

ENHENCING STUDENTS' SPEAKING SKILL THROUGH YOUTUBE VIDEO PRESENTATION

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Abstract

Speaking is a productive skill. As a second and foreign language, learning speaking is considered to be difficult among the four skills because there many things that we have to consider in speaking. the students of English Department have problems in speaking skill. So the researcher using youtube video presentation to enhance their speaking. The statement of the problem was how is the students' speaking skill be enhance by using youtube video presentation. The researcher used pre experimental design with non-equivalent control group design. The population were all students' of English Department. The sample were 20 students. The data collected by using pretest and post-test. The data collected will be analyze based on scoring the students' performance in youtube video presentation, calculating the mean score, and the see the comparison score in pretes and posttest. The result of post-test shows significant improvements in speaking score compared to the result of pre-test. in pretest, most of the students were in the poor and fair classification, just two students got good classification. while in post test, two students got excelent classification, eight students got very good, eight students got good , and just one students got fair classification. The researcher can concluded that YouTube video presentations could enhance students' speaking skills.. it supports the notion that video presentations can be a valuable tool for language learning . YouTube video presentations offer an opportunity for students to engage with authentic language use and real-world contexts.

Keywords: *Speaking, Youtube, Video presentation*

INTRODUCTION

In this modern science and era of technology, learning a foreign language, like English is much needed because it is used by almost people in the world. The position of English as an international language makes it very important to know because everything concern with human's life, such as education, social and economic. Therefore, English is used for communication in this world.

In Indonesia, English is learnt as foreign language. It is directed to mastery four language skills; namely: listening, speaking, reading, and writing. But, in this research, the researcher does not discuss all language skills but the researcher limits to discuss speaking, especially on speaking accuracy and fluency. Speaking is a productive skill. As a second and foreign language, learning speaking is considered to be difficult among the four skills because there many things that we have to consider in speaking. As one of skill in English, speaking that must be mastered in English, speaking is a way for make to communicate with each other, and speaking is also one of language that must be to be share to others. To most people, speaking is the most difficult part in learning foreign language because it usage sense involves the manifestation either of the phonological system or the grammatical system of the language.

(Cameron, 2001) States that speaking is the active use of language to express meaning so that the other people can make sense of them. It could be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. (Thornbury, 2005) mention that speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, the teacher must notice that in EFL context the students seldom try to produce their foreign language because they aware about the gaps in their knowledge. A speaker requires attention to precise details of the language. In addition (Brown, 2001) writes that when someone can speak a language it means that he/she can carry on a conversation reasonable competently. Speaking skill needs to be developed and practiced independently from the other aspect of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interest in learning the other aspect of language

According to Albertrayan in (Harmita, 2014), trainers and teachers who are involved in developing students' speaking skills often get frustrated because some students do not attempt to speak at all. When the teacher wants the students to be active they prefer to be passive. This is a universal problem. The teacher faced with a serious problem of passivity among students looks for a solution to make them active participant but does not success always. Because students sometimes afraid to their teacher when the students' make mistake and the students do not have enough self-confidence to speak because the students are shy.

The researcher had found similar case at the students of English Department of Institut Sains dan Kependidikan Kie Raha Maluku Utara. One of the fundamental issues encountered was the students' proficiency and engagement in oral communication. Following the provision of instructional materials by the lecturer, the students appeared disinterested in practicing. students are shy to speak, low motivation, less self-confidence, afraid of making mistake when speak English, the students look confuse if the lecturer calls one by one of them came in front of class to performance their speaking and and also students' background knowledge in Senior high school.

Facing the problems above, the researcher used youtube video presentation as the solution to enhance students' speaking skill. According to Wenner (2009-1) in (Muna, 2011) states that youtube is an online video sharing in the internet. Youtube is a website that the user of internet can upload and share about their video.

The objective of this research was to find out how is the students' speaking skill be enhance by using video youtube presentation.

The Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in people daily life, almost of every aspects in our life is covered by speaking. Most people, mastering speaking is one of the most important aspects of learning a second or foreign language, because the purpose of learning a language is to be able to communicate by using a language.

Various definitions of speaking have been given by many theorists. Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling, and manage in term of who is to say what, to whom, and about what (Nunan, 1991, hal. 41). Meaning that, speaking is used to make our listener understand our expression. In addition, speaking in a second language will be facilitated when learners are actively engaged in attempting to (Nunan, 1991, hal. 42)In conclusion; speaking ability is the ability of the person to express his or her ideas, feeling, or something in his or her mind to others.

