

## Improving Eleventh Grade's Speaking Skills Through YouTube Videos at Man 5 Jombang

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### Abstract

English is a foreign language in Indonesia and is essential in education. There are four skills in learning English: listening, speaking, reading, and writing. These skills are essential to master without neglecting each other. For most people, mastery of speaking skills is the most critical aspect of learning a foreign language, and the success of mastering a language is measured by the ability to have a conversation. There are many ways to learn speaking skills, one of which is through media, namely YouTube. This study will determine whether YouTube Videos can improve students' speaking skills in grade eleven at MAN 5 Jombang in the 2020/2021 academic year. This study uses the collaborative classroom action research (CCAR) method. The study results showed that using YouTube Videos can improve students' speaking skills, as evidenced by the results of the post-test with a success rate of 94% and the questionnaire, where 74% of students were enthusiastic about this media.

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### INTRODUCTION

Language is one of the most critical aspects of communication. English is a foreign language in our country and is important in education. English is a language which is generally used in numerous nations. Thus, it has become a worldwide language that is accepted in numerous fields. For instance, when individuals vacation to numerous nations, they need to use English to speak with people there. Another model is the point at which we would have prospective employee meetings, so English is a required language. That is why most people learn English and attempt to follow the worldwide development in science and innovation. Moreover, in the globalization era, everyone is competing to master a foreign language, especially English, as a tool for communication. In Indonesia, English has become a school subject. It is introduced in playgroups, elementary, junior high, senior high, and university. According to (Scott A. Wendy, 1990), children can express emotions, communicate intentions and reactions, explore the language, and make fun of it, so they expect to be able to do the same in English.

There are four English learning skills: listening, speaking, reading, and writing. Those skills are essential to be mastered without ignoring each other. For most people, mastering speaking skills is the most critical aspect of learning a foreign language, and success in mastering one language is measured by the ability to carry out the conversation. In addition, (burn & Joyce, 1997) stated that one of the aims of most language programs is to develop spoken language skills, and most programs aim to integrate both spoken and written language (Clark & Yallop, 2006). So, Speaking is one of the essential aspects of learning a language because speaking is an important tool for communication. Without speaking skills, we cannot understand the purposes of others.

When learning speaking skills, students often encounter some problems. Based on my

experience teaching English, the problem frequently found is that their native language causes them to be challenged to use the foreign language. They fear making mistakes in one conversation and lack self-confidence (Adas & Bakir, 2013). Another reason is the lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough. Besides the reason above, students usually feel bored with the media in teaching-learning; they need a medium that can attract their attention and provide comfort in learning to speak. (Arsyad, 2002) stated that someone or a teacher uses media to quickly transfer the material or subject to the student.

Media is one of the components of teaching, using media that relates to the subject that the teacher gives. Generally, there are three kinds of media: visual, audio, and audio-visual. In a row, technology, information, and media development in education have become more advanced. According to (Daryanto, 2010), the students' retention (absorption and memory) of the learning material can be increased significantly if the acquisition is initially more excellent information through the sense of hearing and sense of sight.

YouTube videos are audiovisual since we can watch pictures and hear sounds. According to (Richards & Renandya, 2002), everyone who learns to use English can solve problems and become a better communicator using YouTube. There are many ways more modern and more effective to improve English skills; one way, by technological development, is learning to speak English through YouTube. Learning English using YouTube would have many benefits, such as learning would be much more fun, learning proper pronunciation, and the materials would be more understandable. So, learning to speak English using YouTube is an innovative learning system that needs to be developed. Although this is not a formal system, it has a significant effect on improving the English language. Therefore, the researcher tries to apply ICT (Information and Communication Technology), especially YouTube videos, in teaching speaking to the eleventh grade' of MAN 5 Jombang with the purpose that students' speaking skills can be improved.

