

## THE USE OF YOUTUBE ENGLISH SHORT STORY AS MEDIA TO INCREASE STUDENTS' SPEAKING ABILITY

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### Abstract

The speaking ability of most students in Indonesia is still very low or lacking because of many reasons. Most students were not interested in learning English because it is difficult and boring to learn. In that case, the researchers decided to create a fun teaching and learning process by providing YouTube as a media of teaching. The quantitative method used in this research was a quasi-experimental consisting of a control group and an experimental group. To analyze the data, the researchers used SPSS program. The result of students' who were taught using Manual Short Story Book was lower than students' who were taught using YouTube English Short Story. It was shown by the mean score of pre-test was 23.34% and the mean score of post-test was 39.89%. Meanwhile, the result of students' who were taught using YouTube English Short Story was higher than students' who were taught using Manual Short Story Book where the mean of the pre-test was 23.47% and post-test was 50.63%. The students' enthusiasm in the teaching and learning process was the most important part in affecting this improvement. The majority of students in the students' perception agreed that using YouTube English Short Story as a media of learning can make the classroom fun. Based on this data, the researchers found that using YouTube Short Story as a media of teaching helps students increasing their speaking ability. Therefore, the teacher should make a fun learning process by using YouTube as a media for teaching in classroom.

Keywords: YouTube, Short Story, Increase, Speaking Ability

### 1 INTRODUCTION

English is very important to learn. Nowadays, English language is used in all over the world, it is a tool for people from different countries to communicate with each other. In other words, English has become an international language. English is playing as a big role in many environs, such as education, business, tourism, technology, banking, medicine, engineering, etc. There are many international companies conduct meetings in English, universities teach courses in English, even tourists and travelers from all over the world are using English as a common language.

In Indonesia, English is considered as the first foreign language. Students in Indonesia are usually learn English just in school. The speaking ability of most students in Indonesia is still very low or lacking because of many reasons. According to Haidara (2016:11), they are insecure while speaking English. Most of their speaking problems are afraid of making mistakes, their shy feeling, their hesitate feeling, their lack of confidence while speaking English in front of many people and friends. For some students, speaking a foreign language is difficult because they have not mastered the vocabulary. Further, they have to pay attention to their pronunciation.

Speaking is one of the crucial abilities that allows us to communicate verbally. It is because speaking can be used for students to express their thoughts and feelings by orally in a foreign language. Based on observation done by the researchers in SMP N 2 Banjarharjo, the researchers found that students are difficult in learning English and increasing their speaking ability is because their lack of confidence in speaking a different language and they think that learning English is boring. In this case, English teachers need to provide media to create a different atmosphere during the lesson. Therefore, the researchers would like to use YouTube English short story as a media of learning to increase students' speaking ability. The aim of this study is to investigate the significant difference between using YouTube English short story to increase students' speaking ability and their perception. Thus, the researchers are hoping that this research can make the students able to communicate at the most basic English, also the students who are not interested in learning English at first will become more interested after the researchers applied the research.

## 1.1 Speaking

Speaking is one of four basic language skills that must be mastered by students. According to Harmer (2007:29) states that speaking is the one of language skills that means of communication which is can express ideas or information to others in spoken form. Speaking requires students to know not only the points of linguistics competence such as grammar, pronunciation, or vocabulary, but also the sociolinguistics proficiency on how to understand when, why, and how language is generated.

## 1.2 Media for Teaching

In teaching-learning activities, media is a tool to built students' interest in the material (Ristyani & Nurhayati, 2020:20). Aprilianti & Iwan (2017:10) state that media is essential for improving teacher expertise of instructional media in the presentation of information. They also claim that one of the most difficult aspects of teaching English in the classroom is that students are uninterested in learning. It is proposed that English teachers employ media in their teaching and learning process to make them engaged and motivated in studying, and the lesson will be more relevant and fun as a result.

## 1.3 YouTube video as teaching media

Lance (2007:111) explains that YouTube videos can prove something interesting and deep educational experience. Students more easily understand and memorize information from the video. It is supported by Harmer (2003:282) that video can be added extra special dimensions for the learning experience. Video helps users to set what they want will say or write after watching the video, because they don't listen, but they might recognize it through the gestures or movements of each character in the video. According to Jalaluddin (2016), the advantage of using YouTube video in teaching and learning process are as follows:

1. YouTube videos are very useful media which can be accessed outside and inside of the classroom. Because YouTube videos are online and accessible everywhere within area internet connection. Therefore, it allows for flexible learning and gives teachers the option of assigning students to explore more related videos outside of the classroom.
2. YouTube videos provide exposure to authentic English and offers authentic examples of everyday English spoken by the people. The students can access English that is spoken by native speakers because of it. Additionally, giving pupils access to realistic material will boost their confidence as they deal with real-world situations.
3. Using YouTube videos promote a learning style that is more autonomous and students center. The students are going to have an active role in the learning process and the facilitator role of the teacher. In addition, the accessibility of accessing different YouTube videos enables students to have an opportunity to learn on their own without having to be spoon-fed by their teacher. Furthermore, video that fits both visual and audio components helps students comprehend abstract concepts. It becomes easier for students to comprehend an abstract concept.
4. Using YouTube video in the classroom greatly attracts students' attentions, so it makes classroom very interactive for language learning. Video shows students how people behave while using the target language they are studying, which they find to be appealing as well as challenging for them to watch.
5. Using YouTube video allows the students to comment on any video especially when they play it online. As a result, it also helps students improve their other language skills.

