

## **The Application of Youtube Video To Improve Students' Speaking Skill At The 7<sup>th</sup> Grade of SMP Negeri 1 Tiakur Maluku Barat Daya**

<sup>1</sup>Aleda Fenska Nederupun, <sup>2</sup>J.Lekatompeppy, <sup>3</sup>Yulina Tiwery  
Corresponding Author: [edhafenska@gmail.com](mailto:edhafenska@gmail.com)<sup>1</sup>

### **ABSTRACT**

This study aimed to help students in the 7th Grade of SMP Negeri 1 Tiakur improve their speaking skills through the application of YouTube videos and find out the students' responses about the application of YouTube videos in helping them to improve their speaking skills. This research was conducted at SMP Negeri Tiakur Maluku Barat Daya; the research employed Classroom Action Research (CAR), which involves four stages: planning, acting, observing, and reflecting in each cycle. The data collected included tests, questionnaires and observations. Test results showed a notable improvement in speaking scores. Initially, none of the students passed the minimum mastery criterion (KKM) in the pre-test, with a mean score of 50,77%. By the second cycle's post-test, all students achieved a score above the minimum criterion, with a mean score of 76,15%. This substantial improvement suggests that the use of YouTube videos was a good method for enhancing students' speaking skills. The findings indicated that using YouTube videos to improve students' speaking skills was effective.

**Keywords:** *Speaking skill, YouTube, Learning with Technology*

### **INTRODUCTION**

Speaking is the ability to express or convey the mind, ideas, or feelings orally. The importance of teaching speaking is to train students how to speak well so students can get the information from the speaker as clearly as information is obtained. Teaching speaking in an EFL context is more challenging than those in the ESL and English as a native language context. This is because, in the EFL context, the students only study English as a school subject and do not use it for communication. Hence, the students need more opportunities to practice the language. This is a challenging task if the aim is to develop students' speaking skills.

According to Harmer (2007), there are three main reasons, or the most important reasons, to make students speak in front of the class or speak well outside of class. The first is the opportunity for students to be able to provide an idea in an expression. The second is feedback. The task of speaking in which students use language and they will know how to provide feedback and the last is students have the opportunity to enable various elements of language that they have. Besides those three aspects, the existence of media used in the learning process, especially in learning to speak, is also important because media can stimulate interest and encourage and attract students' attention to the topic being taught. Media can also save time and can make the class situation more alive (Rosada, 2020)

Based on the preliminary research study the researcher conducted through classroom observation, the researcher found several problems:

1. Students rarely speak English because they are afraid of making mistakes, and the opportunity was not given to them.
2. When the teacher taught English, she did not use media that could motivate the students to speak. The teacher also dominantly used Bahasa Indonesia when teaching.
3. The students did not really understand what the teacher was saying to them because their speaking was not well, so the researcher provided a YouTube speaking video to help them improving speaking skills.

To solve the problems found, the researcher is interested in researching using videos from YouTube to teach speaking skills. Arianti et al. (2018) mention that the application of video in teaching speaking presents interesting and understandable materials for building up students' speaking abilities. The video itself has a definition, according to Jere (2011), as cited in Arianti et al. (2011), as a tool that can consist of text and graphics and the way to enjoy it, such as the audience can watch by jumping from one scene to another. Moreover, in the teaching and learning process, there are many activities that can be done by English teachers using video, such as storytelling and group discussion.

Regarding the use of YouTube videos in teaching speaking skills, Mahendra (2020) mentions that YouTube video has many videos from existing and worldwide contributors; all video sites and streaming video sites make it easier and more interesting. YouTube can be a source of learning, and students can learn to speak. By using YouTube also, students can have a chance to observe how the original speaker speaks from the various videos that he obtained. Students can also choose the choice of voices and practice mimicry, expression, and intonation, as well as vocabulary, accurate with enjoyment and feel confident in doing exercises to add knowledge.

Based on the problem and the explanation above, the researcher would like to propose a research entitled "The Application of YouTube Video to Improve Students' Speaking Skill at the 7th Grade of SMP Negeri Tiakur 1 Maluku Barat Daya." with two research questions as follow:

1. How can Youtube Video be applied to help students' speaking skill at the 7th Grade of SMP Negeri 1 Tiakur?
2. What are the students' responses toward the use of YouTube to improve students' speaking skill at the 7th grade of SMP Negeri 1 Tiakur?