The researcher carried out her study in the eleventh grade based on the suggestion of the English teacher, Miss Kiswati. She said that eleventh graders have difficulty understanding the lesson if the teaching is only based on the textbook. Thus, students will be more interested and find it easier to understand lessons by using the internet. The scores would be obtained from the pre-test at the preliminary study, where the test would be conducted on February 18th, 2021. 65% of students had not been able to complete the pre-test, and 35% of students understood very well. The eleventh-grade speaking English was not fluent. Based on the pre-test conducted at MAN 5 Jombang, there are 18 students in the eleventh grade, the minimum completeness criteria of English lessons is 76, and the average score of English lessons is 6,5. The researcher found some problems related to teaching English, especially speaking. Teaching speaking at MAN 5 did not give a satisfactory result. The students still found it difficult to speak English. The students could not speak well and feared making mistakes in pronouncing, selecting the appropriate vocabulary, and using correct grammar.

Most felt uncomfortable, unconfident, or bored with teaching because learning only used lecturing or makeshift media, making students less interested and challenged. According to (Zaini, 2008), lecturing is the prevalent method in the teaching-learning process in Indonesia and other countries. So, the teacher needs media in language learning. Media can boost and raise students' attention and freshness in teaching-learning. The problems became interesting topics to discuss and analyze, especially for those directly involved in teaching English. The researcher attempted to present or teach them by using video from YouTube. It is essential to conduct this research to help the teacher solve that problem.

A previous study conducted (Hendrayani, 2019) found that video can improve students' speaking skills, mainly when offering service materials adapted to the KKM. Audio, video, and even the internet have become media for teachers and students to optimize language skills. In a previous study by (Irmawati et al., 2020a), the results showed improved students' speaking skills through audio-visual

aids. The audio-visual tool used in this study was video and slide. Videos were downloaded from youtube.com in the form of dialogue in certain expressions. Furthermore, (Erika et al., 2014) conducted a YouTube Video to teach English at grade X SMK PGRI 28 Jakarta Timur, Barabai, showing that all the students participated in the teaching and learning activities.

With this study, the teachers would recognize instructional media in teaching speaking as more interesting and compelling because the students can directly see and hear how to speak proper English. So, the teachers would not need to use a monotonous medium such as writing on the board with the lecturing method. Thus, the researcher is interested in researching how to improve the eleventh grade's speaking skills through YouTube videos at MAN 5 Jombang in the academic year 2020/2021. This research used classroom action research to recount text material. Based on the background above, the study's objective is to know whether using YouTube videos can improve students' speaking skills in eleventh grade at MAN 5 Jombang in the academic year 2020/2021.

## **METHOD**

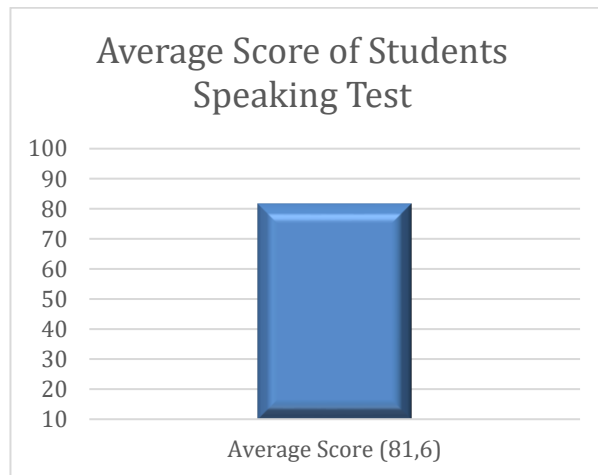
The research design in this study would use collaborative classroom action research (CCAR). The researcher would be teamed up with the English teacher as a partner in carrying out this research. According to ((1989:12-13), 1989), collaboration emphasizes that teachers and researchers set shared goals, collaborate on research design, data collection, and analysis, and report the results. However, the researcher and the teachers did not have the same research role. In this study, the teacher would help the researcher collect the data while applying the methodology. This research was carried out in MAN 5 jombang. In the MIPA class of eleventh grade, approximately 25 to 35 students are in each class. The researcher prepares the instruments and procedures for learning activities, instructional materials, media, and lesson plans and sets the criteria for success. The instruments of this research are observation sheets, speaking tests, and questionnaires. This research also uses a lesson plan. The English teacher and the researcher would set the success criteria for this study. The first data set came from the students' individual speaking test scores. Since the teaching-learning exercises can be continued on the next lesson based on mastery learning (Herwiana, 2015) if more than 85% of students have obtained competence, the success criterion from the result of the students' speaking test should be more than 85 percent of the minimum passing level score of (Depdiknas, 2009). The setting of success criteria are implementation of action, observation of action, and reflection of action.

