ENGLISH YOUTUBE CHANNEL IN ENHANCING STUDENTS' SPEAKING SKILL

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ABSTRACT

This study was aimed at whether YouTube English Channel can significantly enhance the students' speaking skill at the second semester students of Management Study Program of Economic Faculty in the academic year 2018/2019, University of Baturaja .Quasi experimetal method was used in this study. This study employed second semester students of Management Study Program of Economic Faculty, University of Baturaja with the total number of the population was 132 students. The sample of the study was 64 students and it was found that the value of Sig.= 0,000 less than the significance level (α=0,05) so it meant that there was a great correlation between the score of pre-test and post-test. Then, the value of t-obtained = 9,057 which means more than value of t-table = 2,042 with df = 32, and the value of sig.(2 tailed) = 0,000 less than the significance level (α=0,05). It can be concluded that there was a significance difference in speaking skill before and after treatment. It was believed that YouTube English Channel could enhance students' speaking skill.

Keywords: *YouTube English Channel, Speaking skill, Analytical exposition text*

INTRODUCTION

Harmer (2007) mentioned that there are three reasons why people communicate. Firstly, because they want to say something. It means there was desire from the speaker has in order to convey messages to other people. Secondly, people communicate because they have communicative purposes. Communicative purpose means what the speakers said there would be a result of what they say. Thirdly, the speaker want to express a request, need a help, want to command if they want other people to do something. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2007).

This brings problems that make senior high school students have difficulties to communicate in English. The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak

English for daily conversation. It makes them loose their self-confidence to improve their speaking. Some students usually have some motivation why they want to be able in speaking (Richards, 2008). Such as, they can watch foreign film without looking for the translation, they can sing their favorite song with good pronunciation, they know some information assessed from the internet, they have chat with foreigner singer or idol on social media.

People was judge someone master in English because their good performing of speaking fluency. Thornbury (2008) claims that one frustration commonly voiced by learners are that they have spent years studying English, but still cannot speak it. In teaching speaking skill when the teacher asked students to speak in front of their classmates, it makes them express the stress in speaking. Stress can stop them to practice confidently. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. Wahidi (2009) defines an analytical exposition as a text that elaborates the idea about phenomenon surrounding. This material makes the students think critically, argue and give the reason of some point of view about an issue. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reason why something is the case.

There are many media that help to increase students' performance, one of them is IT. Information and Technology (IT) construct students' speaking performance. Information Technology means the use of hardware, software, services and supporting infrastructure to manage and deliver information using voices, data and video (Khan, 2013). The information age becomes an era of knowledge providing sound and unmatched feasibility for discovery, exchange of information, communication and exploration to strengthen the teaching learning process.

These can help the teachers and students having up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technologies) are set of tools that can help provide the right people with the right information at the right time. Students are

independent and they can make best decisions possible about their studies, learning time, place and resources. Students are able to work in collaborative and interactive learning environments effectively communicating, sharing information and exchanging ideas and learning experiences with all in the environment (Hussain & Muhammad, 2008). Since there are many media to use in teaching speaking such as magazine, newspaper, audio, video, TV and others, the writer chooses to use YouTube as the media in teaching process.

YouTube was chosen because this site gives many contributions in the teaching and learning process. It provides a huge of video content that is exploitable for a class use. YouTube is a video–sharing website on which users can upload, share and view videos (Khalid, 2012). Berk (2009) identifies YouTube is a public-access Web-based platform allowing people to easily upload, view, and share video clips. The previous finding showed that YouTube English Channel was effective to enhance the speaking skill of the students. It can be seen from the improvement of the students' score. Muna (2011) showed that using YouTube English Channel is an effective activity and students have positive attitudes towards using it as a learning activity. Another research is written by Jalaluddin (2016) in English for Specific Purposes World Journal which showed the same result that teachers can successfully use YouTube in their own speaking course.

METHOD

This study was experimental method. This study took two groups as samples, experimental group and control group. They had different treatment in research; the experimental group received video by using English YouTube Channel in teaching as a treatment, while the control group won't receive the treatment. Three steps have done in this study. The first step was pre-test given to the students in experimental and control class. The second was teaching speaking by using YouTube English Channel just for the experimental class, and the third was post-test was given to both class to the students to know the improvement of students' skill by using English Youtube Channel.