## **REVIEW OF LITERATURE**

### **2.1. Concept of speaking**

According to Harmer (2007), there are three main reasons, or the most important reasons, to make students speak in front of the class or speak well outside of class. The first is the opportunity for students to be able to provide an idea in an expression. Opportunities for students to speak without feeling afraid. The second is feedback. The task of speaking in which students use language. They will know how to provide feedback for lecturers and students or others. Everyone can see how well they do, how it works or not, and also what language problems they experience. The last is students have the opportunity to enable various elements

of language that they have and use these elements automatically (Vocabulary, grammar, pronunciation, fluency).

Speaking skills fall into two main categories: accuracy and smoothness. Accuracy is the use of grammar in pronunciation and vocabulary or sentences through some activities; smoothness takes into account that “student ability will continue when the student is given the opportunity to speak spontaneously” (Kherili, Khalili, & Beheshti, 2016). Sidik (2013) argues that “indicating that the interaction or cooperation between the mouth can be characteristic in terms of routine, which is a conventional way to present information that focuses only on information or interaction”. According to Koşar & Bedir (2014), speaking is also an interactive process of building good meaning from producing and receiving information. From the preceding, we can conclude that speaking is one of the language skills that focus on verbal interaction. Berbica is to produce, transmit or receive information accurately and smoothly. The speaker must pay proper attention, pay attention to vocabulary, or grammar, as well as pronunciation clearly. (parmawati & inayah: enhanced student speaking skills).

## **2.2. Teaching Speaking Skill in EFL context.**

Teaching speaking in an EFL context is more challenging than in an ESL and English as a native language context. This is because, in the EFL context, the students only study English as a school subject and do not use it for communication. Hence, the students need more opportunities to practice the language. This is a challenging task if we aim to develop students' speaking skills. Optimizing classroom time with practical activities may be a better option to choose. This paper discusses some concepts related to teaching speaking in EFL classrooms. The discussion will cover the definition of speaking, functions of speaking, principles of teaching speaking, how learners learn a language, and some practical activities to promote speaking skills.

According to Brown (2004), there are several activities that can be applied in EFL classrooms. The activities are as follows:

### **1. Imitative**

The overview of this activity is like the behaviour of a parrot, who usually duplicates every sound from his employer. The learners are only focused on reflecting on the voice and not on any grammatical rules. For example, if the teacher utters the sentence "simultaneously the police were pointing their gun at the robber," then the learners will pronounce the sentence loudly.

### **2. Intensive.**

Intensive is like the learner's activity to demonstrate some language aspects such as grammatical, phrasal, phonological, relationship, and lexical. It means that the learner has started to realize the structure of language. The activity is to help students speak intensively after working on the previous activity (imitative).

### **3. Responsive**

After learning and understanding the language elements, the learner begins to practice the interaction in the basic conversation, such as learners' responses in the activity of asking and giving opinions, greeting expressions, and excusing expressions. The concept of responsive

may be similar to the activity of imitating, but the difference is that learners give responses without duplicating the utterance.

#### 4. Interactive.

The level of interactive speaking activity is higher than the responsive. This activity encourages learners' participation and activeness in speaking for either transactional functions, such as delivering ideas or opinions for exchanging certain information or for interpersonal functions that direct to building social relationships.

#### 5. Extensive (monologue)

Speaking extensively is the advance of oral production activity that tasks given to the learners include debating, speech, oral presentation, and storytelling. in line with the opportunity to communicate orally. Therefore, the teacher directs the learners to be active in speaking..

### **2.3. Problem in Speaking.**

According to Richards (2008), while practising speaking skills, students often meet some problems. There needs to be more vocabulary needed to talk about common utterances. For the learners, the vocabularies are different from native speakers. Usually, the vocabulary is simpler, so when they meet uncommon vocabulary, they will need help in how to respond to it. Besides, speaking slowly and takes too long to compose utterances. Learning a new language, especially in practice speaking skills, needs extra time. However, learners need to become more familiar with foreign languages. When the students try to produce sentences in second language acquisition, their brains work harder. They also need to refrain from participating actively in the conversation.

There is a possibility that the learners cannot involve themselves well in the middle of a conversation about second language acquisition. It is caused when they are in the middle of a conversation; they have to do two activities. Those activities are understanding the conversation and trying to produce sentences in order to respond to the conversation. Good grammar is also a problem for learners. In order to avoid grammatical mistakes in speaking activities, students need to learn the theories of English. One of the difficulties in training speaking skills is that the learners need more knowledge of grammar. Understanding grammar is important to support students' speaking skills.

Another problem is poor pronunciation. Pronunciation is a crucial thing. Learning how to pronounce words is important. According to Derwing and Murno (2005), pronunciation helps learners communicate normally and can be understood easily.

