

# INCREASING ENGLISH SPEAKING SKILLS THROUGH YOUTUBE

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## Abstract

The purpose of this study was to find out if the ability to speak English effectively by 10th graders at SMA IT Rahmaniya was improved by using YouTube. This paper focused on implementing YouTube as a method for teaching speaking that is different, interesting, and fun, while creating a classroom atmosphere that is comfortable and increases students' enthusiasm for learning. This paper used the qualitative descriptive method as the method of research. The result of using YouTube was very effective because it allowed students to speak with more confidence and expression. They also did not have to worry about the phrases they used when speaking because they were able to see how foreigners speak English properly and correctly.

**Keywords:** teaching, English, speaking, technology, multimedia, YouTube.

## Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan berbicara bahasa Inggris secara efektif dengan memanfaatkan media YouTube di SMA IT Rahmaniya, untuk kelas X. Penelitian berfokus pada implementasi YouTube untuk pengajaran berbicara yang berbeda, menarik, menyenangkan, menjadikan suasana di kelas nyaman dan meningkatkan semangat belajar untuk siswa kelas X SMA. Penelitian ini menggunakan metode kualitatif deskriptif. Hasil dari penggunaan media YouTube selama pembelajaran di kelas sangat efektif, karena siswa berbicara dengan percaya diri dan lebih berekspresif. Siswa juga tidak perlu khawatir mengenai

frasa yang mereka gunakan ketika berbicara bahasa Inggris, karena mereka sudah melihat bagaimana orang asing berbicara bahasa Inggris dengan baik dan benar.

**Kata Kunci:** mengajar, Bahasa Inggris, berbicara, teknologi, multimedia, YouTube

## Introduction

The structures of spoken language is quite different from the written language, which they have time to plan, edit and correct what they produce. Our personality, ourselves image, our knowledge of the world and our ability to express our thoughts are reflected in our speaking performance (Luoma, 2004). Teaching learners to speak another language means helping them develop specific sets of interactional and communication skills, because spoken communication takes place in real time (Hinkel, 2018). The way teacher teaches the students is still monotonous teaching style in which there is no utilization of innovative teaching and learning media that can motivate the students to learn (Gunada & Wayan, 2017). There are some schools that are still using monotonous teaching style, which the teacher is explaining the material, writing it on the board, and opening question and answer session. Meanwhile, the students just sit on the chair, write down the materials. They also keep silent when the teacher asks them in question and answer session. In speaking class, many students have no self-confidence, shyness to speak, being afraid of making mistakes, and feeling nervous. So that, they cannot verbalize and end up saying nothing.

In SMA IT Rahmaniyah, where the research was taken place, the writer found problems of learning English speaking skill that come from students, teacher, strategy, and facility of learning. The problems related to the learning process in the classroom are: 1) Some students are afraid to make mistakes in front of their classmates. 2) Some students keep asking their friend about English vocabulary for making a sentence. 3) The students have difficulty in verbalizing what they think. 4) The students need quite long time to make and speak one sentence. 5) Some students are not sure what they are talking about. The result of interview concluded that other problems in English speaking skills are grammar, fluency, and pronunciation. These problems ever found by Sayuri. In his research found that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems which were obtained from personal students'

information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say (Sayuri, 2016). The same argues that students have problems in expressing themselves in speaking due to reluctant, hesitation, afraid of making mistakes, lack of adequate vocabulary, and lack of practice that makes students find it is hard to utter sounds in English fluently. The students hesitated and were reluctant to speak because they had nothing to say. Even though they had something in mind, they were inhibited by not being confident since they were afraid of making mistakes in grammar and they were worried if the other students laugh at them when they make mistake (Syamsurizal, 2015)

While the problem related to teacher, strategy and facility are; 1) The English teachers still use monotonous teaching style to teach English; they pay too much attention to the content of what they teach, instead of how they teach the materials. It needs media to support their technique. YouTube is able to teach English speaking skills. The previous research showed the effectiveness of YouTube in learning. Guan, Song, & Li (2018) concluded that By using multimedia technology, students' interest in learning can be improved and by using useful and auxiliary teaching tools, teachers' teaching tasks become much easier and teachers' passion in teaching is recalled. Other finding show that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation (Riswandi, 2016). Youtube the potential to be used as an instructional tool in the performing arts in line with current trends of collaboration and social networking in education (DeWitt et al., 2013). The majority of the videos examined for this study lack the comprehensive approach necessary to safely guide someone seeking information (Selvi, Tulgar, Senturk, Topcu, & Ozer, 2019).