The population was the second semester students of Management Study Program of Economic Faculty, University of Baturaja in the academic year 2018/2019 with the total number 132 students. Cluster random sampling was used in this study. The number of the population of this study was 132 students of four classes. Two classes was determined as the experimental and control group with the total number of sample was 64 students.

Oral test was used in collecting the data. The selected video related to the topic was played in the class and pause after one or two minutes then ask students to make prediction or giving opinion on the topic about the video. Then let them watch full video at the end of video and ask them to give their own individual opinion about the video in front of class while they were recorded. Inter-rater reliability was used in scoring the test and the reliability was measured by using SPSS Version 21.

RESULT

Students' Score in Experimental Group

The distribution of students' score in experimental group was shown in table 1.

Table 1. Distribution of Students' Score in Experimental Group

Percentage	Criteria	Frequency		Percentage	
		Pre-test	**Post-test**	**Pre-test**	**Post-**
80-100	Excellen	0	1	0	3
66-79	Good	1	2	3	6,
56-65	Average	1	1	3	33,3
46-55	P	1	1	39,	39,4
0-	F	1	6	54,	18,2
To		3	3	100%	100%

The table showed in experimental group, from 33 students in pre test, there were 18 (54,5%) students who in fail category, 13 (39,5%) students were got poor category, 1 (3%) students were in average, 1 (3%) students in good category, and

0 (0%) in excellent category. Post test in experimental group, from 33 students, there were 6 (18,2%) students who in fail category, 13 (39,4%) students were got poor category, 11 (33,3%) students were in average, 2 (6,1%) students in good category, and 1 (3%) in excellent category.

Comparison of Pre Test and Post Test Score in Experimental Group

The comparison between post test score in control and experimental group was describe in chart 1.
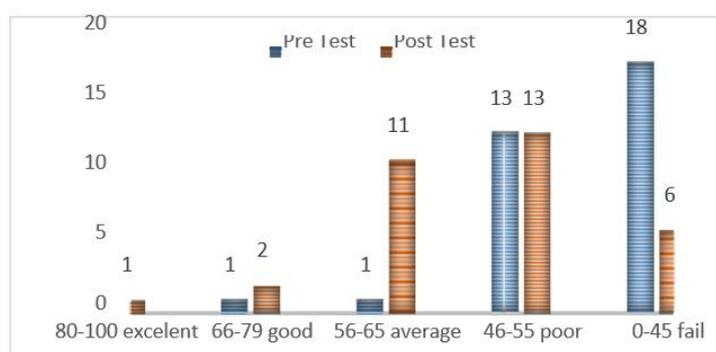

Chart 1. Comparison of Pre Test and Post Test Score in Experimental Group

Students' Score in Control Group

The distribution of students' score in control group was shown in table 2.

Table 2. Distribution of Students' Score in Control Group

Percentage	Criteria	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
80-100	Excellent	0	0	0	0
66-79	Good	0	0	0	0
56-65	Average	3	4	9	12,9
46-55	Po	5	1	16	48,4
0-	Fa	2	1	74	38,7
Tota		3	3	100%	100%

The table showed that pre test in control group, from 31 students, there were 23 (74,2%) students who in fail category, 5 (16,1%) students were got poor category, 3 (9,7%) students were in average, 0 (0%) students in good

category, and 0 (0%) in excellent category . In Post test there were 12 (38,7%) students who in fail category, 15 (48,4%) students were got poor category, 4 (12,9%) students were in average, 0 (0%) students in good category, and 0 (0%) in excellent category.

