



<https://jurnal.unigal.ac.id/index.php/jall/index>

JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 5 No. 2, 2021

Received	Accepted	Published
July 2021	August 2021	September 2021

STIMULATING STUDENTS SPEAKING USING ENGLISH SPEECHES YOUTUBE CHANNEL

Mutiarani

University of Muhammadiyah Jakarta

Atikah Rusiana

zainudinatikah@gmail.com

University of Muhammadiyah Jakarta

ABSTRACT

The purpose of this research was finding that using video can give the students stimulations to learn English especially speaking. Reason why the researcher choose this as the new idea for students because there is so many students who still can't speak English. This research focus to see the students get a motivation after watching the video and can improve their speaking ability. The video can use while teaching in the class, to see did the students is interesting and get motivate from watching the video from English speeches YouTube channel. This researcher using quasi experimental with the pre-test, treatment, and post-test. The sample on this study were 25 of class 8th Junior High School. To calculate the students score the researcher using manual calculation and the mean results for pre test was 65 and for post test is 79. So there is the difference score between pre-test and post-test, it means using English speeches YouTube channel can stimulate and improve students speaking skill.

Keywords: Stimulate, Speaking, YouTube

INTRODUCTION

English has become the universal language communication. In innovation where, English is utilized in numerous areas such as science, technology, business and instruction, the capacity to communicate in this dialect that continues only exists in global society. Since the time, Humans already use language for social interplay and for communication equipment with their environment, Language is sort of a bridge among a speaker and a listener. In countries where English is not spoken (such as Indonesia), English is for foreigners Language is generally considered difficult to learn. Many students, especially junior high school The

ability of junior high school students is still very low, especially in this regard Language. Good oral English shows some of the most prominent factors One is fluency, but many students are hesitant and often They are talking. In addition, students are required to speak the correct words, Many students make mistakes when using this language. Students too it is expected to be appropriate, but many students may use inappropriate content Language expression, tone, meaning and other social language functions in language the specific environment in which they express their ideas. Pronunciation includes Stress patterns, intonation and pronunciation are also important aspects of speaking. However, many students still pronounce it incorrectly because they did not get Appropriate English mode. These problems may be caused by many factors For example, the methods and skills used by English teachers and the media Used in the teaching process. Students' interest and learning motivation have also become important factors that cultivate students' oral English ability. Therefore, the teacher should create pleasant atmosphere, carry out interesting activities and use interesting teaching media to present materials in class. The higher the motivation, the more students Interested in taking English classes. Therefore, the goal of teaching the process of cultivating students' oral English skills will be successfully completed.

Speaking

Speaking is a way for people to express and share the ideas what they have to tell others with verbally communication. According to Gert & Hans in Efrizal (2012:127), speaking is a speech produced by the speaker with the to be known and then, the listener processes the words to find out what the speakers talking about. Meanwhile according to Khorashadyzadeh (2014:12) said that speaking not only requires learning, but also understanding of how to produce linguistic competencies such as grammar, pronunciation, and vocabulary, and understanding of sociolinguistic competencies such as when, why, and how to speak.

From the definition above, it may be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to a different people in oral type by considering culture and social context occurred. Speaking has an important role in lifestyle embraces transference concerning what people expression or thinking. Speaking may be a way to communicate, to make and to share meaning. Speaking may be used as communication. Communication uses verbal and non-verbal symbols of language.

The purpose of teaching speaking have to enhance students' communicative skills. It approach that scholars can explicit themselves and discover ways to follow social and lifestyle regulations suitable in every communicative circumstances. Students are anticipated with a purpose to produce the language they research. In coaching speakme, it can't be separated from grammar, vocabulary and pronunciation. Brown (2003: 140) defined that "the cappotential of speaking fluently is accompanied evidently from the coaching of grammar and vocabulary, with a chunk pronunciation thrown in". In nature coaching speakme there is contributions of grammar, vocabulary and pronunciation. Meanwhile, strategies are any of a extensive form of activities, physical games or obligations utilized in the study room to obtain coaching and mastering object. There are many methods and strategies that can be used in the coach's oral language. Students only need to learn English simply to be able to speak their normal lives proficiently, correctly and correctly.