## **RESULT**

The Cycle was conducted in four meetings. Three meetings were held to implement the YouTube video, and one meeting was held for the speaking test. The instruments used were a questionnaire, observation checklist, field notes, and test speaking.

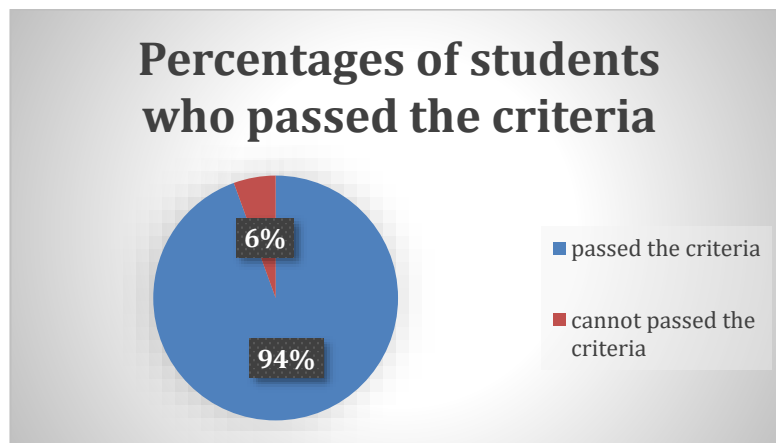
### **The result of the Students' Speaking Test**

The speaking test was conducted for the four meetings on April 30th, 2021. After implementing the YouTube video, it was recognized that the average student's speaking test score was 81.6. There were (94%) of students who got the score more than or equal to 76. It meant the score had reached the success criteria. Thus, it could be inferred that there was a significant improvement in the scores of students. The average score of the students' speaking test in Cycle 1 is shown in the figure 3.1



**Figure 1. Average Score Of The Students' Speaking Test**

Seventeen students passed the criteria of minimum score, which is 76. Only one student can pass these criteria. The percentage of students who passed the criteria is 94%, and only 6% of students who could not pass the test, shown in the diagram as follow in Figure 3.2



**Figure 2. Percentage Of The Students' Speaking Test**

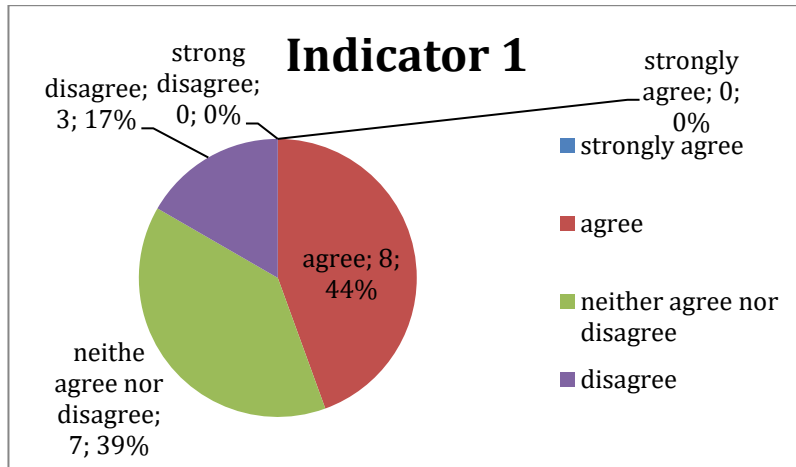
**The Data of Student Interest According to YouTube Video Media (Likert Scale)**

