

Using YouTube Video to Improve Students' Speaking Skill at Eleventh of SMA Wahidiyah Gumukmas Jember

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ABSTRACT

This research was direction to improve students' speaking skill though YouTube Video and to know how the implementation of the technique improving students' speaking skill in English speaking. This research was accomplished at Eleventh of SMA Wahidiyah Gumukmas Jember in which consisted of 4 students as respondent. To solve students' problem in teaching learning English especially in speaking skill, the researcher applied Classroom Action Research (CAR) designed by Burns which consisted of four phases; planning, acting, observing and reflecting, on each cycle. There were two kinds of data gained in this study; qualitative and quantitative data. The qualitative data can derive from the observation, fieldnote and interview. Meanwhile, the quantitative data can derive from the pre-test and post-test. The result of this study showed that the implementation of YouTube Video to improve students' speaking skill was successful. It was proven by the data that were collected from this study. The qualitative data showed improvement of the students' motivation, interest and confident to speaking English after the implementation of YouTube Video as media. The result of the test showed improvements in students' speaking score. In pre-test, there was no one students 0% who pass the minimum mastery criterion KKM out of 4 students which the mean score was only 55. Then, in post-test for cycle I, the percentage of students who passed the minimum mastery criterion KKM improve to 50% or 2 out of 4 students passed the minimum mastery criterion KKM with 70 as the mean score. Next, in post-test for cycle II, the mean score was 82. The result of the test shows significant improvement where 100% of the students could achieve the score above the minimum criterion which at least 75. Based on the result above, YouTube Video may be concluded successfully improve students' speaking skill.

Keywords: *Speaking Skill, YouTube Video*

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INTRODUCTION

Speaking is one of the important language basic skills in learning language (Hasanah: 2020: 1). Speaking is the component that has the biggest impact on how the speaker is seen by others and formally evaluated in other skills. Speaking is an important

parts of learning English. Speaking is the act in which a language or particular word or sound is spoken. Speaking was used to improve the speaker's fluency and understanding. Fluency can be defined as the ability to continue speaking when speaking spontaneously.

Speaking is defined as saying a word or sentence to someone or a group of people for achieving a certain target, such as transferring information or motivation. Speaking is a person's ability to express thoughts, ideas, messages or information to other people individuals in a way for the other person to understand Hidayati & Darmuki (2021). Brown & Yule et al., (2019) Speaking can also be used to communicate ideas that have been collated and developed in response to the listener's needs.

The success of English learners can be judged by how well they can communicate in English (Kurniawan 2016: 180). The instrument of speaking is communication. Through communication they can express their ideas, thoughts, opinions, and anything else that is on their minds through conversation. Beside on (kurikulum k-13) for junior and senior high school students devised to encourage students to communicate the target language in diverse setting particularly for daily life communication.

According to Fauzi (2012: 10), mastering the aspect of learning a second or foreign language and success are measured in terms of ability to carry out a conversation in the language. Learning English Speaking is not easy, especially for the Indonesian. We know that English in Indonesia is not being the primary language or the second language. So, it would make Indonesian students have some difficulties in learning Speaking, especially in their school while teaching learning process.

Based on researcher observation and also gave questionnaire interview to eleventh grade of SMA Wahidiyah Gumukmas Jember that 100% or all of the students had difficulty with their speaking skill, including (vocabulary, writing and grammar). Students' problem while teaching speaking in the class are: First, the students are shy, nervous and unconfident when answering the teacher's question, they cannot express their ideas fluently by using appropriate vocabulary and correct grammatical form. The students only can say two or three words in English and then get stuck and returning to use their mother tongue. Second, issue is that the classroom atmosphere is monotonous, because the method while teaching in the classroom still uses textbook so it makes students feel bored with the old teaching method, and there is no use of innovative teaching and learning media that can motivate the students to learn (Gunada, 2017: 2).

Beside the reason stated above, students frequently find teaching and learning media is too boring, therefore students require a media that can capture their attention and make teaching learning speaking comfortable. The use of Media in teaching learning speaking is highly recommended. Media is one of the components in teaching learning process, and it plays an important role in English teaching learning (Brown 1977: 23). It does not only make teaching learning activities easier and more effective, but also it provides different situation that increases students' interest in the lesson.

