

The Effect of Watching a Video Youtube Toward English Speaking Mastery on Students Class XI at Madrasah Aliyah Negeri (MAN) 1 Deli Serdang

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh menonton video Youtube terhadap penguasaan berbicara bahasa Inggris pada siswa kelas XI di Madrasah Aliyah Negeri 1 Deli Serdang. Metode yang digunakan adalah penelitian eksperimen kuantitatif. Penelitian eksperimental dirancang menggunakan dua kelas yang diajarkan dua teknik berbeda. Kelas eksperimen diajar dengan menggunakan video kartun dari Youtube sebagai alat bantu, dan kelas kontrol diajar tanpa menggunakan video kartun dari Youtube. Populasi siswa kelas XI Madrasah Aliyah Negeri 1 Deli Serdang berjumlah 150 siswa dengan sampel 50 siswa (25 siswa kelompok eksperimen dan 25 siswa kelompok kontrol). Dalam penelitian ini, peneliti ingin mencoba menyediakan video kartun dari Youtube untuk membantu siswa mempelajari kosakata. Berdasarkan perhitungan, nilai rata-rata pre-test pada kelas Eksperimen adalah 30,4 dan nilai post-test adalah 71,6 sedangkan nilai rata-rata pre-test pada kelompok kontrol adalah 26,4 dan nilai post-test adalah 54, 8. Berdasarkan hasil penelitian, dapat disimpulkan bahwa terdapat peningkatan keterampilan berbicara siswa dalam video kartun dari Youtube. Peneliti berharap hasil penelitian ini dapat bermanfaat bagi siswa dan guru bahasa Inggris. Guru bahasa Inggris harus meningkatkan kompetensinya dengan meningkatkan penguasaan materi berbicara, menggunakan media yang tepat dan menarik, menggunakan kemampuan berbahasa Inggris.

Kata Kunci : *Youtube, Penguasaan Berbicara*

Abstract

The aimed of this research was found out the Effect of watching a video Youtube toward English speaking mastery on students class XI at Madrasah Aliyah Negeri 1 Deli Serdang. The method was quantitative experimental research. The experimental research designed were used two classes which were taught two different techniques. The experimental class was taught with using cartoon video from Youtube as a tool, and the controlled class was taught without using cartoon video from Youtube. The populations in XI grade students' of Madrasah Aliyah Negeri 1 Deli Serdang consist of 150 students : the sample was 50 students' (25 students experimental group and 25 students controlled group) . In this study, the researcher wanted to try to provide cartoon video from Youtube to help students' learn about vocabulary. Based on calculations, the Mean score of pre-test in Experimental class is 30,4 and post-test score is 71,6 whereas, Mean score of pre-test in control Group is 26,4 And post-test score is 54,8. Based on the result of the study, it can be conclude that there is an increase in speaking skill students' cartoon video from Youtube. Researcher hope that the result of this study will benefit English students and teachers. English teachers must increase their competence by increasing speaking mastery of their material, using appropriate and interesting media, Using English language skills.

Keywords : *Youtube, Speaking Mastery*

INTRODUCTION

Learning media is one of the ways or tools used in the teaching and learning process. This is done to improve learning patterns in order to increase student success in the learning process. Various kinds of technology-based learning media, Youtube is one of the language learning media that is in great demand by users, especially teachers and students. Youtube is a popular media among all users, especially students, because it offers various videos, which can be used to help students in their learning process. This research aims to know a learning media to improve students' speaking skill and in what ways students improve their English using youtube.

YouTube according to (Miller, 2009: 3) is a video sharing community which means that the users can upload and view all kinds of video clips online using any web browser. These videos can be in the form of tutorials, entertainment and so on. These findings show that Youtube provides flexibility to students increase speaking, provides interactive videos, and promotes student automobile learning. These finding also revealed students strategies implemented in using youtube to learn English are selecting the required material, using subtitle, and practice with youtube videos. Most people, mastering speaking skill is the most important aspect of learning foreign language, and success of mastering one language is measured of the to carry out conversation. So, speaking is the important tool for communication. Without speaking skill we can't understand the meaning of each other. Based on the observations that has been done by the researcher at MAN 1 Deli Serdang, the researcher found that there were weaknesses in some students speaking in front of the class when they spoke in English. So the research wants to use YouTube as a learning medium to improve their speaking skills.

According to Tarigan (1985) states that speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. According to Nuraeni (2002: 25) speaking is the process of conveying information from the speaker to the listener with the aim of changing the listener's knowledge, attitudes, and skills as a result of the information he receives. As stated by Hidayati (2018, p. 85) that speaking is the ability to speak words as a form of expression in expressing or conveying an idea or feeling. According to Iskandar wassid and Dadang Sunendar (2011: 241), speaking skill is the skill of reproducing the flow of the articulation sound system to convey wishes, feelings, needs and desires to others. Henry Guntur Tarigan1 (1983: 15) in his book *Speaking as a Language Skill* suggests that Speaking skills are the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas and feelings. The listener receives information through a series of pitches, stress and joint placement. If the communication takes place face-to-face, add the gestures and facial expressions of the speaker

METHOD

This research design used quantitative research and conducted by experimental research. As Creswell (2012) stated quantitative method consist of three type designs namely experimental designs, correlational designs, and survey designs. This research was conducted using an experimental design, which was aimed at determining the cause-effect relationship between the two variables. The researcher divided the students into two groups: the experimental group and the control group. The experimental group was the group that receives treatment by using Cartoon Video in Youtube. While, the control group was the group which receives treatment without Cartoon Video in Youtube

RESULT AND DISCUSSION

Research Finding

This objective of the research was to increase students' speaking achievement by using Cartoon video from Youtube in English Subtitles class XI MIPA 1 and XI MIPA 2 academic year 2022/2023. The researcher divided into two groups as the research samples

they are, experimental and control group. Class X MIPA 1 was used as the experimental group and Class X MIPA 2 was used as the control group. The researcher took samples from two classes with 25 students in each class.