The researcher used a questionnaire and observation checklist to gain data on the teaching and learning process. These instruments were used to collect the data during the implementation of the YouTube video. Some questions in the questionnaire and observation checklist have the same variables but were seen in different views. The students filled out the questionnaire, and the observer completed the observation checklist. The percentage of each question is shown as follows:

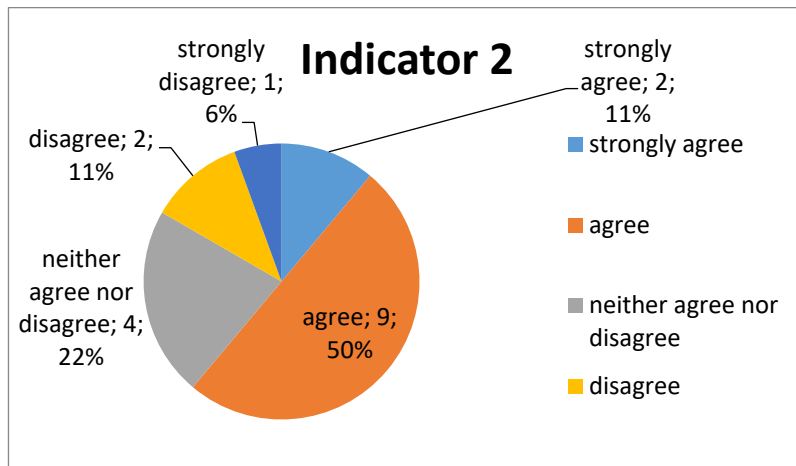
Category of Success (%)	Level of Success
80,00%-100%	Very excited
60,00%-79,99%	Excited
40,00%-59,99%	Neutral
20,00%-39,99%	Not Excited
0%-19,99%	Very Not Excited

(Adapted from Purwanto as cited in (Herwiana, 2015))

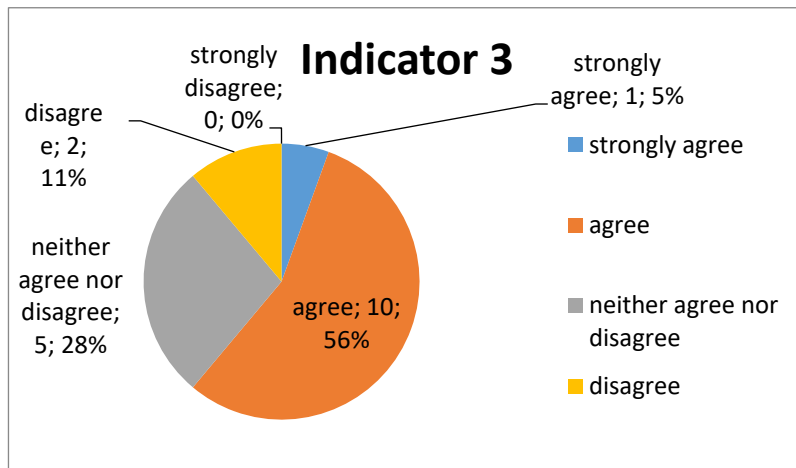
The questionnaire result showed that the students responded positively to a learning process that used a YouTube video.



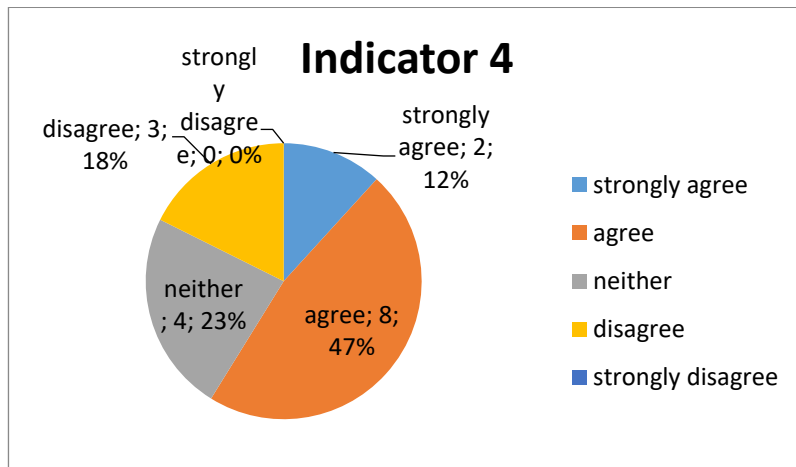
81,9% of students stated that learning English using YouTube videos seemed more straightforward than the traditional method. They were interested, excited, and easier to understand. They were self-confident in learning English using YouTube videos because it was pleasing.