Speaking is a very important skill in mastering English for students who learn English required mastering the ability to communicate with each other. When someone who has mastered in speaking, he or she will not have difficulties to express his or her ideas, thoughts, and feelings. It can be practiced in daily questions, making conversation with friends, and conveying English speech in front of the class.

Elements of Speaking Skill

The elements are what aspects influencing how well people speak English. Here are the elements of speaking according to Syakur. According to (Syakur, 1999)in speaking is a complex skill because at least it is 10 concerned with elements of grammar, vocabulary, pronunciation,

and fluency.

Teaching Speaking

In (Harmer, 2007, hal. 123-124) says that Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become “talking classroom”. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lesson.

According (Nunan, 2003) teaching speaking sometimes considered a simple process. Although speaking is totally natural, speaking in language in other than our own is anything but simple, It means even though speaking is natural, the teacher are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialogues it was done by people for many years, and also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary.

YouTube Video Presentation

One of the internet services that contain of information around the world is using video. One of the websites that contain of video is YouTube. (Pardosi, 2009) Says that YouTube is a website that has free videos. By using YouTube, the people can search and watch the video using computer. Meanwhile, (Prakoso, 2009) states that YouTube is a web sharing videos that people can share video to other people around the world.

(Pardosi, 2009, hal. 3) Adds that using YouTube can be done by the people without registering. That means that using YouTube is very easy. People can search and watch the video directly without registering.

Presentation here refers to the introduction to a new subject or lesson. It requires creating a realistic situation in which the target language would be taught and acquired. Usually, this is done through using pictures, dialogues and actual classroom situations.

The process of presenting the lesson focuses on teacher giving information to the students. The goal of presentation stage is to introduce the new material to the learners, for example; Short 30 & simple explanations, a brief description of the new topic/idea, pictures / video / music / demonstrations / acting to illustrate the new, material.

Review of Related Researches

There are some studies conducted to improve speaking skill ability (Suparno, 2010) in his study about YouTube videos to improve students speaking ability shows in the following findings. First, the factors causing students have low ability in speaking skill are: (1) teaching

learning process is bored; (2) Students do not have motivation in teaching learning process; (3) Students have more attention to the outside of the class. Second, Students' speaking skill improves and they are able to get the information. Third, YouTube videos gives the students not only films but also models. And the last, YouTube videos make the students more active in teaching learning process such as the students can search YouTube videos, practice speaking, and share and discuss with their friends.

The research finding proves that using YouTube videos in teaching speaking is an effective technique to enhance students' speaking skill. It also makes the students more active and creative in speaking. The students are pay more attention in the teaching learning process through videos is used in teaching learning process. The teaching learning process is also more interesting by using YouTube videos.

(Meinawati, 2020) in their study about Increasing english speaking skills using youtube showed that using YouTube in the class can change the situation and the atmosphere in the class. Students felt more ease in learning by watching. Their senses are focus on the video, so they are more pay attention to the material that delivered through YouTube. The result of using YouTube as a media can be a good alternative media for teaching speaking in the class. In this way, students are speaking more expressive, and don't have to worry about the phrases they use when speaking. The way students imitate native speaker speaks is ease them to speak in English confidently. They are not confused anymore because they have resource how to speak English like native speaker. It can be seen by the result of their mean performance score of the first meeting and the last meeting.

(Nursyamri Gifari, 2022) in their study about the effectiveness of using social media YouTube in improving the speaking skill of the first grade students of SMA Negeri 2 GOWA. It was showed that the use of social media YouTube can improve students speaking abilities. It was proved by the result of the post-test which was higher than result of the pre-test (29.11 > 46.06). Furthermore, the researcher concluded that the use of social media YouTube effective in improving the speaking skill of the first-grade students of SMA Negeri 2 Gowa.

METHOD

The researcher used pre experimental design with non-equivalent control group design (Gay, 1981) the group given pre-test, treatment and post-test as designed as follows:

O1 X O2

Where:

O1= Pretest

X = Treatment

O2= posttest

The research was conducted at English Department of Institut Sains dan Kependidikan

Kie Raha Maluku Utara, the population of this research were all students' of English Department. The sample of this research were 20 students, which, 10 students from first semester and 10 students from third semester.