### **2.4. YouTube Video**

YouTube movies or videos as a medium to teach, talk and speak English, especially when talking about something important. Some students are often embarrassed when they have to talk. They are very afraid to speak, especially in front of classrooms or in front of the teacher. They fear making mistakes due to a lack of concentration and a loss of vocabulary in their minds. The teaching and learning process is the communication process. A teacher or lecturer should use the right techniques or media to teach English effectively, capable of encouraging students to speak and issue opinions. The use of audiovisual media such as movies or YouTube can help students better understand the material or message given by

teachers and lecturers to them of students. According to Harmer (2003), there are many reasons why videos on YouTube they watch are capable of improving the learning experience: a. Seeing the use of language: One of the main uses of YouTube videos is that students are not only hearing the language, they also see it. This is very helpful to understanding; for example, general meaning and mood are often delivered through phrases, cues, and other visual instructions that are earned from the YouTube video. Breakfast. Cross-cultural awareness: Video is unique and easy to help students see the situation far out of their classes, or even in other countries. Literature reviews related to the role of technology.

The availability of authentic ingredients such as images, animations, audio, and video clips and videos of videos makes it easier to present at once practising language (Cakici, 2016). With the existing technology integration and so advanced, students can be motivated and are most motivated and become more fun learning in this subject learning language. Classes are more creative and so interesting for students. The existence of the latest level of cutting-edge technology currently has a great impact on communication's progress, so communication is no longer limited to face-to-face communication but also online communication, which can be done without time and distance. Industrial 4.0 has affected the way learning students and the teaching teachers. Using technology, many authentic ingredients are earned through YouTube and can be motivated in the learning language Shyamlee and Phil (2012).

## **2.5. Procedures of Using YouTube video in teaching Speaking Skill.**

There are several activities that will be used using You Tube videos

### **1. Silent Viewing**

The teacher plays a video with normal speed without the sound. Then, the students have to guess what the characters are saying. The teacher can also play the video with sound again to check the answers

### **2. Sound On And Vision Off Activity**

The teacher will play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

### **3. Repetition and Role Play**

The teacher will play a scene with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. Role-play involves students as active participants. As each student plays the assigned role and they have to act out.

## **METHOD**

### **3.1. Research Design**

The type of this research is Classroom Action Research (CAR). According to Kemmis & McTaggart (1982), cited by Garin (n.d), action research is deliberate, a solution-oriented

investigation that is a group or personally owned and conducted. It is characterized by spiralling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally, problem redefinition. Moreover, action research can be defined as a form of inquiry aimed at solving a specific and practical school problem. As a result can only apply or overcome one situation.

### **3.2. Setting and Subject of the Study**

The research had been conducted at SMP Negeri 1 Tiakur which is located on Tiakur Vilage Moa Island. The research took class VIIc, with the total number of students being 30. This class is taken as the subject of the research since the problems in speaking were identified in the class.

### **3.3. Research Procedure**

In conducting the research, the researcher used the procedure adapted from Kemmis and Mc Taggart (1988) as in the explanation below:

#### **1. Planning**

In this step, the researcher worked together with the English teacher to set the plan. The activities were set based on the research schedule, designing lesson plans, preparing teaching materials, and setting criteria for success. This research is planned to be done in two cycles, with 4 meetings in each cycle.

#### **2. Implementing**

In this step, the researcher and the English teacher took turns teaching the students.

#### **3. Evaluation/Test**

The evaluation was used to see students' speaking improvement using YouTube videos. The test is an oral test and is assessed by two examiners, the researcher and the English teacher.

#### **4. Reflection**

In this step, the researcher and the English teacher discussed and analyzed the result of the test based on indicators of success according to their evaluation result.

### **3.4. Technique of Collecting the Data**

In collecting data, the researcher used 3 kinds of research instruments that are described in the following:

#### **1. Test.**

The test be implemented orally. The teacher and researched assessed the students when they took oral tests.

#### **2. Questionnaire**

The purpose of questionnaires was to identify students' perception of the application of You Tube in helping students' speaking skill. The questionnaire consists of 15 questions.

#### **3. Observation**

The research will also conduct the observation checklist by the help of the teacher in the learning process in the class. The research is the observer when the teacher is teaching the

class and vice versa. The observation activity be like the situation when the teacher-researcher deliver material, learners' responses and attitudes when the learning process are being carried out. To do this activity the researcher use observation checklist.

### **3.5. Data Analysis Procedure**

The data be analyzed quantitatively and qualitatively. Quantitative data be test and questionnaire, while qualitative data will observation checklist.

#### **1. Oral Test**

The researcher calculate the leaners' tests scores based on table of the scoring rubric in the previous page.