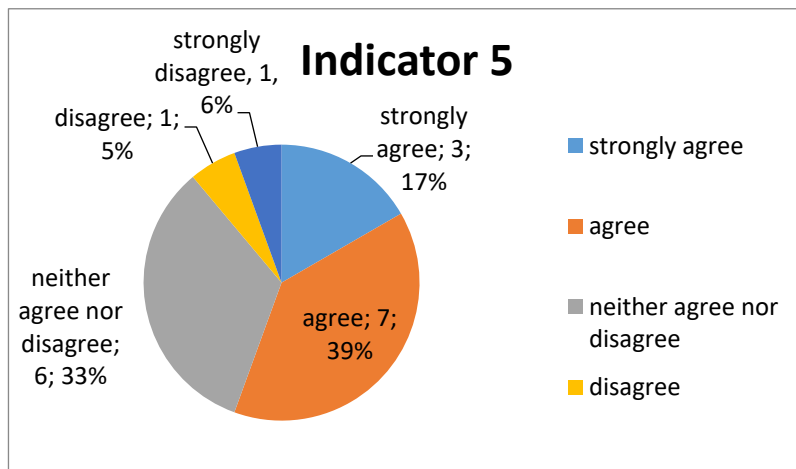
The following variable is the student's interest in learning English using YouTube videos (70%) of the students showed enthusiasm. There were only (30%) of the students who were not interested in YouTube videos as media.



After they learned explanation text using YouTube videos, (71%) of the students stated that speaking English benefited them.

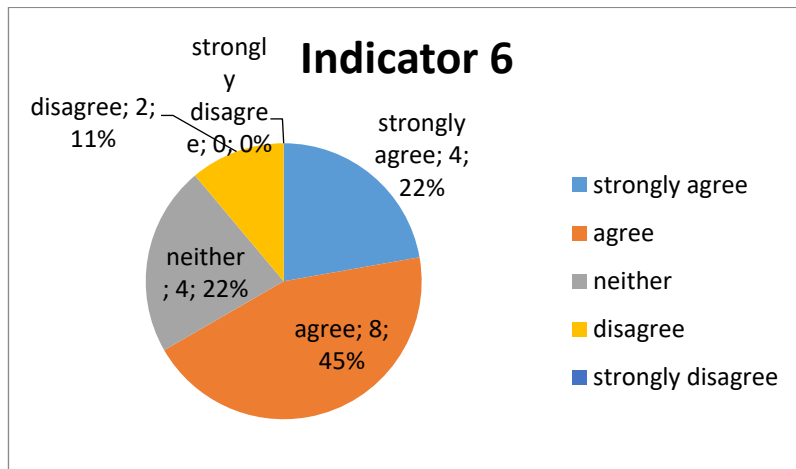


The YouTube video media seemed simple to (67%) of the students, making it easy to access YouTube anywhere and anytime. It showed that learning English using YouTube videos is easy to access whenever they want. There were (30%) of them who stated that YouTube media is not that simple.