In teaching learning activity, according to Baihaqi et (2020: 78) media is classified into four types there are: visual media, audio media, audiovisual media and multimedia. Visual media is a media that can be seen only, audio media is a media that can be heard

only, while audiovisual media is a media that can be seen and heard at the same time, and multimedia involves types of media to stimulate all senses in one learning activity. According to Daryanto (2010: 87) the retention (absorption and memory) of the students to the learning material can be increased greatly if the acquisition of information is initially greater through the sense of hearing and sense of sight. As a result, in this research the researcher applying audio visual media or YouTube video as media.

YouTube video is one of audio-visual media that we can view images and hear sounds when watching. Using media in the teaching-learning process is not a new thing one of them one of the media is YouTube. Students should improve their digital literacy skills in order to communicate and express their ideas through digital media. Teachers all around the world use YouTube extensively to advise students and deliver educational videos. It also has a lot of positive effects on the teaching and learning processes for both teachers and students in the classroom stated by Taloko (2014: 3-4). YouTube offers a wide variety of English study resources that are simple to access and useful.

There are several advantages to learning English through YouTube including learning will be much more fun, the ability to acquire the correct pronunciation of foreign words, the ability to absorb the material more quickly, and the ability to find YouTube videos with ease. Previous studies showed that YouTube videos can improve the students' speaking skill. So, YouTube video can be different method to improve students' speaking skill.

METHOD

The method in this research would use Classroom Action Research (CAR). According to Burns (2010: 9) action research can be useful tool for assessing our teaching skills, ourselves, our classroom, and our students. Action research is a systematic process of evaluating teaching learning process in order to solve problems and make improvements. In this research, the researcher collected qualitative data that was supported by quantitative data. The researcher collected the qualitative data by observing the teaching speaking process and interviews to the students of eleventh grade in SMA Wahidiyah Gumukmas. The interview would take the form of question interview of the pre-interview and oral interview during treatment, and post-interview. The field note would be served in the form of description text of the entire process in implementing the technique. In addition, the researcher collected the quantitative data from students' pre-test and post-test score to support the qualitative data. The subject of this research was focused on students at second semester of eleventh grade in SMA Wahidiyah Gumukmas academic year 2022/2023. The researcher selects XI grade which the researcher taught at that classroom and also the students have the low score of speaking. The object of this research was using YouTube Video to improve students' speaking skill.

The research would be conducted in one cycle. If the first cycle was failed, the researcher would proceed to the second cycle as a revision cycle and so forth. The cycle would be conducted in four meetings in which the researcher would be implemented repeatedly and simultaneously in order to solve student teaching learning problems. This

is the first phase in conducting this research, the researcher determined the research's thematic concern. The researcher observed the teaching learning process in the classroom. Then, the researcher had some interview to the students about the existing problems in the teaching learning process. The researcher classified the exiting problem of the observation and interview, before implementing the technique, the researcher conducts a pre- test to assess students' speaking skill.

In this phase, after conducting preliminary research and identifying the real problems that students face in their speaking skills the researcher planned all the material and instruments needed for the research to solve the problems found in the process of pre-interview, pre-observation and pre-test. Then the researcher prepares everything related to implementation of YouTube Video media to solve students' problem and improve their speaking skill. Planning preparation includes a developing teaching strategy, preparing instructional teaching materials and media for teaching learning activities. In action the researcher creating the lesson plan, teaching instruments, and research instrument, the researcher implement YouTube Video media Teaching in teaching and learning activity beside on the lesson (Procedure Text). After implemented the technique in the first cycle, the researcher. In observation, the researcher observed all the data that had been collected from the previous phases: Interview transcript, observation checklist, field note and students' test score. The researcher observed the overall process of the researcher based on the instruments which have been collected. In this research, the researcher evaluates the effect of implementing YouTube Video media teaching that was implemented during the implementation or action. The data collected during the observation stage was collected and analyzed. The result was determined by the success criteria that had previously before. When the implementation of YouTube Video media teaching approach met the success criteria, the research was terminated. But, if the implementation of YouTube Video media teaching approach did not meet the success criteria yet, it means that the research must be continued to the next cycle and so forth. In this research, there are some techniques in collecting the data to gain both qualitative and quantitative data. The researcher collecting the qualitative data from interview, observation and field note. So, the researcher. collecting the qualitative data from students' pre-test and post-test score according to Agustina (2018: 33-35) performed post-test to get the result of the implementation of the technique.

