

THE EFFECT OF YOUTUBE ON STUDENTS' DIFFICULTIES SPEAKING ENGLISH LEARNING

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Abstract

The intention of this research was to find out the significant Effect of Social Media YouTube on Students' Difficulties Speaking English Learning at Tenth Grade SMK Negeri 1 Air Joman in 2023/2024 Academic Year. This research was quantitative research. The population of this study was all class X which consisted of 7 classes. The samples in this research were students X RPL-2 as an experimental class using YouTube video learning media and X RPL-1 as a control class using conventional learning methods taken by Purposive Sampling in sampling. The instrument of collecting data was test. Before treatment, the pre-test was given. The pre-test obtained with a mean of control class is 12,14 and the experimental group is 11,66. While after treatment was finished, the post-test obtained with a mean of control class is 17,34 and the experimental class is 17,97 The YouTube video was an effective way to improve students' difficulties in speaking English. The result of the analysis obtained that $T_{\text{calculated}} > T_{\text{table}}$ score, namely $2.283 > 2.032$, then H_a was accepted thus it was obtained that using YouTube has significant effect on student difficulties in speaking English.

Keywords: *YouTube, Speaking Difficulties*

INTRODUCTION

For several decades, English has been the world's most widely spoken language. It is today difficult to locate a nation where knowing English is not the norm. While some individuals choose to remain with their local language and avoid studying English, the positive effects of acquiring and mastering English extend beyond the borders of one's own nation, since English is the most commonly spoken language on the planet. Speaking is the delivery of language through the mouth. To talk, we use a variety of parts of the human body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips.

Speaking English is something that many individuals do, whether at school, university, the office, at home, or elsewhere. Speaking English is impossible if a person has the confidence to express how he or she feels. In today's global world, the value of English can't be dismissed or overlooked because English is the most widely spoken globally language. Speaking English is actually more difficult than reading and writing it. It's also something the researchers agree on. The most common reason of difficulty while speaking English is an error between the written and pronunciation of a word or phrase.

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Speaking is the conveyance of language using the mouth. To speak, it requires a variety of our bodies, including the lungs, vocal tracts, vocal chords, tongue, teeth, and lips. According to specialists, there are several definitions of speaking. Speaking, according to Harmer, speaking is the capacity of people to communicate effectively and convey their sentiments to others, as well as the ability not just to know linguistic characteristics but also to receive language and information.

Based on prior observation and interviews that were conducted with the teacher at SMK Negeri 1 Air Joman, students had difficulty in speaking. For example, they find it difficult to convey what they want to express. Their lack of vocabulary, grammar, and comprehension in conveying what they want to say can affect their fluency and pronouncing in speaking. Difficulties related to vocabulary: not all students can master vocabulary well and many students cannot understand the meaning of the message conveyed by the teacher properly because of a lack of vocabulary. Students do not understand vocabulary so they do not know how to speak and answer questions from the teacher well and correctly.

Apart from being carried out by the teacher, observations are also carried out comprehensively among all students. From observations it was found that tenth grade students at SMK Negeri 1 Air Joman had various problems in speaking. For example, it is difficult to understand what the teacher means in English, students even still have difficulty being able to put together words to introduce themselves or something in front of the class due to a lack of vocabulary knowledge; understanding grammar in the content of the text or message conveyed and intended to be conveyed is also a difficulty for students; students experienced difficulties because there was no reflection at the beginning of learning to stimulate student motivation so that students were unable to answer several questions from researchers due to a lack of vocabulary knowledge which affected students' pronunciation abilities and speaking fluency.

The use of strategies in the form of media in learning also influences the student learning process. Based on the results of interviews with students, the reason they have difficulty in speaking is that the methods used by the teacher are less than optimal, making students less motivated and easily bored when studying and presenting their learning results in front of the class. This needs attention for solution. As a result, appropriate learning techniques are needed to deal with student difficulties.

YouTube is one of the most effective choices for learning English. Learning speaking on YouTube could be an alternative through the online learning. YouTube is a great deal of educational clips that motivate the students to watch and copy them in real life. (Moghavvemi et al., 2018) This strategy in the form of learning media through YouTube videos makes it easier for students to understand the text and the intent/purpose of someone who is conveying information so that it becomes a solution to students' speaking difficulties. This media is used when learning begins by displaying video material that will be given by the teacher as a trigger for student learning motivation. The purpose of this YouTube video learning media is to help students understand the vocabulary related to the text/learning material so that they can understand what they see and present. Referring to the

facts above, this research wants to know The Effect of Social Media YouTube On Students' Difficulties Speaking English Learning At Tenth Grade SMK Negeri 1 Air Joman.