Learners Nowadays, English as an worldwide language holds important roles in lots of sections, which include society, education, authorities, enterprise and soon. English is used to attach and speak every different everywhere in the global. In society, humans may be related thru direct verbal exchange or indirect verbal exchange. Language customers sincerely use one of a kind languages from their own tribes or international locations for each day use, however

humans all over the global nonetheless can speak through the use of worldwide language.

While in education, there are a lot of reassets which include books, journals, thesis, dissertations, and shortly the use of English. In authorities section, among a rustic with every other united states of america can join through the use of worldwide language. In enterprise, humans can cooperate and do transaction through the use of worldwide language.

People need to grasp English as an worldwide language. Even humans are required to be gifted in worldwide language so that you can hold up with the improvement of global. People can join every different through communicating. Indonesians need to grasp speak me so that you can aid them to speak humans all over the global.

YouTube

YouTube has such a wide range of applicability that it is a media source that is an integral part of the education system. YouTube is capable to train English talking abilities. The preceding studies confirmed the effectiveness of YouTube in getting to know. Guan, Song, & Li (2018) concluded that By the usage of multimedia technology, college students' hobby in getting to know may be progressed and with the aid of using the usage of beneficial and auxiliary coaching tools, teachers' coaching duties end up lots less complicated and teachers' ardour in coaching is recalled. The study from Narasati (2021) also revealed that there is the influence of animated films in learning speaking. Then, this study explore the use of YouTube channel is quite coherence. Using YouTube as a multimedia has been acquainted for humans nowadays; college students can efficaciously to examine talking. By the usage of YouTube, college students have threat to study how local speaker speaks from the video. Students also can exercise the mimicry, expression, intonation, and vocabulary,

appropriately with leisure and feeling assured in appearing. Meanwhile, this examine targeted to boom college students' crucial questioning from the video, so college students are capable of fluency in talking, learning of grammar and vocabulary, and the usage of English for his or her life.

English Speeches YouTube Channel

The main idea English Speeches channel is helping students to learn English language and practice their speaking, listening, reading and writing while they are watching. On this channel there is so many videos with inspired and famous people who will give the speech with an easy and understanding spoken language so the students will learning many things from the speech they are watching. This channel also have a website that we can access and all the materials from the video. On their website too, they have a simple quiz for students to try and master it after they watch and learning the videos, and the students can download a free book to improve their vocabulary and word expressions for learning speaking. The teacher and students can download the audio version to listen it offline and to practice more.

YouTube is likely to contribute a huge amount in improving the students' ability in English, as mentioned by Bastos & Ramos (2009) in their research result that asserted that the student are interested in the process of teaching and learning using video, which consists of sound, graphics and animation, which is more interesting than textbooks, worksheets, slides, projectors and films. In addition, it is also stated that students are likely to choose videos available on YouTube with teacher guidance, thus, students can learn more related to vocabulary in order to be able to give opinions and discuss a certain topic which make them more confident in learning language.

The writer considered YouTube as an alternative strategy to enhance students 'speaking skill. The real models of speaking English can be obtained from YouTube videos. According to Alimemaj (2010), YouTube can help

students explore a target culture in a variety of ways, and it can help students develop their learning autonomy levels as it encourages them to watch videos and clips continuously. Thus, YouTube videos can be one solution to encourage students' to speak. In addition, according to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development. Further, they stated that using YouTube in the classroom lets students have exposure toward authentic English and autonomy in learning (student-centered). Thus, it can be inferred that using YouTube can improve students' speaking skill in terms of pronunciation, grammar, vocabulary, and fluency. Thus, it can be said that YouTube video as media in the teaching and learning process is recommended to be used for improving students' speaking skill.

The writer applied English Speeches Youtube Channel on the learning class is for stimulate students speaking skill. The reason why I choose the ESYchannel is because all the videos in the channel is really helpful from the various famous people and their topics to learn. The language on the videos choose is educated and makes us want to know more about it and discuss it. From this channel too we can get a free e-books from their website and get the offline audio. So that's why the writer choose ESY channel to stimulate students speaking skill.

