

EFFECTIVENESS OF USING YOUTUBE VIDEO IN IMPROVING STUDENTS' SPEAKING SKILL THROUGH ASKING AND ANSWER QUESTIONS

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ABSTRACT

The research aimed at finding out the significance of using youtube video materials in teaching speaking. A youtube video material means the researcher designed the material into a video form sourced from youtube's application. The material designed was a procedure text. The scope in this research focus on analyzing students' speaking skill in terms of vocabulary and pronunciation by using youtube video material through asking and answer questions. The method of this research was experimental method one group pre-test and post-test. The subject of this research was selected with by using purposive sampling technique. The instrument of the research were collected by using oral test. The test divided into pre-test and post-test. In the pre-test, students were given a picture about procedure text and after that students speak up orally in front of the class. In the post-test, students were given three pictures and students must choosing one of three pictures had selected and then speak up orally in front of the class. Based on the result of pre-test and post-test, it was found that the t -test was 15.64 by applying 0.05 level of significance with 29 degree of freedom ($df = 30 - 1 = 29$) the researcher got t -table value 2.045 from mean score of pre-test 3.97 and mean score of post-test 5.12. It shows that youtube video materials has significant effect to improved students' speaking procedure text in term of vocabulary and pronunciation through asking and answer questions.

Keywords: Youtube video materials, speaking skill, vocabulary and pronunciation, procedure text, asking and answer questions.

ABSTRAK

Tujuan penelitian ini adalah untuk menemukan signifikansi dari penggunaan video youtube sebagai hasil pengembangan materi dalam mengajar speaking. Video youtube materi sendiri berarti bahwa peneliti mendesain materi ke dalam bentuk video yang bersumber dari aplikasi youtube. Materi yang didesain dalam penelitian ini adalah procedure text. Batasan tujuan dari penelitian ini adalah focus untuk menganalisis kemampuan berbicara dalam hal kosakata dan pengucapan dengan menggunakan materi video youtube melalui bertanya dan menjawab pertanyaan. Metode penelitian ini adalah metode percobaan satu kelas pretest dan posttest. Subjek penelitian ini dengan menggunakan tehnik purposive sampling. Intrument penelitian ini dikumpulkan dengan menggunakan tes lisan. Tes dibagi menjadi pretest dan posttest. Di pretest, siswa diberikan sebuah gambar tentang teks prosedur dan setelah itu siswa berbicara secara lisan didepan kelas. Di posttest, siswa diberikan tiga gambar tentang teks prosedur dan siswa harus memilih salah satu dari ketiga gambar yang telah di pilih kemudian berbicara secara lisan didepan kelas. Berdasarkan hasil dari pre test and post test, ditemukan t_{hitung} 15.64 dengan menggunakan 0.05 sebagai level signifikan dengan degree of freedom 29 ($df = 30 - 1 = 29$, maka dipeoleh t_{tabel} 2.045 dari rata-rata skor pretest 3.97 dan posttest 5.12. Ini menunjukkan bahwa materi video youtube memiliki efek yang signifikan untuk meningkatkan kemampuan berbicara teks prosedur dalam hal kosa kata dan pengucapan.

Kata Kunci: *Video youtube materi, kemampuan berbicara, kosa kata dan pengucapan, teks prosedur, bertanya dan menjawab pertanyaan*

Introduction

Speaking is how to communicate the language itself. By the speaking everyone can understand each others, we can express our ideas, express our thought and whatever exists in our minds. But in the teaching and learning process, most of students have problem in speaking skill. The problem that researcher found at SMA 7 Selayar when he was magang 2 in there, actually the problem are same in general, but there is one problem that became pay attention is most of students fell bored in teaching and learning process and one of the reasons is the teacher is not used a media in teaching and learning process or used a media but is not interesting for students.

There are many interesting media that can be used to improve students speaking skill, one of which is Youtube Video through asking and answer questions. Youtube Video as a biggest and populer site that not only the content is interesting for watch but also very easy to acces. And if we see the reality today most of students search for imformation by usng Youtube Video. So the researcher thinks this is the best media in teaching speaking. Jalaluddin (2006) states that Yotube is website that share various kind of video like video clips, tv clips, music videos, movie trailers and other content namely video blogging short original videos, and educational videos. Youtube Video in education it means that the conten of video is about the material that want to be learn and of course it can make students more interested in studying.