METHOD

This research was carried out at SMK Negeri 1 Air Joman. The samples in this research were X RPL-2 and X RPL-1. SMK Negeri 1 Air Joman is located on Jl. Perjuangan, Punggulan, Air Joman District, Asahan Regency, North Sumatra, where this research was conducted. The time allocated for this research is February–March 2024.

Table 1 Time of The Research

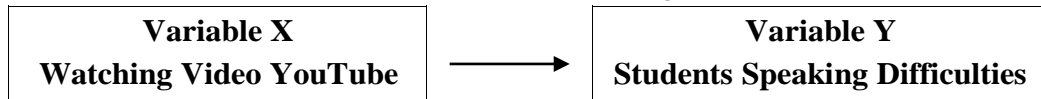
No	Meeting	Date	Topic	Class
1	I	17 February 2024	Greeting, Parting	Experiment Class and Control Class
2	II	19 February 2024	YouTube Video about Offering Help	Experiment Class
3	III	24 February 2024	YouTube Video about How To Introduced Self	Experiment Class
4	IV	26 February 2024	YouTube Video about Asking and Giving Opinion	Experiment Class
5	V	2 March 2024	Greeting, Introducing Yourself, Parting	Experiment Class and Control Class

There are two classes used in this research. In this research, class X RPL-2 consisted of 35 students as the experimental class using YouTube video media, while class X RPL-1 consisted of 35 students as the control class using conventional methods. The material for the students is introducing self, and the duration of teaching and learning time were equal for both classes in this research. The method of research used in this research was quantitative. Quantitative research includes numerical data analysis or statistics, as well as uses purposive sampling techniques and research instruments as collecting data tools with the goal of testing hypotheses or temporary states (Sugiyono, 2019).

Table 2 Sample of The Research

Classes	Students
X RPL-2 (Experimental Class)	35
X RPL-1 (Control Class)	35
Total	70

The design of this research was an experimental research. According Sugiyono (2007:75) in this experimental research, there was treatment. It consisted of groups of pre-test and post-test design. This research investigation had two variables: the independent variable (represented by "X"), which was the usage of video on YouTube, and the dependent variable (represented by "Y"), which was the students' difficulties with speaking.

Table 3 Research Design

Classes	Type	Treatment	Type
X RPL-2 (Experimental Class)	X₁	X	X₂
X RPL-1 (Control Class)	Y₁	Y	Y₂

Note :

- X₁ : Pre-Test Experiment
- X₂ : Post-Test Experiment
- Y₁ : Pre-Test Control
- Y₂ : Post-Test Control
- X : Using YouTube video media
- Y : Using Conventional methods

The accuracy of the research has been determined mostly by the instrument's accuracy. The instrument for data collection had been chosen before conducting the study. The collection should be carefully planned. In this case, the research instruments are an interview, a video, and a speaking test; the speaking test includes a pre-test and a post-test, and the researcher collects data using a laptop, smartphone, projector, and voice recording.

In order to get the data to support this research, the researcher used the technique as follows. Observation is used to observe students who apply video on YouTube in speaking greetings, talking about self, and observing the effect of video on students' speaking difficulties. In the observation technique, the researcher prepared a list of observational elements to be used as an observer in the classroom during the teaching and learning process using video YouTube.

Test is used to find out the effect of using YouTube videos on students' speaking difficulties in the tenth grade at SMK Negeri 1 Air Joman, the researcher administered a test that investigated students' speaking, especially in talking about self. The test applying in two stages. The first is pre-test done before doing the treatment. The second is post-test done after doing the treatment.

For the analysis data techniques this research uses the students' pre-test and post-test scores to analyze the data. The scores are analyzed using statistical tests for variance and correlation test. After teaching speaking via video, the data was analyzed statistically using SPSS version 23:

The data was analyzed using various formulas and the statistical package

Sciences (SPSS) program, which has 23 versions for Windows. Data was collected and counted both before and after the treatment test.