- The highest score for each students = 20
- Students score are obtained by dividing the total value of the acquisition by the maximum score =  $20 \times 100$ .
- For example student A get a score : 14, then the score is  $14/20 \times 100 = 70$ .

#### **2. Questionnaires**

In analysing the questionnaire result, the researcher used Sudjana's formula in (2019))as follow:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency

N : Number of respondents

100% : Constant number

#### **3. Observation Checklist.**

The observation checklist is analysed in the descriptive form.

### **3.6.Indicator of Success**

The indicator of success for this research is if 70 % of the total students or 16 students are inadequate level.

## **FINDING AND DISCUSSION**

### **4.1 The Result of Pre-Test**

The purpose of the pretest was to measure the students' speaking competence before applying the YouTube video through Classroom Action Research. The researcher conducted the pre-test on 25th May 2023. It started at 10.00 am and ended at 11.40. The pre-test was in the form of an oral description of "Describe People". Each student was allowed to choose a person who they would like to describe. The number of students who attended the class at the time was 30. The test was run well. The Teacher and the researcher worked together to assess students' performance during the test.

The Teacher –researcher collected and calculated the data in a scoring rubric. The score was taken from the rubric, which consisted of pronunciation (P), Grammar (G), Vocabulary (V) and Fluency (F). The result of the pre-test showed the mean score was 3,50. It means that the students’ speaking mean score before implementing the Action Research was 43.46. based on the pre-test result. It could be seen that students’ speaking skills were very low.

No	Name	P	G	V	F	Pre- test
1.	A1	1	1	2	2	20
2.	A2	2	2	2	2	40
3.	A3	2	2	2	3	50
4.	A4	2	2	2	2	40
5.	A5	1	1	2	2	20
6.	A6	2	2	2	2	40
7.	A7	2	2	2	2	40
8.	A8	2	2	2	2	40
9.	A9	1	1	2	2	30
10.	A10	2	2	2	2	40
11.	A11	2	2	2	2	40
12.	A12	2	2	2	2	40
13.	A13	2	2	2	2	40
14.	A14	2	2	2	2	40
15.	A15	2	2	2	2	40
16.	A16	1	1	2	2	20
17.	A17	2	2	2	2	40
18.	A18	2	2	2	3	50
19.	A19	2	2	2	2	40
20.	A20	1	1	1	2	20
21.	A21	2	2	2	2	40
22.	A22	2	2	2	2	40
23.	A23	2	2	2	2	40
24.	A24	1	1	2	2	30
25.	A25	2	2	2	2	40
26.	A26	2	2	2	2	40
27.	A27	2	2	2	2	40
28.	A28	2	2	2	2	40



29	A29	2	2	2	2	40
30	A30	2	2	2	2	40
<b>Sum</b>						<b>3,50</b>
<b>Average</b>						<b>20</b>
<b>The highest score</b>						50

*Table 1. The Pre-test Result*

Data based on table above shows that the students' speaking skill was still very low. It can be seen from the total score in which there were only 2 students (6,67%) got 50, 22 students (%) got 40, 2 students (%) got 30 and 4 students (%) got 20.

#### **4.2. The Result of First Cycle**

There were four meetings in this cycle. In every meeting, the researcher and the teacher worked together. The English teacher in this case became the collaborator who assisted the researcher to teach students speaking skill through youtube video.

Based on the fact, teacher – researcher collaborate to plan and to prepare the anything that the researcher needed for performing the research.

##### **a. Planning**

The activity the research did after consulting with the teacher were:

- 1) Prepared syllabus, lesson plan and material of speaking pre and post - test students' attendance list and scoring rubric .
- 2) Asked the students to make a YouTube video to learn in the class.
- 3) Prepared the students and teacher checklist and sent to the as the class observer to see the suitability
- 4) Prepared the sample YouTube Video in class speaking
- 5) Prepared the computer as the alternative device to help teaching proses. Additionally, the collaborator teacher had prepared the application of learning in the class and doing the work in the class with a friend. To achieve the purpose of this research, the teacher – research discussed the material “describing people”. Materials really in the YouTube. Students just put their attention to follow lesson from YouTube.

##### **b. Acting**

At the first meeting, on Tuesday, May 23, 2023, the number of students who attended the class was 30. The researcher explained material descriptive text about describing people. All students participated well in the class. they were enthusiastic during the class. It could be seen when they raised hand then asked what they did not understand and also they were confident to answer the given questions by the researcher or the teacher.

