

## Youtube-Based Instruction in Teaching Speaking English in An Indonesian Senior High School

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### Abstract

*The study was experimental research. The thesis was intended to found out two research question. The first was the effectiveness of using YouTube-based instruction in teaching speaking English in an Indonesian Senior High School. The second was the interest of the students in the use of YouTube in learning speaking English. The population in this research was all of the students' class XII Mipa 1 SMAN 14 Makassar as an experiment group that consist of 34 students. The data of this research was obtained by the result test and questionnaire on the subject for pretest and posttest. The data was analyzed by analysis of SPSS 2013. Based on analysis of statistic, the researcher found that YouTube-based instruction in teaching speaking English made students better understood in the material in learning in the classroom and increased all aspects of speaking English by score of t test was -22.277, standard deviation was 5.284, n-gain score was 56.12 categorized "effective enough" and 31 students got score more than KKM. The interest of the students in the use of YouTube in learning speaking English as a media at SMAN 14 Makassar with the mean score was 65.4 that categorized "very high".*

**Keywords:** *YouTube-based, Instruction, Speaking English.*

### INTRODUCTION

One of the key tools in communication is language. Everyone has the ability to communicate with others through language. They are free to share anything is on their thoughts, including ideas, beliefs, and opinions. There are many languages spoken worldwide in addition to national languages. English, a global language, is one of them. Knowing that there are four skills in English—listening, speaking, reading, and writing—the researcher has chosen to concentrate on speaking ability in this study.

The most extensively spoken and utilized language in the world is English. Everybody now has English as one of their top needs. Even in minor instances, it may always be found in daily life. English is used in schools as a topic as well as for communication. The goal of learning

English is to improve language proficiency. Students can acquire language skills and practice communicating with people from other nations.

YouTube videos are one of the media that may be used in the teaching and learning process, particularly when it comes to speaking. Therefore, using YouTube videos, the researcher must concentrate on speaking elements such as vocabulary, grammar, pronunciation, and fluency. One of the many media that can be used is a YouTube video.

Learning resources, according to Dale (1969), are all items that can be used to benefit someone in the teaching and learning process. You can utilize YouTube videos as educational resources. According to Jalaluddin (2006), YouTube is a website that provides a variety of video content, including short original videos, video blogs, music videos, movie trailers, and instructive videos. When a YouTube video is labeled as an instructional video, it signifies that the film's subject is readily available English content. One of the abilities that is crucial for learning English is speaking. Almost all teaching and learning processes require participants to ask and answer questions, lead discussions, give presentations, etc.

## **LITERATURE REVIEW**

Good and engaging media are necessary for language instruction. The classroom will be under the teacher's control since the usage of media in the teaching and learning activity will keep the learner's attention on the instructor. Seth (2009) defines instructional media as tools and resources that a teacher can utilize to help students understand a concept, spark their interest, and expand their imaginations during teaching and learning. There are various forms of media that can be utilized during the teaching and learning process. mainly YouTube videos and films.

Google owns YouTube, a website where videos can be shared for free. The name "YouTube" is believed to come from the words "You" (because the video came from the user) and "Tube" (referring to a cathode ray tube television). Videos can be recordings of images or moving pictures. The use of educational technologies and self-created videos on YouTube has made teaching more engaging. Students can access these videos at any time and from anywhere convenient for them. Additionally, YouTube is used to teach theoretical content, involve students, and inspire creative teaching methods (Agazio & Buckley, 2009).

The appeal of using videos in education stems from the amalgamation of visuals and audio. Consequently, it creates a powerful tool that educators can employ to elucidate ideas and also impart knowledge to students through content that stimulates 16 different senses. Undoubtedly, this would aid teachers in simplifying the explanation of intricate notions and procedures by utilizing the visualization that videos offer.

In the field of education, there are several video clips available for users that are informative and educational. Users can access videos ranging from preparing juices to language learning (Kindarto, 2008:82). YouTube is an effective tool that can aid in the acquisition of English language skills, both inside and outside the classroom (Jalaluddin, 2016:1). According to Jalaluddin's research, YouTube has a positive impact on learners' speaking, listening, pronunciation, and vocabulary development. On this platform, learners can learn the correct pronunciation of words directly from native speakers. There are numerous native speakers with excellent pronunciation skills that can be found on YouTube. YouTube is not limited to classroom use, but can also be utilized outside the classroom.

Oral communication refers to the act of expressing one's thoughts, ideas, opinions, suggestions, and even criticisms using the voice. However, speaking is more than just producing sounds. While birds, animals, and babies also make sounds to communicate, they do not engage in speaking. Without the ability to speak, individuals would be unable to interact with others and would be isolated from society. As highlighted by Indramawan (2013), oral communication is a subject that students learn in school. It presents a challenge for students to communicate effectively through speech. Therefore, the strategies, methods, or techniques employed can significantly impact a student's speaking skills. Speaking is an essential component of daily life as it allows people to interact with others.

## **METHOD**

### **Research Design**

The investigator employed a quantitative research approach. Aliaga and Gunderson (2002) defined this method as the collection of numerical data, followed by mathematical analysis using statistical methods to explain the outcomes. Statistical interpretation is possible with quantitative data. The researcher utilized a Pre-experimental research design.