YouTube, with hundreds of millions of videos from contributors across the globe, the streaming video site makes it easier than ever to learn English. Using YouTube as a multimedia has been familiar for people nowadays; students can effectively to learn speaking. By using YouTube, students have chance to observe how native speaker speaks from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing. Meanwhile, this study focused to increase students' critical thinking from the video, so students are able to fluency in speaking, mastering of grammar and vocabulary, and using English for their life

both of active or passive situation. Besides that, the teacher can use video that completed with the role playing. It is more interesting than only watching video. Kolnel & Zendrato (2019) that role playing is able to improve students' speaking.

The purpose of this study is to help students learn using media YouTube. So, the writer is interested in conduct the research in teaching English speaking through YouTube.

## **Research Method**

This paper uses qualitative descriptive methods as the method of the research. The analysis begins with teaching speaking for 10th grade using media YouTube in SMA IT Rahmadiyah. Procedures of the analysis begin with observation. The writer tries to discuss with official English teacher at SMA IT Rahmadiyah about the problem that happens in school, especially in English subject. The writer tries to suggest the solution by changing the way of teaching them. The next is implementation. After getting permission from the English teacher to teach by the writer's technique, the writer concludes about using YouTube as the media to help the writer in teaching the materials. The last is processing data and analysis. The writer collects the data from every meeting. It concludes that using YouTube as the media to attract students' attention in learning English is quite effective. Students enjoy the lesson more because they feel like having a different situation than usual.

## **Discussion**

### **1. Teaching Preparation**

The writer conducted the research as a teacher at SMA IT Rahmadiyah for 10th grade. In this school, the class for male and female was separated. The writer chose female class X to conduct the research. The writer thought on every Thursday at 07.30-08.50 a.m.

#### **a. Opening Activities**

As the warming up, the writer gave them a piece of paper. It was a song's lyric of "When Will My Life Begin" by Mandy Moore. The writer chose this song because this song contained many verbs in it, so the students could use these new vocabularies later for making the exercise. The writer had made the lyric blank in several parts, so they had to complete the lyric by listening to the music 5 times. Here was the lyric:

## When Will My Life Begin

Mandy Moore

Seven a.m., the usual morning line up  
Start on the chores and 1) \_\_\_\_\_ 'till the floor's all clean  
2) \_\_\_\_\_ and wax, do laundry, and mop and shine up  
Sweep again, and by then it's like 7:15  
And so I'll 3) \_\_\_\_\_ a book  
Or maybe two or three  
I'll 4) \_\_\_\_\_ a few new paintings to my gallery  
I'll play guitar and 5) \_\_\_\_\_.  
And cook and basically  
Just wonder when will my life begin?  
Then after lunch it's 6) \_\_\_\_\_ and darts and baking  
Papier mache, a bit of 7) \_\_\_\_\_ and chess  
Pottery and ventriloquy, candle making  
Then I'll stretch, maybe sketch, take a 8) \_\_\_\_\_ .  
Sew a dress!  
And I'll reread the books  
If I have time to spare  
I'll 9) \_\_\_\_\_ the walls some more  
I'm sure there's room somewhere  
And then I'll brush and brush  
And brush and brush my hair  
Stuck in the same place I've always been  
And I'll keep wonderin' and wonderin'  
And wonderin' and wonderin'  
When will my life begin?  
And tomorrow night  
The lights will appear.  
Just like they do on my birthday each year  
What is it like  
Out there where they 10) \_\_\_\_\_ ?  
Now that I'm older  
Mother might just  
11) \_\_\_\_\_ .

### a. Main Activities

After collecting some vocabularies from the song, the writer started to explain about PRESENT CONTINUOUS TENSE. Before

explaining, the writer asked students about what they know about this tense.

The writer	: Present Continuous Tense. Does anyone know this tense is used in what situation?
Student	: <i>yang sedang dikerjakan</i> , Miss.
The writer	: That's right. This tense talks about the continuing action in the present. and to tell an action that happening right now. 'Present' in Indonesian language means 'sekarang'. Do you know the form or the rules of this tense? The form of this tense is S + ?
Students	: V-ing, Miss.
The writer	: Nope, the 'to be' first, and the 'to be' are?
Students	: Am, is and are, Miss.