METHOD

In this research , the researchers used quantitative research. According to Sugiyono (2015, p. 23) quantitative research is information withinside the shape of numbers, or extrapolated quantitative statistics (scoring). So quantitative research is facts that has developments may be analyzed through manner or

statistical techniques. Data it could be more than a few or a rating and is typically acquired through the use of a records series device whose solution is a range rating or query this is weighted. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

This method used quasi experimental research. Experimental is the best of the quantitative designs which is used to decide probable cause and effect. Experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect.

Experiments are always done with the intent to see a treatment. In this research, there were two variable. So, the researcher used quasi experimental design. The researcher used one class; they were experiment . Experiment class was a class that was given treatment by using the English Speeches Youtube.

FINDINGS AND DISCUSSION

The researcher use the test to collect the data from the students who are given to the samples of the research. The writer uses pre-test before doing the treatment and do the post-test after giving the students treatment. The test was speaking test. The students was asked to do the speech with the topic that the researcher give, and see the English Speeches YouTube channel as the media. Thus researcher took 25 students at one class at 8th grade class.

The data of students' pretest and post-test were describe in the table below:

Table 1. Students pre and post test results

No	Name	Pre Test	Post Test
-----------	-------------	-----------------	------------------

1	AF	60	75
2	AP	73	80
3	AS	55	75
4	AAP	65	85
5	ANF	72	80
6	BAP	60	79
7	BIP	72	80
8	FIM	65	83
9	FJA	60	80
10	KK	72	85
11	KFA	64	75
12	MJ	50	76
13	NRS	65	75
14	RA	70	80
15	RZ	62	79
16	SC	65	80
17	SOH	70	84
18	IA	63	75
19	KCA	60	77
20	MAA	65	75
21	MAT	70	80
22	NNR	62	78
23	YZP	72	82
24	YI	66	79
25	ZS	70	82
	TOTAL	1628	1979
	MEAN	65	79

It could be seen from the table above, that the scores of students pre-test and post-test were different. The mean score of the students in the pre-test was 65 with the lowest score of 50 and the highest score is 73, while the mean score of students in the post-test was 79 with the lowest score of 75 and the highest score of 85. Referring to Speaking skill criteria, the performance of the students Speaking skill could be classified into the following criteria:

Table 2 Criteria of students' pre and post-test speaking skill

No	Classification	Range of Score
1	Excellent	90-100
2	Good	76-89
3	Enough	66-75
4	Poor	40-65
5	Very Poor	00-39

a. Pre Test Result Classification

The result of experimental class students speaking the pre-test above can be classified into the following levels:

Table 3 Experimental pre-test students speaking skill result

Classification of Speaking comprehension level	Total Number of Students	Total Number of Students in Percentage
Excellent	0	0%
Good	0	0%
Enough	10	2.5%

Poor	15	2.75%
Very Poor	0	0%

From the table above, pre-test results of experimental class can be describe: none of the students was ‘very poor’ (0%), 15 students was ‘poor’ (2.75%), 10 students was ‘enough’ (2.5%), 20 students were ‘good’ (5%), and none of the students excellent

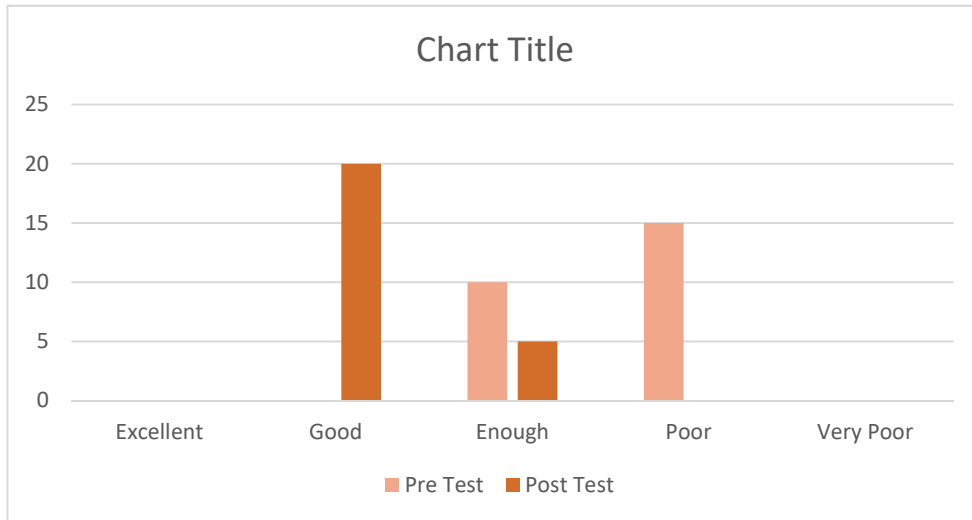
b. Students post-test speaking skill results are presented in the following table:

Table 4 Experimental post-test students speaking skill result

Classification of Speaking comprehension level	Total Number of Students	Total Number of Students in Percentage
Excellent	0	0%
Good	20	5%
Enough	5	1.25%
Poor	0	0%
Very Poor	0	0%

From the table above, post test results of experimental class can be describe: none of the students was ‘very poor’ (0%), none of the students was ‘poor’ (0%), 5 students was ‘enough’ (1.25%), 20 students were ‘good’ (5%), and none of the students excellent.

Diagram 1. Students pre test and post test chart



From the diagram 1 there are significantly differences between pre-test and post-test. The total score of pre-test is 1628 and the post test is 1979. So it can be concluded that the highest score is post-test. The data of the students score were analyzed by using the T-test to prove whether or not there was a significant difference between students speaking skills in both pre-test and post test. Here is the table of analysis.

Table 5 The pre test and post test analysis

No	Nama	Post Test (X1)	X1 kuadrat	Pre Test (X2)	X2 kuadrat
1.	AF	75	5625	60	3600
2.	AP	80	6400	73	5329
3.	AS	75	5625	55	3025
4.	AAP	85	7225	65	4225

5.	ANF	80	6400	72	5184
6.	BAP	79	6241	60	3600
7.	BIP	80	6400	72	5184
8.	FIM	83	6889	65	4225
9.	FJA	80	6400	60	3600
10.	KK	85	7225	72	5184
11.	KFA	75	5625	64	4096
12.	MJ	76	5776	50	2500
13.	NRS	75	5625	65	4225
14.	RA	80	6400	70	4900
15.	RZ	79	6241	62	3844
16.	SC	80	6400	65	4225
17.	SOH	84	7056	70	4900
18.	IA	75	5626	63	3969
19.	KCA	77	5929	60	3600
20.	MAA	75	5625	65	4225
21.	MAT	80	6400	70	4900
22.	NNR	78	6084	62	3844
23.	YZP	82	6724	72	5184
24.	YI	79	6241	66	4356

25.	ZS	82	6724	70	4900
	TOTAL	$\sum X1 =$	$\sum X1^2 =$	$\sum X2 =$	$\sum X2^2 =$
		1979	126270	1628	106824

From the table 5, it can be seen that the results is $\sum X1=1979$, $\sum X1^2=126270$, and $\sum X2 = 1628$, $\sum X2^2 = 106824$.

1. The analysis of the pre-test (X_1) and post-test (X_2) variabls as follows:

a. Determining mean of X_1 variable:

$$X_1 = \frac{\sum x_1}{N_1} = \frac{1979}{25} = 79$$

b. Determining of Standard Deviation score of X_1 variable:

$$SD_1 = \sqrt{\frac{SS_1}{N_1-1}} = \text{where } SS_1 = \sum X_1^2 - \left(\frac{\sum x_1}{N_1}\right)^2$$

$$SS_1 = 126270 - \frac{1979^2}{25}$$

$$SS_1 = 126270 - 15665$$

$$SS_1 = 110$$

$$SD_1 = \sqrt{\frac{110}{24}}$$

$$SD_1 = \sqrt{45.83}$$

$$SD_1 = 6.76$$

c. Determining mean of X_2 variable:

$$X_2 = \frac{\sum x_2}{N_2} = \frac{1628}{25} = 65$$

d. Determining of standard deviation score of X_2 variable

$$SD_1 = \sqrt{\frac{SS_2}{N_2-1}} = \text{where } SS_2 = \sum X_2^2 - \left(\frac{\sum x_2}{N_2}\right)^2$$