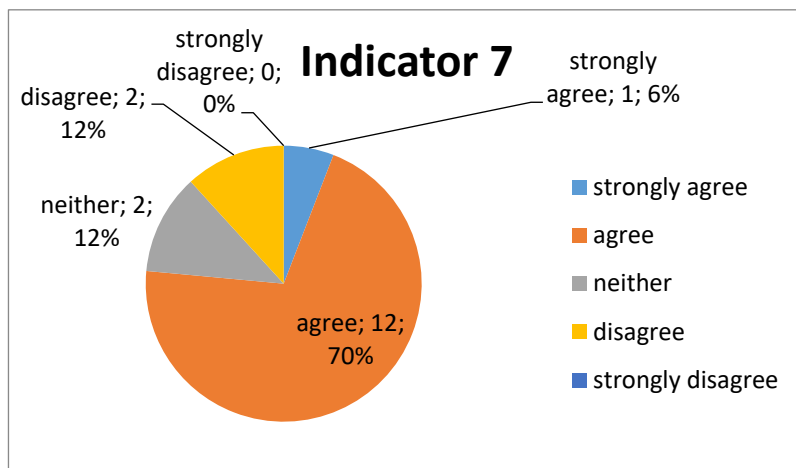


(71%) students also stated that watching YouTube videos allows them to practice English with classmates. (39%) Some students did not think watching YouTube videos allowed them to practice

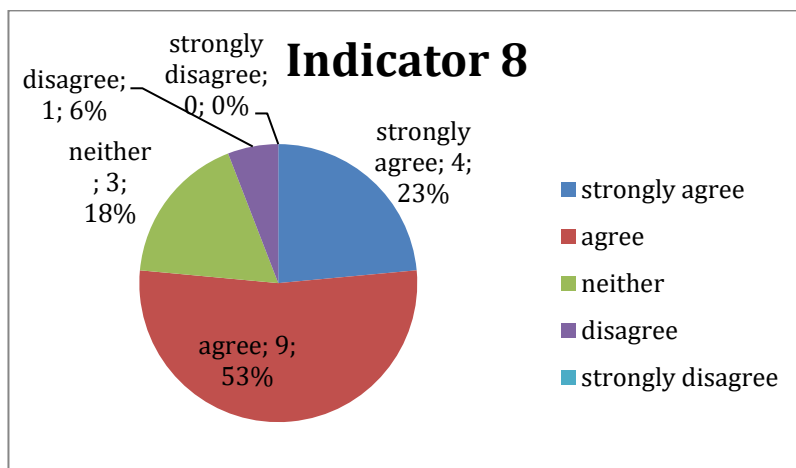
English.



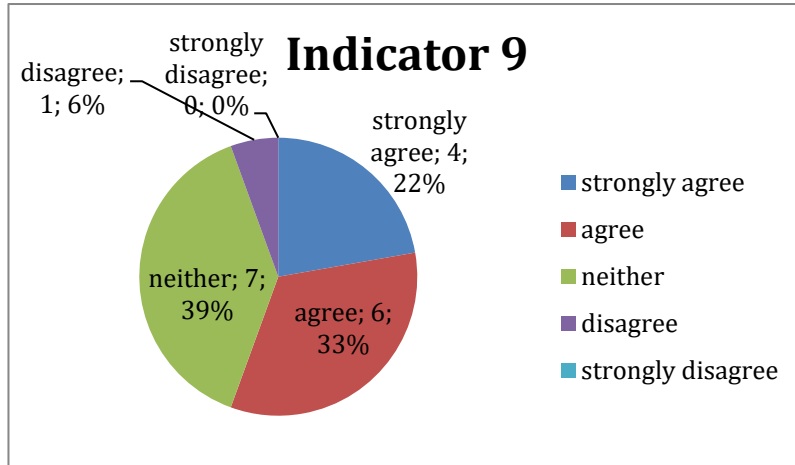
It showed that seventy-five percent (75%) of the students asked the teacher to correct their pronunciation during the learning process, while only twenty-five percent (25%) of students gave the opposite response.