The form of present continuous tense positive sentence is S + to be (am, is, are) + V-ing + Object. If the subject 'I', you have to use to be 'am'. If the subject 'YOU/THEY/WE', you have to use to be 'are'. And the last, when the subject 'HE/SHE/IT/NAME OF ONE PERSON', you have to use 'is'. The writer also explained about the negative sentence. The form is S + to be (am, is, are) + not + V-ing + Object. The writer said, they just had to add 'not' after 'to be' for making the negative sentence. For the interrogative sentence, the form is To Be + S + Object + ?. The writer said that they just had to switch the 'To Be' with the 'Subject'. The writer continued explaining with many examples of positive, negative and interrogative sentences. The writer asked students to make the examples of the sentences by throwing a paper ball and asks them to mention V-ing, and made a complete sentence.

Next, the writer explained about the time signal they could use in this tense, like now, right now, at the moment, and other time signals. After that, the writer asked student who got the paper ball to make their own sentence. The writer explained some time signals they could use in this tense, such as now, right now, and at the moment which means 'sekarang' in Indonesian language. After explaining, the writer continued playing paper ball to students for more examples.

The writer continued explaining students how to answer the question, they just had answer with 'Yes' or 'No', and follow the auxiliary

verb in the sentence. Before the writer asked students to make a conversation, the writer asked them if there is any question. The writer played a video about the examples of conversation that using present continuous.



Figure 1. Example of Present continuous from YouTube  
Source : <https://www.youtube.com/watch?v=tVuVrVr4dvl&t=14s>

### **Exercising and Practicing**

After done explaining, the writer asks them to pair up and make a conversation using Present Continuous Tense just like on the video that played a moment ago. The writer gives about 15 minutes for students to make and memorize the conversation, and then come to the writer to perform.

The writer : Now, if you have found your partner please make a conversation using Present Continuous Tense just like the video earlier, but change it with your own sentences. The rules are the first person asks the second person, and the second person answers with positive sentence. Next, the second person asks the first person, and the first person answer it with negative sentence. Do you have any question so far?

Students : So, we take turn, Miss?

The writer : Yes, exactly!

### **b. Closing Activities**

#### **Evaluation**

The writer evaluated student's performance, students still made mistakes but it was not a lot of mistakes like the last meeting, and their intonation, expression, gesture, pronunciation and fluency were

increased and better than the last meeting. Students were more expressive and confident, even though some of them still feel shy to speak English in front of their friends.

### **Information About the Next Meeting**

The writer informed students that for the next meeting we will still using YouTube for learning, and there will be more video to watch so they will not get bored when learning.

## **2. Teaching Analysis**

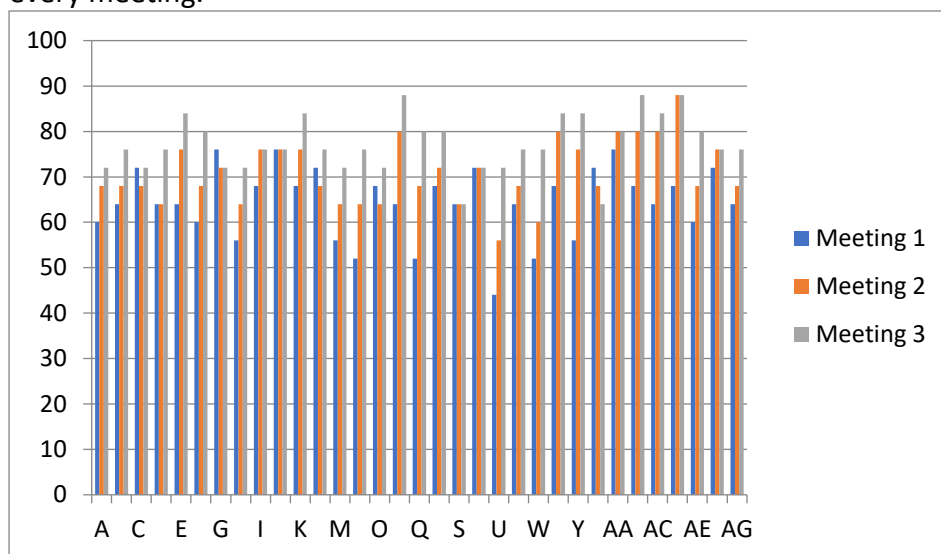
Using YouTube as media helps students in improving their speaking skill. It can be the lure to attract student's attention when learning. Students are more interesting in learning when the situation and condition in the class is different than usual. It makes them enthusiast and feel more ease. YouTube as an effective tool that can enhance the learning experience if the video is indeed relevant to the subject at hand (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018).