Table 4 Classification Score of Test (Brown 2014, p.287)

	Score	Classification
5	90 – 100	Excellent
4	80 – 89	Good
3	70 – 79	Adequate
2	60 – 69	Inadequate/unsatisfactory
1	Bellow 60	Failing/unacceptable

The predetermined hypothesis must be tested. Hypothesis testing was a method for data analysis. In this research, the t-test was used to find out whether the hypothesis was accepted or rejected.

The data was collected after the students completed the pre- and post-tests, and it was analyzed to compare the mean scores of the experimental group's students to those of the control group's students before and after treatment. This analysis was carried out to determine the effect of YouTube video learning media in the research. The t-test uses the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Notes:

N1 : subject of Experimental Class

N2 : subject of Control Class

Mx : mean of Experimental Class

My : mean of Control Class

X2 : standard deviation of Experimental Class

Y2 : standard deviation of Control Class

RESULTS AND DISCUSSION

RESULTS

Pre-test is used to determine students' initial speaking before treatment in each class. With an experimental class of 35 students and a control class of 35 students. The analysis was done based on data collected by each instrument in each group. The results are as follows:

Table 5 The Differences Score Between Pre-Test and Post-Test Experiment Class

	Students	Pre	Post	Post-Pre
1	Aisyah DF	12	17	5
2	Amar ZMS	11	16	5
3	Anita CN	12	17	5

4	Aqila SA	12	16	4
5	Dewi A	11	17	6
6	Dude PS	11	19	8
7	Elvita S	12	16	4
8	Hesti M	10	17	7
9	Inka A	11	17	6
10	Irsya AP	11	17	6
11	May H	11	20	9
12	May S	13	18	5
13	Nadin S	14	23	9
14	Nadia A	12	18	6
15	Nanda VL	13	20	7
16	Nur WS	12	17	5
17	Nurul A	12	18	6
18	Nurul SL	11	18	7
19	Putri L	12	18	6
20	Rafly AHH	12	17	5
21	Reza F	11	16	5
22	Risa PS	11	17	6
23	Ryan S	12	17	5
24	Sekar KT	14	20	6
25	Silvi R	10	17	7
26	Sinta A	11	21	10
27	Sintia UM	15	23	8
28	Siti NC	11	18	7
29	Suyati	10	17	7
30	Syaiful FS	11	18	7
31	Tika R	10	17	7
32	Vanisa GR	12	18	6
33	Widya LD	11	17	6
34	Windy O	13	20	7
35	Zalfa ZF	11	17	6
Total		$\Sigma = 408$ M= 11,66	$\Sigma = 629$ M= 17,97	$\Sigma = 221$ M= 6,31

Based on the above data, students in the experiment class scored lower on the pre-test than on the post-test. The mean of student score was 11.66 on the pre-test, and after receiving conventional treatment, it ascended to 17.97 on the post-test.

Table 6 *The Differences Score Between Pre-Test and Post-Test Control Class*

	Students	Pre	Post	Post-Pre
1	Aan RR	13	17	4
2	Ade A	12	17	5
3	Aira L	13	18	5
4	Arifin SM	12	16	4
5	Asmiranda A	11	17	6
6	Aulia B	11	17	6
7	Chelsea MS	12	17	5
8	Citra L	12	17	5
9	Dea A	11	16	5
10	Dennis O	11	17	6
11	Dewi	11	18	7
12	Dian A	12	18	6
13	Fladia HMH	14	19	5
14	Glorya EBS	12	16	4
15	Hariadi A	12	18	6
16	Juliani	15	20	5
17	Lipi AP	12	16	4
18	Lubna Z	13	17	4
19	Melati BN	12	17	5
20	M. Ezhi A	11	16	5
21	M. Haffiz A	11	17	6
22	M. Safi'i	12	17	5
23	Nawang W	15	21	6
24	Rara SW	14	19	5
25	Revanda P	10	17	7
26	Rizki AH	13	18	5
27	Septiana	14	21	7
28	Siti AM	10	16	6
29	Suci IY	11	16	5
30	Suci N	11	17	6
31	Suci RS	10	16	6
32	Tara AR	12	16	4
33	Umul FKN	14	17	3
34	Yuliana	13	17	4
35	Zahra AR	13	18	5
	Total	$\Sigma = 425$ M= 12,14	$\Sigma = 607$ M= 17,34	$\Sigma = 182$ M= 5,2

Based on the above data, students in the control class scored lower on the

pre-test than on the post-test. The mean of student score was 12.14 on the pre- test, and after receiving conventional treatment, it ascended to 17.34 on the post- test.