This scientific approach involves the manipulation and control of one or more independent variables to observe any concomitant variations. Cook and Campbell state that all experimental research involves at least one treatment, an outcome measure, units of assignment, and a comparison to infer changes, which can be attributed to the treatment.

The research design adopted a one-group pre-test-post-test design (Gay, 2014). The group underwent a pre-test (O1), received treatment (X), and completed a post-test (O2). The comparison of pre-test and post-test scores determined the efficacy of the treatment.

### **Population and Sample**

The study was conducted on the student population of Senior High School "SMAN 14 Makassar". Cluster random sampling was employed in this research, where 34 students were selected through random sampling technique. The primary data was collected through a survey with close-ended questions, targeting the third-grade student population of Senior High School "SMAN 14 Makassar". The sample for this study comprised of 34 students from class XII MIPA 1.

### **Instrument of the Research**

The research tool has become the most crucial element in supporting and proving the study itself. The objective of this study was to explore the students' perception of using YouTube as a medium of learning English as a foreign language for self-sufficient learning and to enhance their language skills and components. To comprehend the interpretation of the data outcome, this study requires the usage of tests and surveys.

### **Data Collection**

The examiner obtained data from both appraisals and questionnaires. The purpose of the research was altered to align with its goals. Subsequently, the questionnaires were circulated to the assigned respondents, collected, and assessed. The analysis of the data and the results were

demonstrated in numerical and percentage formats and were elaborated on thoroughly. The analyst reached a decision based on the discoveries.

### **Data Analysis**

The assessment was carried out wherein the respondent was mandated to furnish their answers. The data gathered from the questionnaires was assessed using the SPSS 23 Application. Thereafter, the results or proportions were scrutinized descriptively. The findings were exhibited in the form of diagrams and tables. The inferences were made based on the revelations.

In order to gauge the students' views on the use of YouTube to improve their speaking skills, the teacher administered a questionnaire. The questionnaire, based on a previous study by Fahad Saud Albahlal, consisted of 12 items and utilized a five-point Likert scale that ranged from 1 to 5.

## **FINDINGS AND DISCUSSIONS**

### **The effectiveness of using YouTube-based instruction in teaching speaking English**

#### **a. Pretest**

Based on the evaluation made by the researcher, none of the students performed remarkably in terms of precision. Among the 13 students, the majority scored average while 13 received a low score, making up 38.2% of the total. Only 4 students achieved a commendable score, which accounts for 11.7% of the total. Meanwhile, 3 students obtained a very low score, representing 8.8% of the total. Furthermore, 1 student garnered a very impressive score, which comprises 2.9%. These findings indicate that most of the students displayed mediocre to unsatisfactory accuracy skills during the speaking pretest.

#### **b. Posttest**

The information provided in the table suggests that the investigator documented a precision evaluation, which revealed that 5 pupils attained a remarkable outcome with a proportion of 14.7%. A vast majority of the pupils, comprising 19 individuals, excelled with an outstanding score of 55.8%, while 10 students attained a decent score of 29.4%. It can be deduced that the majority of the learners demonstrated a high degree of proficiency in spoken English during the post-assessment, primarily with respect to precision.

Students received an average score of 80, with a minimum possible score of 40. Additionally, it stated that the standard deviation was 10.036 and that the mean accuracy score for students on the pretest was 58.94. The researcher obtained the students' pre-treatment score inaccuracy through the material. Students received a maximum score of 95 and a minimum score of 70. Additionally, it said that the standard deviation was 5.284 and that the mean score of the students on the pretest was 81.88. The researcher obtained the pupils' post-treatment grades using the material.

The t value is 22.277, the t table can be found by using the following formula:  $(a / 2)$ ; df equals  $(0.05 / 2)$ ; 33 equals 0.025; 33. sum totaling 0,825. As a result, the t value was  $22,277 > t$  table 0.825, indicating that  $H_0$  was rejected and  $H_a$  was accepted based on the fundamentals of decision-making through comparison with the t value with the t table. The aforementioned

justification led one to the logical conclusion that YouTube videos were a successful medium for teaching speaking English to SMAN 14 Makassar students in the 12th grade.

c. N- gain score

The results of the n- gain score test that mean score is 56.12% with “effective enough” category.

### **KKM**

Three students received scores that were higher than KKM (77) with a percentage of 8.82%, while 31 students received scores that were lower than KKM (77) with a percentage of 91.17%, both of which were classified as "fail." 31 students received scores greater than KKM (77), with a percentage of 91,17% classifying them as "passing," while 31 students received scores lower than KKM (77), with a percentage of 8,82% classifying them as "failing."

### **The interest of the students of using YouTube in learning speaking English**

The discussion consisted of two parts. The first put students related responses toward questionnaire. The second part was related the interview result. The findings of this research were taken from the result of the questionnaire. The data were collected from 34 students of class XII MIPA 1 at SMAN 14 Makassar. The questionnaire had 16 statements, and it would be divided based on variable. Questionnaire referred to students’ interest. In analyzing, the researcher

### **CONCLUSIONS**

Students' understanding of the material they are learning in class is improved thanks to the effectiveness of YouTube-based instruction in speaking English, which also helps students develop their speaking abilities and increases all aspects of speaking English. The students' interest in using YouTube as a teaching tool for speaking English at SMAN 14 MAKASSAR is high, with a mean score above 70, which is considered excellent. With a mean score of 65.4 on a scale of 100, the total number of student responses to 16 statements is considered to be "very high."

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