At the second meeting, held on Wednesday, May 24, 2023, the teacher divided the students into pairs after they played and watched a YouTube video about describing people. Then, every pair should write down the words they used to describe and put them all into a conversation that could describe their partners. The students participated well in the following

learning activity, which was on YouTube. The learning process was going well. The class was attended by 30 students.

At the third meeting held on Thursday, May 25, 2023. In this meeting, the students would practice the conversation that they had yesterday. Thus, the researcher gave 4-6 minutes to every pair for practicing in front of the class. Some of them looked shy, but they tried to perform as well as they could. They found that half of them were mispronounced, and after practicing, the teacher advised them to not be shy or afraid of making mistakes in learning a language. The class was attended by 27 students.

At the fourth meeting on Friday on May 26, 2023, the teacher gave the students an option to chose one the videos that they watched in the previous meetings for being an instruction to make a description to present. It would be a post test for the teacher to know what's the students cognitive of the materials that they learnt and watched from youtube. As seen by the teacher, most of the students prefer to second videos. It triggers the teacher's desire to know their reason. They said that, they still remember about it because it just had learnt yesterday. the class' atmosphere was very strening and challenging for the students. The researcher-teacher evaluated students' speaking performance by using the provided scoring rubric. The result of the students' post test could be seen in the following description.

### 4.3 The Result of Post-test

After treatment, the reseacher did a post test to find out the students' speaking skill so far during learning by youtube videos. The table below provide the information of students' posttest result in first cycle. Many students whose value did not get this standard expected. There were 12 (40%) students who got pointt 60 while 8 (26,7%) students got point 50. 3 (10%) students who get point 45. 3 (10%) students who get point 40. 2 (6,7%) students who get point 35 and 2 (6,7%) students get the point 50. The table below provides the detailed data of students' speaking post test at the first cycle that consists of their pronunciation, grammar, vocabulary, and fluency.

No	Name	P	G	V	F	Total	Score
1.	A1	2	2	2	2	8	40
2.	A2	3	2	4	3	12	60
3.	A3	2	3	4	3	12	60
4.	A4	2	3	4	3	12	60
5.	A5	1	1	1	2	5	25
6.	A6	3	3	4	3	13	60
7.	A7	2	3	4	3	12	60
8.	A8	1	1	1	3	7	35
9.	A9	2	2	2	2	8	40
10.	A10	3	2	3	2	10	50

11.	A11	3	2	2	3	10	50
12	A12	3	2	2	3	10	50
13.	A13	3	2	2	3	10	50
14.	A14	3	2	4	3	12	60
15.	A15	2	2	2	3	9	45
16	A16	2	2	2	3	9	45
17	A17	3	2	3	2	10	50
18	A18	3	2	2	3	10	50
19	A19	3	2	2	3	10	50
20	A20	3	2	2	3	10	50
21	A21	3	2	4	3	12	60
22	A22	2	2	2	3	9	45
23	A23	2	2	2	2	8	40
24	A24	3	2	4	3	12	60
√25	A25	2	3	4	3	12	60
26	A26	2	3	4	3	12	60
27	A27	1	1	1	2	5	25
28	A28	3	3	4	3	13	60
29	A29	2	3	4	3	12	60
30	A30	1	1	1	3	7	35
<b>Mean</b>		<b>2,3</b>	<b>2,7</b>	<b>2,1</b>	<b>3,1</b>	<b>10</b>	<b>50,77</b>

*Table 2. Score of students post-test in cycle 1*

### c. Observing

To find out the behavioral action of students when the researcher taught them, the collaborator teacher observed all the class process by using a checklist which is in the following table:

No	Teachers activity	Yes	No
1	Checking the attendance of students	√	
2	Brainstorming the new topic	√	
3	Delivering the material	√	
4	Giving students oppurtunity to practice speaking by YouTube	√	
5	Guiding the students do activity based on youtube video	√	

6	Giving feedback and motivating the students	√	
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No	Students' activity	Yes	No
<b>A</b>	<b>Students knowledge</b>		
1	Giving respon to teacher about the given lesson	√	
2	Speaking practice (showing a response with expressions when speaking to explanation from the teacher in the classroom	√	
<b>B</b>	<b>Students do something to understand the subject matter (building understanding)</b>	√	
1.	Speaking practice in front of classroom by focus on the examples of the YouTube Video.	√	
2.	Trying to be creative in making video from YouTube	√	
3.	Thinking Critically (for example being able to find irregularities, or shortcomings made by others in conveying a material through an example of learning material sent by the teacher.	√	
<b>C</b>	<b>Students communicate the results or their thoughts</b>	√	
1.	Expressing the opinion or ideas with classmates	√	
2.	Explaining in the form (Voice, Video) via the YouTube Video	√	
3.	Presenting or delivering the result of the task in the form of YouTube	√	
<b>D</b>	<b>Students think reflectively</b>	√	
1.	Commenting and concluding the learning process either through the video	√	
2.	Correcting errors in the learning process.	√	
3.	Summarizing the learning process in his/ her own words	√	