There are some preceding studies that related that using of youtube video as a affective and succesfull in teaching and learning process. The first is Gunada (2017) Using Youtube Video; An IT-Based Media to improve Students' Speaking Skill. The result of the study show that youtube video can be interesting media which gives the students better exposure and promising solution to improve students' english speaking skill. The second researcher come from Riswandi (2016) use of Youtube-Based Videos to improve Students' Speaking Skill. And the result of the study show that there is an imprvement in the students' speaking skill included students' fluency, vocabulary, pronunciation, grammar and content. The third is Heryanto (2015) Effectiveness of Using Youtube fo Vocabulary Mastery. And the result the study also show that youtube offered statistically significant effect on the students vocabualry acquisition. Based on previous research, each researcher has different goal and procedures

Introduction

YouTube is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored of the situation in English class so, the students need an entertainment and YouTube is one of the suitable media in modern era. YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. Every day there are millions of people who access it. So YouTube is potential to be used as a medium of learning English

Youtube Video In Education

Atkinson et al. in Lia Selfia (2007) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s (Marchionini, 2003). The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009).

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos (Chee, 1995; Casey, 1996). YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in the Internet.

Asking and Answer Questions Strategies

Asking and answer questions about the text is a comprehension strategy that can be used in any content area. Prilanita and Sukirno (2017) in their investigation found that the accuracy of learning method and teacher's reinforcement had significant effect on students' comprehension in learning material which then gave a direct effect towards students' questioning skill. Teacher's reinforcement had in this research is asking and answer questions about english material in teaching and learning process.

This strategy involves teaching students what kinds of questions to ask about the text and how to find the answers to their questions. Generating questions, or learning how to ask the right questions, helps students to understand the text and to monitor their comprehension. Generating questions also increase students' abilities to use different parts of the text, combined with their own experiences, to understand the main ideas and detail of the text. (Adolescent Literacy, 2007, p. 20-21)

After students have figured out what questions they should ask about the text, they must also learn how to answer those questions. One way to teach students do this, is for the teacher to model what kinds of questions should be asked. "teacher questioning is an effective way to help students think about what they have read so that they can more fully comprehend the text. teacher can use question-answering instruction to help students improve how they answer questions, which will in turn help them better understand what they read. And in this research, researcher combine between youtube video as a media with asking and answer question strategies so that there is more interaction between teacher and students and also the students can understand the lesson well.

Methodology

The research used an experimental research which used pre-experimental method with one-group pre-test – post-test design. Ary et al (2006 : 325) stated that experimental research is to enable researcher estimate the effect of an experimental research. The population of this research was the eleventh grade students of SMA 7 Selayar in academic year 2019/2020. The number of population was 94 students consisting of three classes. Sample was a part of population. In this case, the data obtained from population by using purposive sampling technique in one class. The total of sample in this research consisted of 30 students.

There were two variables that the researcher used in order to conduct the research, there were independent variable and dependent variable. Independent variable in this research was the use of YouTube video material through asking and answer questions. Meanwhile, dependent

variable in this research was improving students speaking skill. And The indicator of this research was the effectiveness of using youtube video in speaking skill especially in vocabulary and pronunciation through asking and answer questions.

Instrument was one of the significant steps in conducting in this research. The instrument of this research was used a oral test. The main instrument used of this research was speaking test. The test consisting into pre-test and post-test. In the pre-test, students were given a picture about procedure text and after that students speak up orally in front of the class. In the post-test, students were given three pictures and students must choosing one of three pictures had selected and then speak up orally in front of the class. The process of the test was recorded.

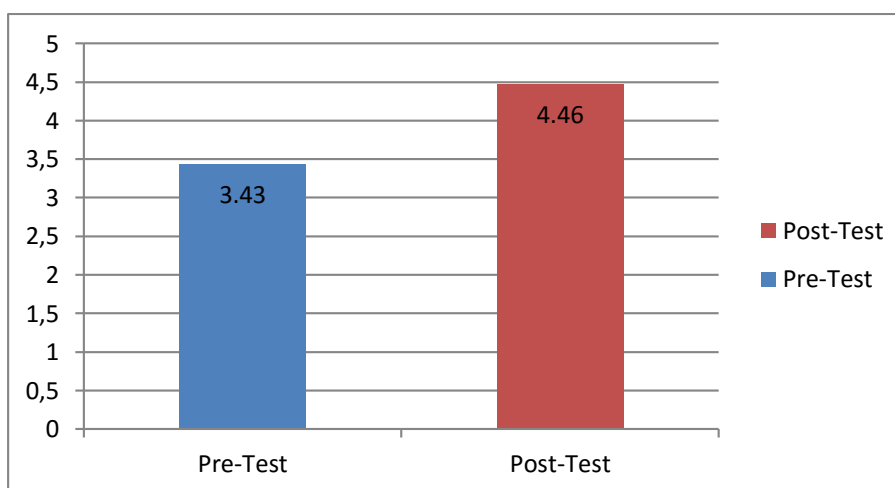
The data collected from the oral test were analyzed quantitatively. The steps were list as follow : in this research analyze trough quantitative. Meanwhile, to get speaking score, the researcher will use scoring scale, which included accuracy (vocabulary) and fluency (pronunciation) of the students' speaking.

