality testing are shown in Table 3.5. To determine normality, the Shapiro-Wilk test utilized. The significance of the experiment class is 0.420, while the significance of the control class is 0.241, according to the table above. If the experiment class significance value was greater than 0.05 (0.420 > 0.05) and the control class significance was greater than 0.05 (0.241 > 0.05), the data was considered to be normal. As an outcome, both classes' outcomes are normal.

The independent sample t-test will be used to analyze the pretest and posttest data by the researcher. Before analyzing the data, the researcher first developed a hypothesis. The null hypothesis (H0) states that "There is no significant difference in students speaking skill who are treated by YouTube video and conventional teaching," while the alternative hypothesis (HI) states

that "There is a significant difference in students speaking skill who are treated by YouTube video and conventional teaching.".

Table 7. Independent Test of Post-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-Test Score	Equal variances assumed	1.308	.257	7.969	62	.000	10.094	1.267	7.562	12.626
	Equal variances not assumed			7.969	60.296	.000	10.094	1.267	7.560	12.627

The table 7 depicts the analyses of post-test data from the control class taught using YouTube videos as learning media and the control class taught using conventional teaching and pictures as media. The researcher completed the analysis using the independent sample t-test. Based on the test score, the significance value of equal variances assumed is 0.000. It denotes that the significance level is less than α = 0,05 (0,000 0,05). The results of the independent simple t-test can be used to conclude that (H0) is rejected and (HI) is accepted.

The researcher concludes from the results of the independent sample t-test presented in this study that there is an effect on students' speaking skill by using You Tube Videos as learning media in teaching expression of command. It indicates that there is a positive and significant influence on the use of YouTube videos as learning media for students' speaking skill before and after the application in this study. As a result of this study, it has been clarified that using YouTube videos as learning media is an effective media to enhance the students' speaking skills of command expression for eighth grade students of SMPN 02 GEGER.

The study's findings show that using YouTube videos to teach speaking skills has a measurable influence. The two classes took a pre-test, according to the data description in the previous section, and the outcomes were dissimilar:

the experimental class obtained 1735 points with an average of 55.22, while the control class obtained 1884 points with an average of 58.88. Out of this point, the experimental class's overall score is lower than the control class's, as is the experimental class's average. Moreover, Levene's test yields a significance value of 0.584. Because the significance is greater (0.584> 0.05), the data can be said to be homogeneous. The outcomes of the normality test for both classes' pre-tests were normal because the significance value of the experimental class is 0.076 (0.076 > 0.05), although the control class's significance value is 0.945 (0.945 > 0.05).

The researcher then administers treatment to both the experimental and control groups. The researcher conducted a post-test after the pre-test and distribution of the material. The experimental class has a post-test average of 83.46, while the control class has a post-test average of 73.38. The experiment class has a substantially greater and mean score than the control class, indicating a significant difference between the two classes. A normality test is also run on the post-test records of the two classes of significant results. The experimental class has a value of 0.420 (0.420 > 0.05), while the control class has a value of 0.241 (0.241 > 0.05), revealing that indeed the post-test data from several classes is normal. To determine the success of the treatment as well as the significance of the two classes, an independent sample t-test is required, and the results obtained that the significance value of equal variances is assumed to be 0.000, it could be concluded that it is less than $\alpha = 0,05$ ($0,000 < 0,05$). Meanwhile, using the fundamental decisions made in the independent sample t-test, (H_I) is "There is a significant difference on students speaking skill who are treated by YouTube video and conventional teaching" is accepted and (H_0) "There is no significant difference on students speaking skill who are treated by YouTube video and conventional teaching. " is rejected. The experimental and control classes have significantly different speaking skill. This indicates that using YouTube videos to learn can help students to speaking skill.

According to the post-test results, YouTube had an effects on learners' speaking abilities. The results show that using YouTube helps learners develop their peaking skill. YouTube videos are effective for a variety of reasons and implications. Furthermore, this discusses the implications and reasons for using YouTube videos to enhance students' speaking skills. Using YouTube as teaching media can help students enhance their speaking skills. YouTube is beneficial to teaching and learning (Hussain). YouTube videos offer accurate English as well as increased access to pronunciation, structure, vocabulary, and also intonation in enhancing language comprehension and proficiency (Riswanto et al.). YouTube videos assist students in determining the meaning of unfamiliar words, in improving their speaking skills, and in avoiding errors while speaking and listening to the videos. Students who started to watch

YouTube more often spoke more fluently than those who rarely watched YouTube (Abidin and Ngadiman).

To summarize, students who are treated via YouTube have improved their speaking abilities. The study's findings show that the use of YouTube has a significantly different effect on students' speaking skills. Furthermore, the use of YouTube in speaking can be used for classroom lectures and teachers.

CONCLUSION

Based on the data and results presented in the previous chapter, the researcher concluded that Youtube Videos in teaching speaking skills can influence students speaking skill because video provides a threefold connection between images, sounds, and feelings. YouTube videos are a good medium to improve speaking skills of class VIII SMPN 2 Geger students, because based on observations during this research, students understand better meaning what they watch on YouTube videos. This can be seen from the average value of the experimental group was 83.46 and the control group was 73.38 which means that there are significant effect on the speaking skills of students in SMPN 2 Geger.

The use of YouTube can help students in speaking in several aspects, namely they get real examples of how to pronounce words correctly, acquire new vocabulary and much more. Furthermore, students can get motivation and confidence from the videos they see. The use of YouTube video is also effective for enhancing the performance of students' skills in composing sentences when speaking.

The limitation of this study is seeing so many videos on YouTube, it is hoped that future research can find appropriate content that teachers can use to teach using YiuTube videos in class. Future researchers can conduct studies on the effect of speaking skills by comparing types of content to make students have better speaking performance. Future results may have better results that are expected to be used in actual classes.

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