ENHANCING STUDENTS’ SPEAKING PERFORMANCE BY USING YOUTUBE VIDEO

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Abstract
The objectives of this research are (1) to identify whether or not and to what extent YouTube video enhance students’ speaking performance, and (2) to analyze the situation when YouTube video is implemented in the speaking class. The Classroom Action Research which was carried out at Muhammadiyah University of Metro for the Third Semester in the academic year of 2015/2016. In collecting the data, she used interviews, observations, questionnaires, diaries, documents, and tests. The data were analyzed through Constant Comparative Method and descriptive statistics. The research findings showed that YouTube can enhance students’ speaking skill. The improvement in students’ speaking skill includes: 1) Students had right intonation and stress in pronouncing sentences. 2) Students used accurate structure in grammatical accuracy. 3) Students used effective and appropriate word choice. 4) Students were able to keep the conversation going without hesitation, or inappropriate pause, or repeating words. 5) Students were well organized and clear ideas in interactive communication. The final result of the tests showed that their score were improving in the mean score; from 60 (pre-test) to 70 (test in cycle 1), 78 (test in cycle 2), and 80 (in cycle 3). Related to the strengths of YouTube video, includes: a) the class situation more life and fun; b) there were interaction between student–student and lecturer–student; c) the students more active and enjoy the lesson; d) students’ confidence increase, they not shy again when perform forward in the class; e) students’ speaking proficiency improved.

Keywords: Speaking Performance, YouTube Video

Introduction
Now days, English students are supposed to master four English basic skills, such as listening, speaking, reading, and writing which are emphasized in University. Moreover, mastering four skills will support the successful in learning language and speaking is not the exception. In other word, speaking is as one of the important skills which have to be mastered by students. In fact, the students were still difficulties to speak English. They still confused to use right intonation and grammar in speaking. Then, they used inappropriate word choice and their ideas weren’t clear enough in communication.

Some problems of this research dealing with the research are drawn as follows:

1. Can the use of YouTube video improve students’ speaking skill? If yes, to what extend is its improvement?
2. What are the strengths and weaknesses of YouTube video in this research?

The objectives of this research are to identify whether or not and to what extent YouTube video enhance students’ speaking performance, and (2) to analyze the situation when YouTube video is implemented in the speaking class. In this research, the researcher offers the solution to solve students’ speaking problems using YouTube video.

Methodology
Based on Kemmis and Taggart (in Hopkins, 1993: 48), the procedure of action research can be explained as follows:
a. Identifying Problems and Planning
   The activities are:
   1) Pre-observation toward the teaching speaking class in Muhammadiyah University of Metro.
   2) Preparing the material, making lesson plan, and designing the steps in doing the action
   3) Preparing list of students’ name and scoring
   4) Preparing teaching aids
   5) Preparing sheets for classroom observation
   6) Preparing test
b. Implementation the Action
   The lecturer applies the action of the teaching speaking by using YouTube video. In this step, the researcher implements the activities written in the lesson plan.
c. Observing
   Observation is one of the instruments which are used in collecting the data. The writer as the researcher observes the students’ activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data.
d. Reflecting
   After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of YouTube video in English teaching.

Finding and Discussion
1. The improvement of students’ writing skill in developing
   The use of YouTube video had enhanced the students’ speaking. Referring to the result of the pre test and post test, the students mean score was enhanced 4%. However not all aspects of speaking were constantly improved. The complete mean score was presented in the table below.

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Based on the table it can be concluded that the students had a good achievement at the end of the research. Their score was increasing from cycle 1 to cycle 3. Furthermore, the number of the students who passed the test increased up to 100% in the posttest 3. It was indicated for each elements of scoring.

2. The Strengths and the weaknesses of YouTube video
   The applying of YouTube video in students’ speaking skill had some strengths and the weaknesses. Those are some strengths and weaknesses of YouTube video.
   1. The strengths of YouTube video
      a) the class situation more life and fun; b) there were interaction between student–student and lecturer–student; c) the students more active and enjoy the lesson; d) students’ confidence increase, they not shy again when perform forward in the class; e) students’ speaking proficiency improved.
   2. The weaknesses of YouTube video
      a) The students were not controlled when they used internet; b) The students frequently opened another sites for teaching and learning process; c) The time management related to the classroom situation (internet connection); d) Teaching and learning process became noisy.

Conclusions
   The final discussion in the previous chapter can be drawn into two conclusions. Firstly, the use of YouTube video to teach speaking can enhance students’ speaking ideas. It is taken into account that the students had positive progress in speaking skill as
mentioned in the research findings. 1) Students had right intonation and stress in pronouncing sentences. 2) Students used accurate structure in grammatical accuracy. 3) Students used effective and appropriate word choice. 4) Students were able to keep the conversation going without hesitation, or inappropriate pause, or repeating words. 5) Students were well organized and clear ideas in interactive communication.

Supporting the statement, the students had higher mean score in the final post test (post test 3), which was 80.00. This score was above the passing grade which was settled at 65.00. The mean score had gradually improved since the second and the first post test. The students got 78.00 in post test 2 and 70.00 in post test 1. The result of pre test was 60.00.

The second conclusion is that the strengths and the weaknesses of YouTube video during the teaching and learning process. Referring to the research findings, the strengths of YouTube video were: a) the class situation more life and fun; b) there were interaction between student–student and lecturer–student; c) the students more active and enjoy the lesson; d) students’ confidence increase, they not shy again when perform forward in the class; e) students’ speaking proficiency improved.

Meanwhile, the weaknesses of YouTube video during the teaching and learning process were: The students were not controlled when they used internet. The students frequently opened another sites for teaching and learning process. The time management related to the classroom situation (internet connection). Teaching and learning process became crowded.

Bibliography


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