Findings

The findings of this research could be explained by seeing in the following table:

Table 1 The Improvement of the Students' Vocabulary

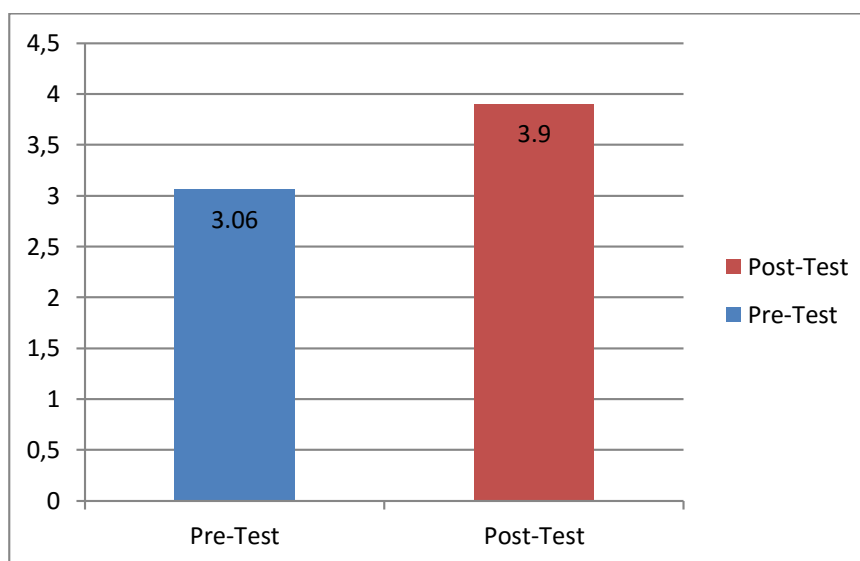
Indicators	Mean Score		The Improvement (%)
	Pre-test	Post-test	
Vocabulary	3.43	4.46	30.02



The figure above indicates that there is improvement of students' vocabulary in pre and post test. Where the improvement is 30.02% from the main score 3.43 in pre test to be 4.46 in post test. Based on the data above, it can be concluded that the used of Youtube video was effective in improving the students' vocabulary in speaking skill through asking and answer questions.

Table 2 The Improvement of the Students' Pronunciation

Indicator	Mean Score		The Improvement (%)
	Pre-test	Post-test	
Pronunciation	3.06	3.9	27.45



The figure above indicates that there is improvement of students' pronunciation in pre and post test. Where the improvement is 27.45% from the main score 3.06 in pre test to be 3.90 in post test. Based on the data above, it can be concluded that the used of Youtube video was effective in improving the students' pronunciation in speaking skill through asking and answer questions.

Discussions

1. The Improvement of the Students' Vocabulary in Speaking

Based on the finding in applying Youtube video as a media in the class, the data were collected through the test as explained in the previous finding section showed that the students' vocabulary in speaking was significantly improvement.

The data on table 4.1 showed that the score of vocabulary was improved (30.02%) from the mean score 3.43 in pre-test to be 4.46 in post-test. Based on the pre-test result, there were 17 (56.66%) got poor score, 13 (43.33%) got fairly good score and none of them got very poor, fair, good, very good and excellent score. The data present that more than a half or around 56.66% of the students got poor score in their pre-test. In pre-test, the students mean score was low because they did not know what to said although they had arranged in their paper in indonesia, they use much time to did their tests to thought whar words they want to said and most of them were shy and affraid to spoke english especially they were shy if their friends laughed their performanced. While in the post-test, the data showed that there were 14 (46.66%) got fairly good, and 16 (53.33%) got good score and none of them clasified into very poor, poor, very good and excellent score. After giving a treatment, the students' achievement improved. The reason was in speaking practice students had knew what they want to said to expressed their opinion or argument about the topic.