*Table 3. Observation Checklist*

The observation checklist was used by the teacher and also the reseracher as the guidance of teaching. The description on the table above was the good result because teaching speaking by youtube video could be run in a good way.

d. Reflecting

Teaching and learning by applying youtube video was very effective and adaptable. Through the youtube video, the students could learn the lesson anytime and anywhere even the students could learn again the lesson from the youtube video that the students already

downloaded and saved. The application is effective to improve students' speaking ability but it does not mean that all students in all meeting were success when taking the post-test. First, these students were the beginners in learning English. Because their vocabulary and grammar in speaking English were still low. These students had the English lesson when they were at junior high school because they had no English teacher in elementary school. In this case, they were new to recognize the vocabulary or the grammar they learned. Second, was the function of YouTube as the media for learning.

The students also did not understand well the YouTube function. So, for helping the students, the researcher-teacher explained the YouTube function before started to implement it in speaking class. Third, internet network. When researchers conducted this study, other natural obstacles was unstable internet connection, so that the learning process by using YouTube has a few problems with the Internet network. The researcher then reported it to the teacher for getting an excellent response. The last was lack of confidence from students. Speaking in English in front of class was a good thing but because of the lack of confidence from the students made them not dare to appear in front of the class especially when practiced in English. They raw speak in front of the class. For the researcher this was a challenge in her research. Researcher communicated this thing to the teacher to evoke students and confidence students so that they slowly began to speak in front of the class.

#### **4.4 The Result of Second Cycle**

Moving to do the cycle 2 is the consequence when the result of cycle 1 did not achieve the indicator of success of the research. After collected the result of test found in cycle 1, then the researcher discussed again with the teacher for re-planning, re-acting, re-observing, and re-reflecting.

##### **a. Planning**

In this stage, the researcher prepared the lesson plan, new topics for teaching, searched for interesting youtube video based on the topics, and also the observation checklist that was used for observing the activities during the class. The evaluation format also prepared by the teacher and researcher in this stage.

##### **b. Acting**

At the first meeting on the second cycle the first meeting on Tuesday on May 30,2023, the number of students who attended the class at the time of 30 students. All students were participated well in following learning to be used is the learning of YouTube. The learning process is going on well. Teacher make a group for students.

At the at the second meeting, on Wednesday on May 31,2023, the number of students who attended the class at the time of 30 students. All students were participated well in following learning to be used is the learning of YouTube. The learning process is going on well. Teacher the group and prepare to watching the videos. Videos about describing people. And after watching the film students make a conversation about describing people same there watching from film.

At the meeting to there on Monday on June 05 ,2023, the number of students who attended the class at the time of 30 students. All students were participating well in following learning to be used is the learning of YouTube. The learning process is going on well. And student practice the conversation.

At the meeting to four on Tuesday June 06, 2023, the number of students who attended the class at the time of 30 students. All students were participating well in following learning to be used is the learning of YouTube. The learning process is going on well. In this meet is a finally and students must conversation with a friend.

No	Name	P	G	V	F	Total	Score
1.	A1	2	3	3	2	10	50
2.	A2	4	4	4	3	15	75
3.	A3	5	4	4	4	16	80
4.	A4	4	4	4	3	15	75
5.	A5	2	3	3	2	10	50
6.	A6	4	4	4	4	16	80
7.	A7	4	4	4	3	15	75
8.	A8	4	4	4	3	15	75
9.	A9	3	2	3	2	10	50
10.	A10	4	4	4	3	15	75
11.	A11	4	4	4	3	15	75
12.	A12	4	4	4	3	15	75
13.	A13	4	4	4	3	15	75
14.	A14	4	4	4	4	16	80
15.	A15	4	4	4	4	16	80
16.	A16	2	3	3	2	10	50
17.	A17	4	4	4	3	15	75
18.	A18	5	4	4	4	16	80
19.	A19	4	4	4	3	15	75
20.	A20	2	3	3	2	10	50
21.	A21	4	4	4	4	16	80
22.	A22	4	4	4	3	15	75
23.	A23	4	4	4	3	15	75
24.	A24	3	2	3	2	10	50

25	A25	4	4	4	3	15	75
26	A26	4	4	4	3	15	75
27	A27	4	4	4	3	15	75
28	A28	4	4	4	3	15	75
29	A29	4	4	4	4	16	80
30	A30	4	4	4	4	16	80
	<b>Mean</b>	<b>3,5</b>	<b>3,8</b>	<b>3,7</b>	<b>4,2</b>	<b>15</b>	<b>76,15</b>

*Table 4. The Result of Post test*

The table above indicates that after implementing the youtube video for students practiced speaking at the second cycle; the result of post test in this cycle improved significantly that means youtube video is effective.