Table 7 Pre-Test Experiment and Control Class Scores

	Class	N	Mean	Interpretation
Pre-Test	Experiment	35	11,66	Low
	Control	35	12,14	Low

From the table above, it showed that experimental class obtained mean of student's score in pre-test was 11,66 and control class obtained mean of student's score in pre-test was 12,14. As a conclusion that pre-test on each class with students' speaking was lower.

After giving the pre-test, different treatment was carried out with the experimental class using YouTube video media learning and control class using conventional method. Furthermore, by giving a post- test to the experimental class and the control class.

Table 8 Post-Test Experiment and Control Class Scores

	Class	N	Mean	Interpretation
Post-Test	Experiment	35	17,97	High
	Control	35	17,34	High

From the results of the post-test given to the experimental class and control class, it can be seen that the Mean of experimental class was 17,97 and in the control group was 17,34 with the interpretation high. Furthermore, it showed that the difference in learning improvement between the experimental class using the YouTube video media learning and the control class using the conventional method at Tenth Grade of SMK Negeri 1 Air Joman in 2023/2024 Academic Year.

Table 1 Paired Sample T-Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment Control	,629	1,629	,275	,069	1,188	2,283	34	,029

After analyzing data by using t-test formula, the calculation of the scores by using t-test for the degree of freedom (Df) 34 at level significance 0.05/2 is the same as 0.025 where the Ttable = 2,032.. The result of computing the tscore shown that tscore was higher than ttable or it can be seen that Tcalculated > Ttable (0,025). Thus, because the Tcalculated value is greater than the Ttable value, namely 2.283 > 2.032. So based on the basis of decision making above, it can be concluded that

Ho is rejected and Ha is accepted. As a result, there is a significant effect of social media and YouTube on students' difficulties speaking English in tenth grade at SMK Negeri 1 Air Joman.

DISCUSSION

This research was conducted by using experimental design. The sample of this research was taken by using Purposive Sampling techniques with X RPL-2 as Experiment Class and X RPL -1 as Control Class of SMK Negeri 1 Air Joman in 2023/2024 academic year. And with the total sample is 70 students.

From the findings of the research, there was an increase in students' speaking difficulties in the experimental class that was taken using YouTube videos. The mean score was 17.97. On the other hand, the control class had a score of 17.34. It could be defined that videos on YouTube help students speaking scores. Based on the "Paired Samples Test" output table above, it is known that Tcalculated is 2.283. Next is the stage of finding the Ttable value, where Ttable is searched based on the df (degree of freedom) value and the significance value ($\alpha/2$). From the output above, it is known that the df value is 34 and the value $0.05/2$ is the same as 0.025.

Then we find the Ttable value of 2.032. Thus, because the Tcalculated value is greater than the Ttable value, namely $2.283 > 2.032$. So based on the basis of decision making above, it can be concluded that Ho is rejected and Ha is accepted. As a result, there is a significant effect of social media and YouTube on students' difficulties speaking English in tenth grade at SMK Negeri 1 Air Joman.

CONCLUSION

In this part, from data and results described on previous chapter, the researcher concluded that using social media YouTube for teaching students with difficulties speaking may influence their speak in Tenth Grade at SMK Negeri 1 Air Joman. It seems that the mean score of the Experimental Class was 17,97 and the Control Class was 17,34. Based on the "Paired Samples Test" output table above, it is known that Tcalculated is 2.283. Next is the stage of finding the Ttable value, where Ttable is searched based on the df (degree of freedom) value and the significance value ($\alpha/2$). From the output above, it is known that the df value is 34 and the value $0.05/2$ is the same as 0.025. Then we find the Ttable value of 2.032. Thus, because the Tcalculated value is greater than the Ttable value, namely $2.283 > 2.032$. As a result, the researcher received an alternative hypothesis (Ha) suggesting that there's a significant effect and linear relationship between the YouTube video material and students' speaking at a significance level of 0.05. There is a significant effect of social media and YouTube on students' difficulties speaking English in tenth grade at SMK Negeri 1 Air Joman. After the research data was calculated, the score of experimental class was higher than control class and the majority students can increase their speaking English.

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Vol. II No. 2, Juli 2024, p. 148 – 158

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