The data collected by using pretest and post-test. Pretest was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

The data collected will be analyze based on following procedures, they are:

1. Scoring the students' performance in youtube video presentation
2. Calculating the mean score of the performance in youtube video presentation by

used the formula: $x = \frac{\sum x}{N}$

Where: X = Mean score

$\sum X$ = Total score

N = the number of subjects,

(Gay, 1981:298)

FINDINGS AND DISCUSSIONS

The finding of this research pertain to the categorization of students' pre-test and post-test, the frequency and percentage rate of students' scores, and the average score and standard deviation of the pre-test and post-test. These findings are described as follows:

The Students' Result of Pre-Test

Table 1. Pre-Test Result

NAME OF STUDENTS	CRITERIA					TOTAL	SCORE	CLASSIFICATION
	P	G	V	F	C			
S1	3	2	3	2	2	18	36	POOR
S2	2	3	3	3	3	23	46	FAIR
S3	3	3	2	2	3	22	44	FAIR
S4	3	2	2	2	3	21	42	FAIR
S5	3	2	3	3	3	23	46	FAIR
S6	2	2	3	2	3	21	42	FAIR
S7	3	2	3	2	2	18	36	POOR
S8	2	1	2	2	2	15	30	POOR
S9	2	2	2	3	2	17	34	POOR
S10	5	4	5	4	5	38	76	GOOD
S11	3	2	3	3	4	27	54	FAIR
S12	3	2	3	3	3	23	46	FAIR
S13	4	5	4	4	4	33	66	GOOD

S14	3	3	3	4	4	29	58	FAIR
S15	2	2	3	3	3	22	44	FAIR
S16	2	2	2	2	3	20	40	POOR
S17	3	3	2	3	4	27	54	FAIR
S18	3	2	2	2	2	17	34	POOR
S19	3	3	2	2	2	18	36	POOR
S20	3	3	2	2	2	18	36	POOR
N20	TOTAL					450	900	
MEAN SCORE						22,5		

Based on the tables above reveals that most of the students were in the poor of classification, other were fair classification and just two students got good classification. Thus, researcher concluded that the students had problems and difficulties in speaking skill. In the table, no one student reaches the exelent classification. Eight students got poor classification, ten students got fair classification and just two students reach good classification. So, the table above, it showed that the percentage of the students score of the students' speaking skill was still low.

Treatment

After the researcher give the pre-test and known about the students' result in speaking skill, so the next the researcher give treatment through youtube video presentation in teaching speaking. Teaching learning process was run well. When the researcher played YouTube videos presentation, the students had watched carefully. They felt interest to the videos presentation. No one of the students crowded during the videos playing. All of them focused on the screen that showed the video presentation. Therefore, when the researcher asked to them about the video presentation told about, they could understand and answer it correctly. However, the students felt confuse when the researcher continued to ask them about the words that they found on the video. Beside that, the students also to know how to be good presentation in english like the video youtube and many students want to enhance their speaking in video presentation and upload their video presentation in youtube. The researcher give time to them to practice speaking english and make it in video presentation before they upload in youtube they had to correction the mistake when take the video. The students were so enthusiastic.

The Students' Result of Post-Test

After analyzing the students' result of pre-test and give the treatment to the students, researcher then analyze the students' post-test, which was showed on the table below:

Table 2. Post Test Result

NAME OF STUDENTS	CRITERIA					TOTAL	SCORE	CLASSIFICATION
	P	G	V	F	C			
S1	15	15	20	15	20	85	85	Very Good
S2	10	20	15	20	20	85	85	Very Good
S3	15	15	15	15	20	80	80	Very Good
S4	15	15	15	10	20	75	75	Good
S5	15	15	20	15	20	85	85	Very Good
S6	10	10	20	15	20	75	75	Good
S7	15	10	20	15	10	70	70	Good
S8	10	10	15	15	10	60	60	Fair
S9	10	15	15	20	10	70	70	Good
S10	20	20	20	20	20	100	100	Excelent
S11	15	15	20	15	20	85	85	Very Good
S12	15	10	20	20	20	85	85	Very Good
S13	20	20	15	15	15	85	85	Very Good
S14	15	20	20	20	20	95	95	Excelent
S15	10	15	20	20	20	85	85	Very Good
S16	10	15	15	15	20	75	75	Good
S17	15	20	15	15	20	85	85	Excelent
S18	15	15	15	15	15	75	75	Good
S19	15	15	15	15	15	75	75	Good
S20	15	15	15	15	10	70	70	Good
N20	TOTAL					1600	1600	
MEAN SCORE						80		

Based on the data of students' result in the table above, it showed that the students got higher score than the result of pre-test. In the post-test, there were two students got excelent classification, eight students got very good classification, eight students got good classification, and just one students got fair classification, no one student got poor classification. In the other word the students got the best score after the researcher conducted youtube video presentation. So the researcher can conclude that using youtube video presentation as a media are able to improve the students' speaking skill at English Department.