### **c. Observing**

In this stage, the researcher observed the teacher as the collaborator during the class process. The researcher used a format of observation checklist that was similar with what was used too in the previous cycle. The checklist consisted of three parts to observe the whole class process that were pre-teaching, whilst- teaching, and post-teaching. In this case, after the researcher and teacher collaborated and cooperated to implement youtube video in cycle 1, they also worked together to success the cycle 2 in order to achieve the indicator of success. Based on the result of this stage, the researcher got data about students' success on speaking test performance which can be seen on the previous part. The researcher and the teacher focus on four speaking aspects such as pronunciation, grammar, vocabulary, and fluency. The data showed that cycle 2 was successful done in which the result achieved the indicator of success. There were 25. Of students passed the examination. The result indicates that students' speaking ability had improved since the researcher applied the youtube video. This result also indicates that the researcher should not continue the research but the research should ended the research, collected all of research data, discussed with the teacher, and started writing the research report, then consulted with the advisors.

### **d. Reflection**

After collected the scores of speaking test in cycle 2, the researcher acknowledged that there were still problems encountered during the research. Although in the first or first stages of the week research is much of the problem faced but researcher remain optimistic and eager to carry out retracing. As the new thing for students at this school who learned English especially practiced the speaking skill by youtube video, for them it was so important and of great benefit to them when they used the youtube video as their learning media. But what was a problem at this stage was the matter of time in the ongoing learning process that was so fleeting that it needed to accelerate the assessment process so that many teachers are pursuing material completion that researcher had to wait until the class was over and that researcher

could continue teaching speaking in the classroom. Even so, everything might run smoothly and researcher could achieve the satisfy result in second speaking test.

#### **4.2 The Result of Questionnaire**

Based on the data collected from the Questionnaire; 18 students or 90 % of the students were excited to learn speaking skill with YouTube to improve students' skill. The students were interested to learn speaking skill through this media and they were understand enough the rules of the this teaching media. that was why they were able to motivate first their inquiry to practice speaking and they were able to improve it.

For question number one; 15 students chose really agree (50%) and 15 students chose agree. number two; (50%) 14 students chose really agree (46%) and 16 students chose agree (53%). For number three; 3 students chose really agree (10%), 1 student chose agree (10%) 20 students chose disagree (66,7%) and 6 students chose very disagree (20%). To number four; 11 students chose to very agree (37%), 16 students chose agree (54%) and 3 students chose disagree (10%). To number five; 16 students chose very agree (54%), 11 students chose agree (37 %) and 1 student chose very disagree (10%). Number six 13 students chose agree (44%), 16 students chose disagree (54%) and only one student chose very disagree. To number seven; 21 students chose very agree (70%) and 9 students chose agree (30%). Number eight; 16 students chose very agree (54%) and 14 students chose agree (47%). to number nine; 3 students chose very agree (10%), 20 students chose agree (67%), 5 students chose disagree (17%), and 2 students chose very disagree (7%). To number ten; 8 students chose very agree (27%), 19 students chose agree (64%), 3 students chose disagree (10%). To number eleven; 2 students chose agree (7%), 24 students chose disagree (80%) and 4 students chose very disagree (13%). In number twelve; only one student chose very agree, 20 students chose agree (67%), 7 students chose disagree (23%) and 2 students chose very disagree (7%). To number thirteen; only one student chose very agree (3%), 23 students chose agree (77%), 5 students chose disagree (17%) and only student again chose very disagree (3%). To number fourteen; only student chose very agree (3%), 19 students chose agree, 8 students (27%) students chose disagree and 2 students chose very disagree (7%). And the last number; 3 students chose very agree (10%), 17 students chose agree (57%), 8 students chose disagree (27 %) and 2 students chose very disagree (7%). According to the description above, the researcher concluded that (90%) of the students loved speaking skill learning and they also acknowledged that they should learn and should practice speaking more and more in order to improve speaking and they could also use a YouTube video as their learning media to study more.