After using media YouTube to learn speaking and imitate how native speaker speaks, students are more confident, have a proper expression, intonation and gestures. They are also using the proper phrase of vocabulary and more fluent. This result shows in using media YouTube for learning speaking can build students' confidence. It makes students know how to speak properly as a native speaker, and they are not confused anymore whether what they are talking about is right or wrong, because they have seen English native speaker speaks that way. YouTube can improve students' speaking skill which includes pronunciation, grammar, word choice, maintaining conversation, and organization of the ideas. It was proved by the result of the test in which the mean score increases from pre-test until post-test in four meeting (pre-test=60, and post-test = 80). It concludes that there is an increment in students' speaking ability.

The writer also conducts an analysis of the result in teaching English speaking using media YouTube. At the first meeting, the writer conducts a speaking pre-test without media YouTube to see and compare it with the next meeting using media YouTube. At the first meeting, students' score of pronunciation, grammar, vocabulary, fluency and comprehension are not as good as when they learn with YouTube. The effectivly of using YouTube in teaching speaking can be seen by the increase of the mean score of the test at the first, and the last meeting (first meeting = 64, last meeting = 77). The test assessed some



components, such as grammar, vocabulary, comprehension, fluency, and pronunciation (Brown, 2004). Here is the graphic of students' score in every meeting.



Graphic 1. Students' Practice Score for Each Meeting

Graphic 1 shows the practice score of students for each meeting. The name of students is representative by the alphabet. The graphic shows that most of students have improved their score in every meeting. Even though, there are several students who get reduction and students who don't make any progress in every meeting.

The writer finds many advantages and disadvantages of YouTube for teaching speaking in the class that happen during the process of teaching. Such as students are more focus to the material on YouTube because it is interesting for them to learn by watching. The students are laughing when watching the video because people who make video in YouTube will make it as interesting as possible to entertain the viewers. The disadvantage that the writer found during the implementation of using YouTube in the class is students are easy to be distracted, whenever they see popular videos on the home page of YouTube, they want to watch it and make a noise.

YouTube is be audio visual learning media that given positive impact. They felt fun as learning process. Technology, and audio- visual media, help students learn, and it is the role of teachers to guide students in understanding technology and provide direction to them in using it well (Kembuan & Irwansyah, 2019). With technology, teachers can utilize all

multimedia so students become more creative. The process of speaking learning requires media that can provide stimulation to students in conveying information. Thus, the teacher has a very important role in building student communication in the class. The classroom teacher is required to be responsive to the students' interactions and to facilitate the students with the equipment that triggers the students to interact with one another (Kurniasari & Santoso, 2017).

Besides advantages and disadvantages, the writer also evaluates the problems that happen in the class during the implementation of using media YouTube for teaching speaking in SMA IT Rahmadiyah, and tries to find the best solution of the problem. Several problems that happen during the process of teaching are as follows:

**a. Problems**

1. Students are often distracted by popular videos on YouTube, and rather watching some videos than learning. Students become noisy because they are yelling different titles of video they want to watch.
2. There are some advertisements on the video that cannot be skipped. This will make students' concentration disturbed.
3. Students need quite a long time to memorize all the conversation from the video, because the conversation is not made by them. It is harder for students to memorize it.
4. The internet connection that slow. The writer used hotspot tethering from the writer's phone to open the YouTube in the class. The network sometime lagging and make the video buffering. It can hinder the learning.

**b. Solutions**

1. The writer solves the first problem by giving them a reward for watching one video they want later if they behave and if there is still time left at the end of the lesson.
2. The writer decides to watch the videos that will be played in the class at home, so when the writer plays the video in the class, the advertisements are already gone.
3. The solution for this problem is the writer writes down the conversation on the board in advance before the video is played, so when the video is played, students can read the conversation and change several of the conversation by their own sentences.

4. The writer does another activity while waiting the internet connection. Such as reviewing the vocabulary that given in the warming up session.

### **Conclusion**

YouTube is utilized to help reaching the goal of teaching and learning. The writer aims to improve students' speaking ability by using YouTube as the media of the lesson. Using YouTube in the class can change the situation and the atmosphere in the class. Students felt more ease in learning by watching. Their senses are focus on the video, so they are more pay attention to the material that delivered through YouTube.

The result of using YouTube as a media can be a good alternative media for teaching speaking in the class. In this way, students are speaking more expressive, and don't have to worry about the phrases they use when speaking. The way students imitate native speaker speaks is ease them to speak in English confidently. They are not confused anymore because they have resource how to speak English like native speaker. It can be seen by the result of their mean performance score of the first meeting and the last meeting.

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