Comparison of Pre Test and Post Test Score in Control Group

The comparison between pre and post test score in control group was describe in chart 2.
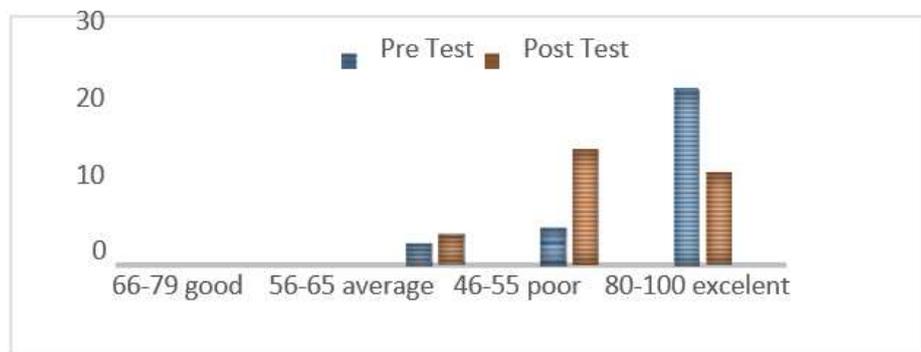

Chart 2. Comparison of Pre Test and Post Test Score in Experimental Group

T-test

Paired Sample t-test and independent t test was used in order to find out the significance difference in student's speaking ability before and after the treatment.

Table 3. Paired T-test

		Mean	T	df	Sig. (2-tailed)
Pair 1	**Post-test and Pre Test Exp**	67.27	9.057	32	0.000
Pair 2	**Post-test and Pretestcont**	38.06	6.162	30	0.000

Based on the table 3, it was found that the value of Sig.= 0,000 less than the significance level (α=0, 05), so it meant that there was a great correlation between the score of pre test and post test. Then, the value of $t_{obtained}$ = 9.057 more than value of t_{table} = 2,0422 with df = 32, and the value of sig.(2 tailed) = 0,000 less than the significance level (α=0, 05). Based on the explanation above, the writer

concludes that there was a significance differences in speaking ability before and after treatment.

Meanwhile, it was also found that the value of Sig.= 0,000 less than the significance level (α=0, 05), so it meant that there was a great correlation between the score of pre test and post test. Then, the value of $t_{obtained}$ =6.162more than value of t_{table} = 2,048 with df = 30, and the value of sig.(2 tailed) = 0,000 less than the significance level (α=0, 05). Based on the explanation above, it can be concluded that there was a significance difference in speaking skill.

Table 4. Independent T-test

	Levene's Test for Equality of Variance		t-test for Equality of Means			
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	4.330	.042	3.064	62	.003	6.047
Equal variances not assumed			3.099	57.001	.003	6.047

Based on the table of independent sample t- test, it was found that the value of Sig.= 0,003 less than the significance level (α=0, 05), so its mean that there was a great correlation between the score of post test in control group and in experimental group. Then, the value of $t_{obtained}$ = 3.064and $t_{obtained}$ = 3.099 more than value of t_{table} = 2,0003 with df = 62. Based on the explanation above, the writer concludes that there was a significance difference in students' speaking score between control and experimental group.

DISCUSSION

Based on the finding of the study, it could be interpret that there was significant difference of students' speaking skill who were taught by using English YouTube Channel and those who were not to the second semester students of Management Study Program of Economic Faculty, University of Baturaja. Youtube English Channel can improve students in critical thinking and develop

students' speaking ability in communication (Somjai & Janse, 2015). YouTube chose because this site gives many contributions in the teaching and learning process. It provides a huge of video content that is exploitable for a class use. YouTube is a video–sharing website on which users can upload, share and view videos (Khalid, 2012). From the result of Paired t-test and Independent t-test, the writer could interpret the alternative hypothesis was accepted.

The result showed that Youtube English Channel was significantly enhance students' speaking skill to the second semester students of Management Study Program of Economic Faculty, University of Baturaja. It is also showed the average of increasing from pre test to post test. After the treatment, the writer got the result of of post-test of both control and experimental groups. From the data gathered, the students' post test scores in the control group showed a slight difference. The mean score was slightly increased, got increasing. From the precentage data, the writer assumed that the students' speaking score in experimental group showed greater development.

CONCLUSION

This study has a significant difference between the result of pre test and post test in experimental class. It meant that English Youtube Channel significantly improve students' speaking skill. The significances of students' achievement in pre-test and post-test both of is showed not only about the progress but also the use of English Youtube Channel. It can be concluded that English Youtube Channel is significantly enhance students' speaking skill.

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