The researcher began treatment in the Cartoon video form of Youtube to experimental group. The researcher used the pre-test and post-test in every group to measure the students' knowledge. Pre-test to measure pre-treatment and post-test to determine and compare the level of student ability based on treatment. The researcher used 10 questions to pre-test and post-test, and the test was in the form of a direct-speaking text type. Satisfactory results were obtained from the research conducted by researchers. The results of the Pre-test and Post-test were acquired by the students in the experimental group as follows:

After collecting data, it could be seen that from 25 students in the experimental class, the mean of pre-test was 30.4 and the post-test was 71.6 based on the table above the highest students score in pre-test was 50 the lowest of students score was 10, meanwhile the highest score in post-test was 100 and the lowest students score was 50. There are differences score obtained score in pre- test and students' score in post-test.

From the description of score in control group, After collecting data, it could be seen that from 25 students in the class, the mean of pre-test was 26.4 and the post-test was 54.8; based on the table above the highest students score in pre- test was 50, the lowest of students score was 10, meanwhile the highest score in post-test was 70 and the lowest students score was 30. There are differences score obtained score in pre-test and students' score in post-test..

Data Analysis

After obtained the result pre-test and post-test score from control group, the differences score were

Based on the result of experimental group above, it is known that the difference score of students' was 1.020 with the high difference score was 60 and the lowest difference score was 20, the mean score of experimental group are:

1. The mean scores

$$\bar{X}_1 = \frac{\sum x_1}{n_1}$$
$$\bar{X}_1 = \frac{1020}{25}$$
$$\bar{X}_1 = 40.8$$

From the calculated above, it can show that the mean of experimental group was **40.8**.

Based on the result of control group above, it is known that the difference score of students' was 690 with the high difference score was 40 and the lowest difference score was 10, and the mean score of control group are:

1. The mean scores

$$\bar{X}_1 = \frac{\sum x_1}{n_1}$$
$$\bar{X}_1 = \frac{690}{25}$$
$$\bar{X}_1 = 27.6$$

From the calculated above, it can show that the mean of experimental group was **27.6**.

From the calculated above, it can show that the calculation of deviation and standard deviation of experimental group was 2.951.76.

From the calculated above, it can show that the calculation of mean and standard deviation of control group was 1.304.24.

After the researcher got the mean and deviation of experimental group and control group, the researcher put in formula of the research was proposed by Arikunto, (2013)

$$t = 13,2$$

$$\sqrt{(88,6666667)(0,08)}$$

$$t = \frac{13,2}{\sqrt{7,0933}}$$

$$t = \frac{13,2}{2,6633}$$

$$t = 4,95$$

From the calculated above, it was obtained t-observed value of both groups as was 4.95.

Testing the Hypothesis

The researcher found that there was a significant differences between the result of using Cartoon Video from Youtube (experimental group) and using conventional way (control group). The researcher follows some assumption as follow:

1. If t-observed was higher than t-table it means: "The use of Tangle cartoon English Subtitle from Youtube as a media can improve the students' speaking mastery at Madrasah Aliyah Negeri 1 Deli Serdang grade XI" and the hypothesis is accepted.
2. If t-observed was more less than t-table it means: "The use of Tangle cartoon English Subtitle from Youtube as a media cannot improve the student's vocabulary mastery at Madrasah Aliyah Negeri 1 Deli Serdang grade XI" and the hypothesis is rejected.

In this research, the research value of t-observed was 4.95 and t-table for the degree of freedom was 48 (N-2) at level significant 0.05 was 1.67.

The result of t-observed is higher than t-table = 4.95 > 1.67. The Alternative hypothesis (Ha) was accepted.

Discussion

Based on the result above, the researcher findings the effect of watch cartoon video from Youtube on students' speaking mastery were the students are excited taught by using cartoon video from Youtube and the experimental group was got the higher score than control group. And the result were t-observed higher than t-table. The pre-test of experimental group was 760 and the post-test was 1.790 with the differences scores was 1020 whereas, the pre-test of control group was 660 and the post-test was 1.370 and the differences scores was 690.

The students need an interesting and active media to motivate them in learning to improve their speaking skill and researcher got the big attention from students' during the treatment through this media the students felt enjoy, active and confidence. They have full attention and focus to the material. This situation was good to increase students' speaking skill because students more easy to speaking English in the class and more confident. If t-observed was more higher than t-table Ha was accepted, based on the data above t-observed > t-table, (4.95 > 1.67) with df 48. There was a significances effect watching Cartoon video from Youtube on students' speaking skill and Ha was accepted.

CONCLUSION

Based on the research the effect of youtube movie on students vocabulary mastery, that the researcher concluded are:

1. Students in experimental group was increase the speaking skill because this media makes teaching and learning process become interesting and enjoyable.
2. The t-observed higher than t-table. 4.95 > 1.67. And Ha (Altenative Hypothesis) was accepted

The students' who were taught by using Cartoon video from Youtube got better score than the students' who were taught by using conventional media

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