## 1.4 Short story

Short story is one of cognition instruments which is the readers can engage imaginatively with science. The story shapes the readers' emotional understanding of the short story's subject matter. According to Poe (1998), short story is a fictional work or prose that is shorter in length than a novel. In more specific definition, Koesnosoebroto (1988:11) states that the short story is the essence of economy, consisting of 2000 words, but length is not the sole criteria for a short story as you will see in the example. Structurally, the short story must contain itself with a few characters, few incidents, scenes or episodes, and it takes place in a brief span of time and it can develop only one or two characters with anything approaching fullness. In telling short story, it is not the same as playing drama. In storytelling, clarity, significance and emotional closeness with the audience is much more important than the role of art movement [1]. The purpose of a short story is to serve as a provide information, and the short story will make an effort to engage readers' feeling regarding the information being conveyed.

## 2 METHODOLOGY

According to Cresswell (2009:183) that specific procedure involved in the research process: data collection, data analysis, and report speaking is referred to as research design. Bogdan and Tylor in Tohirin (2012: 2) state that, there are two types of research design: quantitative and qualitative. In this research, the researchers used a quantitative research design. The quantitative method used in this research was a quasi-experimental design that applies pre-test and post-test. This method was used to measure and compare the significant differences of the students' speaking ability who were taught between using a manual short story book and YouTube English short story as the media of teaching English. The researchers conducted the research by forming two groups consisting of a control group and an experimental group. In this research, the control group was treated using a Manual Short Story Book while the other group, which is the experimental group was treated using YouTube English Short Story.

According to Cresswell (2009:142), population is a collection of people who have the same characteristics. According to [18], that population is a collection of all elements possessing one or more attributes of interest. So, it can be concluded that the population is all the members included class of people, object or events. In this research, the population refers to eighth grade students of SMP N 2 Banjarharjo. In this research, the researcher used two classes as the sample of the research. Those classes divided into two different classes; IX D as experimental class and IX F as a control class.

In this research, the researchers used speaking test and questionnaire in order to collect the data. The test was divided into two; pre-test and post-test. The researchers gave the pre-test before the treatment, meanwhile the post-test was given after the treatment. These tests are used for measuring the students' speaking ability. To score the students' speaking ability, the researchers used several criteria, including vocabulary, comprehension, pronunciation, fluency, and grammar. Lastly, the researchers gave a questionnaire to students as the last step of collecting data. In this research, the researchers gave a questionnaire in the form of closed-ended questionnaire to the students as the respondents. In order to find the significant difference, the researchers used t-test formula to collect the data and analyzed by using SPSS program. The formula used as follows:

$$t = \frac{\bar{x}_2 - \bar{x}_1}{s_{\bar{x}_1 - \bar{x}_2}}$$

## 3 FINDING AND DISCUSSION

The aims of this research were to find out whether there was a significant difference in using YouTube English Short Story to increase their speaking ability at the third grade students of SMP N 2 Banjarharjo and their perception towards YouTube English short story. The detail of the information related to the research findings and the discussion are given below:

### 3.1 Research Findings Subsection

The researchers analyzed the data in order to find out the students' speaking ability who were taught between using YouTube short story and manual short story book. In order to collect the data, the researcher conducted this research by doing the pre-test and post-test, then supported with the questionnaire about the students' perception. The researchers can determine the test results after calculating all the data. It will be presented as follows:

#### 3.1.1 The Result of the Students Speaking Ability taught using YouTube English Short Story

*Table 1. The Result of the Students' Scores in Experiment Class using SPSS*

	Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	38	20	44	892	23.47	.869	5.356

Post-Test Experiment	38	20	72	1924	50.63	1.868	11.514
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In the experiment class, the researchers gave pre-test to the students by telling a short story from a book to know the students' speaking ability before getting the treatment using YouTube English short story as a media of learning. After pre-test was given, the researchers gave post-test to the students to find out the students' speaking ability. After being taught using English short story from YouTube, the students had to retell the story in the post-test. From the results of the students' score above, it can be seen that the sum of the pre-test was 892 and the sum of the post-test was 1924. After the researchers calculated the sum of the pre-test and post-test, it was found that the mean of pre-test from control class was 23.47%, categorized as poor and the mean of post-test was 50.63%, categorized as average.