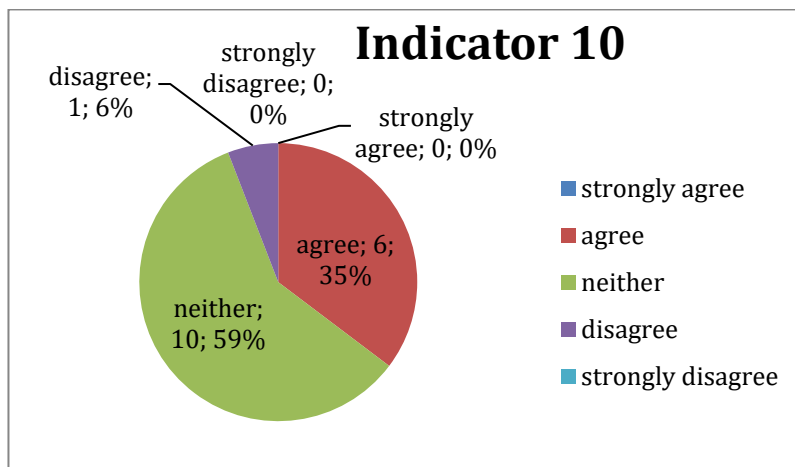
Seventy-one percent (71%) of students stated that the teacher also corrected the students' grammatical and structural errors during the learning process.



It showed that the teacher carefully watched the class's learning process. Seventy-five percent (75%) of students stated that the teacher corrected and helped their vocabulary needs. There were also twenty-five percent (25%) who came with the opposite responses.



The students found it pleasant to have the teacher correct their grammatical mistakes, pronunciation, or vocabulary while retelling the explanation text. Seventy-nine percent (79%) of the students had no problem with it.



This media improved the student's confidence, as seventy-four percent (74%) of those who gave positive responses proved this, which means it was helpful.

The observer responded positively about how the teacher handled the class and referred to the YouTube videos evident in the observation checklist. Observers stated that these YouTube videos as media can make students more active and participate in the lesson. The YouTube video also has good animation. The media is considered to make students more curious and excited. Observers stated that the explanation is easy to understand and can speak English clearly and fluently. The teacher encourages students to be active and master the material so that students will not have difficulty receiving and participating. The teacher also gives students time to ask questions if they have difficulty. Some students sometimes make noise during the learning process. To overcome this, the teacher reminds them to pay attention smoothly so that students are not afraid of the teacher even though they do not know the teacher. Some students cannot understand English completely, so to overcome this, the teacher speaks in English and then translates it into Indonesian so that students can fully



understand the material given and enjoy the YouTube video. The teacher does not forget to provide a clear conclusion at the end of the learning process to ensure students understand the lesson.

### **Reflection**

It could be concluded from the findings that implementing YouTube videos can positively affect students. The achievement of success criteria could prove it. Before the YouTube video was implemented in the class, sixty-five percent (65%) of students could not achieve the minimum passing criteria of success (KKM). In contrast, after implementation, ninety-eight percent (98%) of students could reach seventy-six minimum passing criteria of success (76). From the above-obtained data, it could be concluded that the implementation of YouTube could significantly improve students' speaking skills, making them more active during class. Most of them could pass the minimum passing criteria of success (KKM).

Therefore, the researcher and observer agreed to stop the cycle and report the results. The students also responded positively to implementing this media, as the questionnaire sheet proved. Seventy-three percent (73%) of students stated that this media has made them more curious and enthusiastic during the lesson. This can be achieved because YouTube videos have straightforward and pleasing animations. So, students become more interested in focusing on watching and paying attention to the video. It can stimulate students' visuals and train them to get used to listening to English sounds. From this media, students can try to pronounce words and listen to them. The teacher also helps students with complex vocabulary that they do not know. So students can understand what the video means. After implementing this YouTube video, students feel more courageous and active in practicing with their classmates and coming forward to present the explanatory text that has been taught. The teacher guides students during this part so they are not afraid to practice in front of the class.

### **DISCUSSION**

#### **Implementation of the Speaking Through the Video**

The findings showed that the appropriate technique could benefit the students' speaking test scores and involvement during learning.

During the learning process, the teacher prepared the stages of the lesson plan. When the learning process began, the teacher showed the material's stimulus and explained what they would learn. Then, the teacher asked the students to watch the YouTube video. The teacher also explained the video's meaning if the students could not understand it. The teacher asked the students to pronounce the words following the video to check their pronunciation mistakes. It was completed by giving the students examples of simple sentences based on some words given. The teacher explained and gave examples of how to retell based on the commands in the videos. The students then were asked to practice with their classmates. It is related to Helen (1987), who stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Many people say that speaking is the activity of paying attention to give information to other people. "Speaking is having a conversation by using specific language." During the activities, the students are pleased to ask questions if there are difficulties.