FINDING AND DISCUSSION

The Implementation of Classroom Action Research

Cycle One

1) Planning

The first phase of Classroom Action Research is planning. The researcher as the teacher made a planning for the action based on the problems faced by students toward speaking skill. First, the researcher checked the syllabus. Second, the researcher prepared the lesson plan based on the syllabus. Third, the researcher prepared English teaching material, the material in this first cycle was about Procedure Text and the topic was "How

to make something". The last, the researcher prepared some instruments needed in this research such as an observation checklist, file note, interview and test.

2) Acting

a) First Meeting

The action of cycle one was begun on Monday, 27th of February, 2023. The researcher implemented the lesson plan that had been made in the previous phase. In the first cycle, the actions focused on implementing YouTube Videos as the main media to improve the students' speaking skills. The material of the lesson was about "Procedure Text" the topic was "How to make something". While teaching learning process the researcher also collected the data through observation checklist.

The researcher started the lesson by greeted the students and asked the student to pray together. Then, the researcher checked the students' attendance list. Afterwards, the researcher said about the purpose of today's material to the students. The researcher also gave motivation to the students to learn the material. Then, the researcher explained one by one the material about "Procedure Text". From the meaning, social function, generic structure, and the grammar.

After the researcher explained one by one the material. The researcher played example video from YouTube https://youtu.be/bP_6nQFzSDo. The example video was about "How to make mango milkshake". The students were excited to watch the video because that was the first time that they watch video during teaching and learning process. The researcher played the video twice so the students could understand well and researcher asked students to focus on the vocabulary and pronunciation. So, it can add their vocab and knew how to pronoun it so they could improve their speaking skill. When the video ended the researcher asked the students there were things they did not understand from the video or not, but no one had a question about the video.

b) Second Meeting

In the second meeting, on Tuesday, 28th of February, 2023, the researcher opened the class same as first meeting, started the lesson by greeted the students and asked the student to pray together. Then, the researcher checked the students' attendance list. Afterwards, the researcher said about the purpose of today's meeting to the students, in this meeting the researcher played the example YouTube video from this video https://youtu.be/bP_6nQFzSDo twice to stimulated students about How to make something.

Then researcher asked students to make a procedure text about "How to make fruit juice?", each student may choice what kind of fruit that they would produce, and asked students to wrote it in to their book start from the ingredient, tools and the step. Then the researcher checked and corrected their written.

c) Third Meeting

In the third meeting, on Monday, 6th of March, 2023, the researcher opened the class same as last meeting, in this meeting the researcher asked students to read one by one about Procedure Text that they have made in last meeting than the researcher can

corrected and evaluated their pronoun while speaking. Then the researcher asked the students to read it again one by one in front of the class to know the improvement of their speaking after the researcher evaluated them before did post-test in the next meeting.

d) Fourth Meeting

In the fourth meeting, Tuesday, 7th of March, 2023, the researcher opened the class same as usual, in this meeting the researcher would do two activities, first was test then after doing the test the researcher would interview the students. The researcher also gave motivation to the students before doing the post-test. The test was about Procedure Text “How to make a fruit juice?” that they have been made in the second meeting and asked the student to present it in front of the class one by one. Before that the researcher explained the speaking rubric to the students and asked when each student come forward the other students might give their attention while the researcher gave scores based on David P. Haris (1977: 84) speaking rubric assessment. The speaking rubric included comprehension, fluency, vocabulary, pronunciation and grammar. This is the result of the students’ post-test:

Table 4.2 Students’ YouTube Video of the Post-test in Cycle One

No	Name	YouTube Video
1	AWP	https://youtu.be/qLARjNiP7Jl .
2	DPS	https://youtu.be/29AD8Z4TC1k .
3	MAF	https://youtu.be/DqdN5zgOFIU .
4	BMI	https://youtu.be/RrUC6VtfGcM .

Table 4.3 Students’ Speaking Scores of the Post-test in Cycle One

No	Name	Criteria					Score	Converted Score
		C	F	V	P	G		
1	AWP	4	3	4	4	4	19	76
2	DPS	4	3	4	4	4	19	76
3	MAF	4	3	3	3	3	16	64
4	BMI	4	3	3	3	3	16	64
Mean Score								70
Class Percentage								50%

From the post-test for cycle I score, the researcher concluded that the students’ scores of each criterion were improved. The mean score of all criteria that the student got in the post-test for cycle I was 70. There are 2 students who passed the criterion minimum of competence (KKM).