### 3.1.2 The Result of the Students Speaking Ability taught using Manual Short Story Book

*Table 1. The Result of the Students' Scores in Control Class using SPSS*

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Control	38	20	32	23.34	887	.512	3.156
Post-Test Control	38	20	60	39.89	1516	1.743	10.745
Valid N (listwise)	38						

In the control class, the researchers gave pre-test to the students to know the students' speaking ability before conducted the conventional treatment. After pre-test was given, the researchers gave post-test to the students to find out the students' speaking ability. From the results of the students' score above, it can be seen that the sum of the pre-test was 887 and the sum of the post-test was 1516. After the researchers calculated the sum of the pre-test and post-test, it was found that the mean of pre-test from control class was 23.34% and the mean of post-test was 39.89%. The result of both pre-test and post-test scores categorized as poor.

### 3.1.3 The significant difference in speaking ability between the two classes

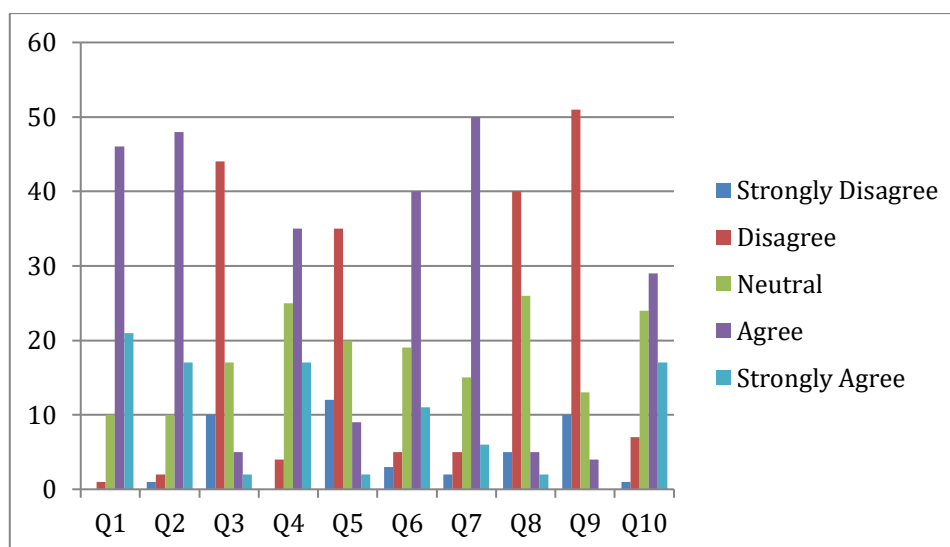
*Table 2. The Result of the significant difference in speaking ability between the two classes using SPSS*

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	38	20	44	892	23.47	.869	5.356
Post-Test Experiment	38	20	72	1924	50.63	1.868	11.514
Pre-Test Control	38	20	32	887	23.34	.512	3.156
Post-Test Control	38	20	60	1516	39.89	1.743	10.745
Valid N (listwise)	38						

After the data were collected from both pre-test and post-test, the researchers analyzed the result of the test by using t-test in order to know whether there was significant difference between the students who were taught using manual short story book and the students who were taught using English YouTube short story. The researchers found that there were significant differences in students' speaking ability. This is proven by the score of t-test is higher than t-table ( $4.203 > 0.802$ ). Because if the t-test is higher than t-table, the hypothesis ( $H_a$ ) is accepted. Therefore, it can be concluded the third grade students' of SMP N 2 Banjarharjo who were taught using YouTube English short story as a media of learning was increased.

### 3.1.4 The result of the students' perception after being taught between using YouTube English Short Story and Manual Short Story Book

Figure 1. Diagram of Questionnaire



Based on the data analysis above, the response of most students collected through the questionnaire showed positive perception. It was proven by the highest percentage of 44.9% that the majority of students agree that using YouTube English short story as a media can make them more interested in learning English. By using YouTube, they can watch a video related to the material and it can make the students feel more fun and the researchers created an enjoyable atmosphere in the learning process. In the other hand, the negative side conveyed by students regarding short story showed that the lowest percentage 5.1% of the students chose disagree. It is not because they don't like using the media of YouTube English short story in the classroom, they stated that they were shy and not confident in the learning process. It is because they were not used to in retelling short story in front of the class using a different language.

## 4 CONCLUSIONS

Based on the data analysis, the researcher concluded that the speaking ability of the third grade students' of SMP N 2 Banjarharjo who were taught using YouTube short story as a media of learning was increased. The result collected from both tests showed a significant difference. It was proven by the result of the t-count value is higher than t-table. Therefore, it can be concluded that the students speaking ability using English YouTube short story were increased. This result was also supported by the closed-ended questionnaire in students' perceptions of using YouTube English short story as a media of learning. It was shown that the majority of students were positive towards YouTube short story to increase their speaking ability.

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