The YouTube video used successfully made the students more active. It also developed their confidence through group work and made good cooperation among their peers. Students were actively involved in the activities conducted. The questionnaire showed that 100% of students felt more active, happy, enthusiastic, and self-confident (Agazio, J., & Buckley, 2009). The availability of educational technologies and self-produced videos on YouTube also made teaching more exciting. Furthermore, these videos can be accessed at any time of the day and from a place that suits the students. The data obtained from the questionnaires proved that seventy-three % of students (73%) were genuinely

interested in implementing this media. YouTube also illustrates theoretical content, involves students, and inspires innovative teaching methods.

These statements are also supported by Kelsen (2009). She surveyed sophomore students and found that they rated using YouTube to study English positively as interesting, relevant, and beneficial. The results showed that the YouTube tutorial methodology significantly positively affected perceived student learning (Fralinger & Owens, 2011).

### **The Students' Improvement in Speaking Mastery**

The research findings showed that learning to speak through YouTube videos could improve speaking mastery. The speaking test results and learning activities indicated that the research's purpose had reached the success criteria. The speaking test was given on the last day of the first cycle.

The students' improvement in speaking could be presumed from the test result. There, 17 out of 18 (98 %) students achieved the criteria of success with the eighty-one percent (81%) average score. Only one student could not achieve the success criteria because he had difficulty learning English and all the subjects. It was tough for him to understand the lesson because he was absent at the third meeting, which consisted of doing exercises. The third meeting was crucial and could have a massive effect on the success of implementing this media. The teacher assumed that if he joined the third meeting, he would pass the examination with a good result like his friends.

The significant achievement of the students' score above can be decided that the technique implemented could improve the student's vocabulary mastery in one cycle. Moreover, the findings deal with the student's participation, which could be stimulated using this YouTube video. This is related to the statement of (Irmawati et al., 2020b), who conducted the same study, not only the students' achievement but also the students' involvement in the teaching-learning process improved well.

Based on the research findings, students' competence in speaking and involvement was improved. There, 17 out of 18 students (98%) achieved the criterion of success. The students' participation achieved more than eighty-five percent (85%) during the implementation of the snowball throwing teaching technique, which was precisely ninety-eight percent could join the entire cycle. Moreover, the students' responses to implementing the technique were good. It could be seen from the percentage of students (73%) that positively responded to the indicators for implementing the technique. The technique implemented by the teacher influenced much of the findings of the research. It showed that implementing YouTube videos through teaching speaking can be an alternative technique to improve speaking mastery.

### **CONCLUSION**

The implementation uses four steps. The first is pre-activities. In the first step, the researcher introduced and stimulated the students with the material that explained the theme and media. In the second step, the researcher asked the students to fill in the blank words in the sentences based on the video to understand the theme of the material precisely about the tsunamis. Students should fill in the blank word on the whiteboard before the class. In the third step, the researcher asked the students to make a sentence based on the YouTube video and tell it to their desk mates. Student must be interactive and communicative to tell each other about their subject. In the fourth step, the researcher asked the students to read their sentences before the class. In the last step, which was the final step, the researcher did a post-test. The researcher asked students to tell the sentences they made on the third step in front of the class individually to get the score for speaking one by one. Most of the students could pass the minimum criteria. There are 18 students in the class who joined the post-test. Seventeen students got scores above the minimum criteria, and only 1 student could not pass the minimum criteria. XI MIPA 2 class has a good score of 81, with a 6 average score. Of 17 students who

got scores above minimum criteria and only 1 student who cannot pass it, the % of success in this class is 94%. To learn about the students' interests in this media, the researcher used a questionnaire to determine how excited the students were. Students should answer 10 questions to collect their perceptions. After collecting the answers to the questionnaire, it showed that 74% of students were excited about this media.

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