The Comparison of Pre Test and Post Test Result

The comparison of the test result can be seen as follow:

Table 3. Comparison Result

NAME OF STUDENTS	PRE TEST SCORE	POST TEST SCORE	D=(X-Y)
	X	Y	
S1	35	85	50
S2	40	85	45
S3	40	80	40
S4	35	75	40
S5	45	85	40
S6	35	75	40
S7	40	70	30
S8	25	60	35
S9	30	70	40
S10	85	100	15
S11	50	85	35
S12	50	85	35
S13	55	85	30
S14	80	95	15
S15	40	85	45
S16	30	75	45
S17	50	85	35
S18	30	75	45
S19	35	75	40
S20	35	70	35
N=20	865	1600	735

On the table above, It can be said that there were improvement on students' speaking skill. Viewed from the comparison score of pre-test and post-test. The research can provide evidence of the effectiveness of YouTube video presentations in enhancing students' speaking skills. The result of post-test shows significant improvements in speaking score compared to the result of pre-test. it supports the notion that video presentations can be a valuable tool for language learning . YouTube video presentations offer an opportunity for students to engage with authentic language use and real-world contexts. YouTube videos can enhance students' speaking skills by providing them with models to imitate and authentic content to discuss. This

finding is supported by some studies conducted by some researchers. (Meinawati, 2020, hal. 1-13) Carried out an investigation on enhancing speaking skill using YouTube and discovered that students could talk expressively and effectively. They were capable of imitating the pronunciation of native speakers heard in the video. It means more oral communication practice helps students improve mastery of new vocabulary and grammar, decrease shyness while bolstering confidence, and develop fluency. (Nursyamri Gifari, 2022) They concluded that most of the students could understand the teacher's question and also, they tried to make complete sentence to answer all the question from the researcher.

Based on the result of the previous research above, the researcher concluded that video youtube presentation can improve the students' ability in speaking skill. So, the researcher agreed that the implementation of video youtube presentation can improve the students' speaking skill and it is a new alternative way at the students of English Department of ISDIK Kie Raha Maluku Utara.

In line that statement, the researcher took the theory about video youtube presentation according to (King, 2012) Presentation defines as a means of communication that can be adapted to various speaking situation, such as talking to a group, addressing a meeting or briefing a team. Nowadays, presentation is not limited conducting in the classroom but it is also on YouTube (Landrum, 2021)) stated that YouTube is both a search engine and video-sharing website. It is used to interact on one site such as sharing videos, commenting, and giving ratings (likes or dislikes) The students make their video presentation and upload it into YouTube. This activity will give a challenge for all students because their speaking performance will be watched by many people. Therefore, students' language style will determine their success in doing presentation on YouTube to make the audience understand on their explanation.

CONCLUSION

In conclusion, the research provides valuable insights and implications for language educators, curriculum designers, and learners. YouTube videos presentation as a supplementary learning resource, showed significant improvements compared the score of pre-test and post-test. Which in the pre test most of the students were in the poor of classification, other were fair classification and just two students got good classification, no one student reaches the exelent classification. While in post test, there were two students got excelent classification, eight students got very good classification, eight students got good classification, and just one students got fair classification, no one student got poor classification.

YouTube video presentations offer engaging and authentic speaking practice opportunities. By exposing students to diverse speakers, accents, and topics, YouTube videos provide valuable models for language production and help students develop their oral

communication skills. The multimodal nature of video presentations, combining visual and auditory elements, enhances students' comprehension and production of spoken language. Furthermore, the research suggests that the use of YouTube videos in speaking practice enhances motivation, engagement, and enjoyment in language learning. The interactive and dynamic nature of YouTube videos captures students' interest and promotes active participation, leading to improved speaking performance and a positive learning experience.

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