2. The Improvement of the Students' Pronunciation in Speaking

Based on the finding in applying Youtube video as a media in the class, the data were collected through the test as explained in the previous finding section showed that the students' pronunciation in speaking was significantly improvement.

The data on table 4.2 showed that the score of pronunciation was improved (27.45%) from the mean score 3.06 in pre-test to be 3.90 in post-test. Based on the pre-test result, there were 3 (10%) got very poor score 22 (73.33%) got poor score, 5 (16.66%) got fairly good score and none of them got fair, good, very good and excellent score. The data present that more than a half or around 83.33% of the students got poor score in their pre-test. In pre-test, the students mean score was low because they always making mistake to pronounced the words when they presented their task in font of class. They did not pronounced the words as well and also most of them were shy and affraid to spoke english especially they were shy if their friends laughed their performanced. While in the post-test, the data showed that there were 7 (23.33%) got poor score, 19 (63.33%) got fairly good, and 4 (13.33) got good score and none of them clasified into very poor, fair, very good and excellent score. The data presented that the problem of the students were still making mistake in pronounced the words. After giving a treatment, the students' achievement improved. The reason was in speaking practice students had knew hot to pronounced the words and they more careful to pronounced their words about the topic.

After calculating the score, the researcher found that the students' speaking skill was improved (28.85%) from the mean score 3.97 in pre-test to be 5.12 in post-test. It was supported by the mean score post-test of students' speaking skill was higher than pre-test.

The score of the students' post-test was higher than the mean score of the students' pre-test. Therefore, Youtube Video was affective in improving students' speaking skill in term vocabulary and pronunciation through asking and answer questions. Almurashi (2016) also states that youtube can be a good material to incorporate english lesson, improve their performance, play a vital role in helping pupils understand their english lesson and can also advance their understanding of english. In addition, Albahlal (2019) states that YouTube videos helps students guess the meaning of unfamiliar words and improve their speaking skill and also lower the students axiety, help students learner faster, and retain the students' attention during the calss

Based on the result of each test, scores of post-test were greater than those pre-test. The description oh the data collected through oral test was explained in the previous section showed that the students' speaking skill improved and the improvement was 28.85%. the mean score of the students in the pre-test was 3.97 and supported by improvement of the mean score of post-test was 5.12 which was classified as fairly good clasification. In other word, the mean score in pre-test less than pos-test.

Besides that, the value of t-test was greater than t-table ($15.64 > 2.045$). The hyphotesis test showed that H_0 was rejected and H_1 was accepted. It indicated that there was significant improvement of students in speaking skill after the treatment.

Therefore, the researcher concluded that Youtube video was effective in improving students' speaking skill through asking and answer questions. From the discussion above, it can be concluded that the students' speaking skill at eleventh grade students of SMA Negeri 7 Selayar can be improved in speaking skill by using youtube video though asking and answer questions.

Conclusions

Based on the result and the discussion of the findings previously, the researcher concludes that youtube video was affective to improve the students' speaking skill in term of vocabulary and pronunciation. It was proven by the students' vocabulary achievement in post-test was greater than in pre-test ($4.46 > 3.43$) and the improvement of the students' vocabulary in speaking was (30.02%). While the students' pronunciation achievement in post-test was

greater also than in pre-test ($3.90 > 3.06$) with the improvement was (27.45%). It can be concluded that the students' vocabulary and pronunciation in speaking at the eleventh grade SMA Negeri 7 Selayar improved after applying youtube video through asking and answer questions.

Based on hypothesis testing, the null hypothesis (H_0) was rejected whereas the alternative hypothesis (H_1) was accepted. It was proven by the value of the t-test in vocabulary (14.93) and the value of the t-test in pronunciation (7.86) which were greater than the value of the t-table (2.045). In other words, the use of Youtube Video was affective to improve the students' speaking skill through asking and answer questions.

Recomendation

The successful teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various media to manage the class more comfortable and regarding to the teaching speaking by using youtube video materials.

For the teacher should be more creative to enrich their teaching media and material. Due to K13, teacher have to facilitate students to be independent in learning. Teaching using video is an effective way. The materials are presented in an enjoyable, relaxed and understandable way. That's why; it is suggested for the teacher to use youtube video materials in teaching English.

For the students are hoped to be more active and creative in enriching their ideas in do a speaking. They have to comprehend the general concept of the main material clearly before do a speaking. Thus, they should ask the teacher if there is something misunderstand

For the next researcher, the result of this research can be used as reference and can be applied this media in the other classroom when teaching english material.

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