$$SS_2 = 106824 - \frac{1628^2}{25}$$

$$SS_2 = 106824 - 106015$$

$$SS2 = 809$$

$$SD2 = \sqrt{\frac{809}{24}}$$

$$SD2 = \sqrt{33.70}$$

$$SD2 = 6.15$$

e. Determining t-test

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\frac{79 - 65}{\sqrt{\left(\frac{1628 + 1979}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{14}{\sqrt{\left(\frac{3607}{48}\right) \left(\frac{2}{25}\right)}}$$

$$t = \frac{14}{\sqrt{75.14 \times 0.04}}$$

$$t = \frac{14}{\sqrt{3.00}}$$

$$t = \frac{14}{1.73}$$

$$t = 8.09$$

f. Determining degree of freedom

$$DF = N - 2$$

$$Df = 25 - 2$$

$$Df = 23$$

g. Determining t-table in significant level 5% with degree of freedom. The value of df is 23 at degree of signification 5% or t-table is 1.71.

The result of the data analysis showed that using English Speeches Youtube Channel is effective for teaching speaking.

t – calculation	t-table 0.05	Significant
8.09	1.71	Significant

CONCLUSIONS

Based on the research that was conducted in Junior High School. The writer concluded that after applied English Speeches Youtube channel, they were interested in speaking language learning. The value of post test 79 was higher than the value of pre test 65. It means that there is a difference between teaching speaking with English Speeches Youtube channel and teaching speaking without English Speeches Youtube channel. Therefore, it can be concluded that the use of the English Speeches Youtube channel stimulate students speaking skills. It give significant effect for the students speaking in English of eight grade students.

REFERENCES

- Alimemaj, Z. (2010). *YouTube, language learning and teaching techniques*. *Anglo Higher*, 2(3), 10-12.
- Baltos, A. & Ramos, A. (2009). YouTube for learning English as a foreign language: critical thinking, communicative skills. *Semantic Scholar*.
- Brown, D. H. (2004). *Language assessment principle and classroom practice*. *America: Longman*
- DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, R. (2013). *The potential of YouTube for teaching and learning in the performing arts*. *Procedia - Social and Behavioral Sciences*, 103, 1118–1126.
- Efrizal, D. (2012). *Improving students' speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa islamic boarding school of Bengkulu, Indonesia*. *International Journal of Humanities and Social Science*, 2(20), 127-134.

- Guan, N., Song, J., & Li, D. (2018). *On the advantages of computer multimedia-aided english teaching*. *Procedia Computer Science*, 131, 727–732.
- Khorashadyzadeh, A. (2014). *Why to use short stories in speaking classes?* *International Journal of Foreign Language Teaching in the Islamic World*, 2(1), 9-15. (Journal)
- Narasati, R. (2021). The influence of using animated films in speaking ability improvement. *Journal of Applied Linguistics and Literature (JALL) Vol. 5. No. 1*. Retrieved from <http://dx.doi.org/10.25157/jall.v5i1.4587>.
- Riswandi, D. (2016). *Use of YouTube-based videos to improve students' speaking skill*. *Proceeding the 2nd International Conference on Teacher Training and Education*, 2(1), 298-306.. Retrieved from <https://jurnal.uns.ac.id/ictte/article/view/8150/7310>
- Sayuri. (2016). *Problems in speaking faced by EFL students of Mulawarman University*. *Indonesian Journal of EFL and Linguistics*, 1(1), 47–61. <https://doi.org/10.21462/ijefll.v1i1.4>
- Selvi, O., Tulgar, S., Senturk, O., Topcu, D. I., & Ozer, Z. (2019). *YouTube as an informational source for brachial plexus blocks: evaluation of content and educational value*. *Brazilian Journal of Anesthesiology (English Edition)*, 69(2), 168–176.
- Sugiyono, *Metode Penelitian dan Pengembangan Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2015), 407 1
- Syamsurizal, M. (2015). *Using improvisation in teaching speaking*. Gorontalo, Indonesia: Ideas Publishing.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119.