### **DISCUSSION**

#### **4.5.1 The Students' Speaking Ability Improvement in Every Cycle**

Result of the data obtained from the performance of class action, the data of 30 students to be collected turned to be only 20 who had to complete the data to analyze. While in complete data the 2 students because they were not actively at the second meeting of cycle 1 and the third meeting of cycle 2. The test result of cycle 1, the data showed students achieved more or equal score 70, and 10 students lack understanding when learning using a small group speaking, this is because the students could not finish the their form the videos. Teacher was



expected to master the lesson plan and gave reward to students. Students must had ideas to learn the videos from YouTube.

The first cycle was failed, so the research and the English teacher decided to do to do the second cycle, and the second cycle showed significant progress in which from the 30 students; 5 students (42,11%) of the students could get the criteria of success. The result of study showed that 14 students (53,31%) of the students had an excellent level, 5 students (42,11%) of the students had the good score, 10 students (35%) the students had a fair level and 1(one) student (10%) of the students had a poor level. So from the first cycle, the cycle improved the grammar, pronunciation, vocabulary and fluency in the cycle one. the next cycle was improved too. In the cycle 2, the students improved and they had good score for vocabulary, pronunciation, grammar and fluency so with learning by YouTube video in the cycle 2, students' pronunciation was very maximal.

#### **4.5.2 The Effectiveness of Youtube Video in Improving Students' Speaking Ability**

By the rapid evolution of technology, especially in the realm of education, YouTube videos have emerged as valuable learning tools. When students incorporate video content into their learning process, they find it highly engaging and become more motivated, fostering creativity and providing exposure to diverse experiences and cultures, as highlighted by Hadijah in 2016. While several video platforms like Vimeo, iTunes, and Google Video are available for students, YouTube, as reported by Muhammad et al. in 2014, stands out as the most widely used platform today. Youtube could be facilitating in the process of learning english, students free to choose what english lessons that make them comfortable to learn and the very important is what lesson that fit in their english level. In addition, on YouTube there are different features that students can use to support their learning process for example; search, play and pause, subtitle, playback speed, playlist, subscription, comment, like and dislike.

Speaking is a important skill which must be mastered by the students in order to be able to communicate efectifelly. So they have better exposure toward speaking aspects like pronunciations, vocabulary, and intonation which then resulting at improvement on the other aspect of speaking. For its implementation in the classroom, the teacher can use certain techniques such as. Finally they come back to share their ideas about what the videos is about. (ganesha university of Education, 2021, wayansastragunad@Undiksha.ac.id). Youtube is help the students who have introverts personality to be able to practice and show their speaking ability by learning from YouTube Videos. Youtube Improving students speaking skill, as follow:

1. Students can access the video for learning anywhere and anytime.
2. Students can get the video of authentic English.
3. Students can learn in a fun and interesting way.
4. Students can be more focus to the material and become interactive in learning.
5. Students can give comments and sugestions to the video.
6. Students can find many authentice example especially in improving students speaking skill. (Universitas pendidikan Ganesha, Indonesia,puput Enik Kristian, Dkk, 2021)

Based on the description in the previous paragraph, it can be concluded that teaching speaking skill in case to improve students' ability to speak by youtube video was successfully done. However, in the process of using the youtube video as the media to teach speaking skill without any shortcoming. Therefore, in this part also, the researcher would like to describe several things as the weakness when the researcher applied the youtube video. There are some weakness of teaching using youtube videos the things are:

1. financial constraints

To access Youtube needs internet quota and buying it was not cheap. If there is Wifi should not need to buy internet quota

2. The Problem Internet Connectivity

In accessing YouTube need the stability of Internet connection to make the process of learning going successfully.

3. Media to access internet.

To access the internet needs media to access and make a data in internet. our needs a computer or hand phone too to access and learn more in internet by YouTube Video for example.

4. Cannot detect any real news or hoax information in a comment or live broadcast.

## CONCLUSION

To help students at the 7th Grade of SMP Negeri Tiakur Speaking Skill, the researcher applied Youtube video and to know students' responses about the application of YouTube video in helping their speaking skill, the researcher used questionnaire beside two other tools as the research instruments. Based on research data collected, Youtube video in this study basically to help and to enhance students' speaking skill. During the process of teaching and learning in the classroom, the researcher-teacher provided easy procedures for students in order to encourage and assist them to be able to improve speaking skill by Youtube video. In addition giving feedbacks and direction are also useful in the class process. Even though this study especially the result in the second cycle achieved a high mean score based on the assessment through the students' speaking performance after the class treatment, But, it does not mean this score is a definite score which indicates that all student in this class can speak English better after the study. The students were helped to improve their speaking by the implementation of Youtube video.

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