3) Observing

In this phase, the researcher observed the students' participation, response, achievement and other things in classroom. The researcher analyzed the data from the observation checklist, file note and the interview transcripts. In the first, second, and third meeting, researcher realized that she had to do a lot of effort to make the students more active in teaching learning process. The students looked still unconfident of speaking to giving feedback on what they saw on the YouTube Video. On the contrary, students showed understood about the material and students were able to made and produce how to make something.

In the fourth meeting, researcher did post-test for cycle I in order to know students' progress in speaking, at first the researcher saw that students still unconfident to come forward and preented in front of class. They also need more time to prepared there speaking. However, all of students preented it one by one well even they did some mistakes while speaking. And based on post-test for cycle I score, there were some improvements of the student' speaking skill.

After finishing the first cycle and conducted post-test in order to know the students' progress in speaking skill. The researcher concluded that the score of the post-test for cycle I there were some improvements of students' speaking skill. From the result of the post-test for cycle I, it can be seen that the students' mean score improved significantly from 55 in thepre-test to 70. However, the percentage of the student who passed the criterion minimum of competence (KKM) were still not achieve. From the total 4 students, only 1 student who passed the criterion minimum of competence (KKM). It was only 50% students who successful achieve the criterion minimum of competence (KKM). So, there was still 50% students or 2 students from the total 4 students who unsuccessful achieve the criterion minimum of competence (KKM) in first cycle.

The researcher also interviewed the students to know their opinions related to the researcher's actions. Most of them said that they enjoyed the class. They liked the researcher's actions in using the videos. They also stated that the activities were fun. Below are the interview transcripts with the students can be seen in appendix 6 page 121.

4) Reflecting

In this phare, the researcher analyzed students' improvement and achievement based on students' post-test for cycle 1 score using YouTube Video as a media to improve students' speaking skill. The researcher also reflected the result of the implementation of modified action and decided whether to do and not to do in further action. In first cycle researcherfound some progress of students speaking skill. Although the target was not accomplished yet, in general most of students understood the material but some of them still unconfident and fluent in speaking. Therefore, it canbe concluded to do the next cycle in order to achieve the target.

a. Cycle Two

1) Planning

In this part, the researcher tried to solve the problems found in cycle one. Thus, the researcher prepared the material and instruments for the teaching and learning process. The material was same about the "Procedure Text", the researcher used same topic about "How to make something". And for post-test, researcher prepare some tools for studentsto easier to produce something. For instruction and the rule, the researcher explained again more slowly and clearly until each student understood andeach student paid attention to the instruction and explanation by the researcher. The researcher prepared the file note, observation checklist to observe students' responses to the teaching and learning process, interviewand test.

2) Acting

a) First Meeting

The action of the cycle two was begun on Monday, 20th of March, 2023. In this cycle, the material is still about "Procedure Text". The researcher reviewed the material together with the students to remind the students about the material and understood the material well and to make more interaction to the students. So, the students could practice their speaking and confidents. And for the example YouTube video from <https://youtu.be/07tW8JcEg9w>. It was "How to make nasi uduk" the researcher use kind of YouTube video that made the students easily to understand the meaning, and could identify the language feature and also the social function. The researcher played the video twice. The students looked very excited and enthusiastic in watching the video.

b) Second meeting

In the second meeting, on Tuesday, 21th of March, 2023, the researcherplayed this example video <https://youtu.be/07tW8JcEg9w> twice, after the students watched the example video, the researcher asked students to makesome questions that they did still not understand about the video. Since thestudents did not have questions, same as at the first cycle the researcher asked the students to make procedure text and for this cycle the researcher asked the students to make procedure text about "how to cook a rice" beside on their own steps. Then same as the first cycle, after the students wrote it, the researcher checked and corrected their written.

c) Third meeting

In the third meeting, on Tuesday, 27th of March, 2023, the researcher asked students to read one by one about Procedure Text that they have made in last meeting than the researcher can corrected and evaluated their pronoun while speaking. Then the researcher asked the students to read it again one by one in front of the class to know the improvement of their speaking after the researcher evaluated them before did post-test in thenext meeting.

d) Fourth Meeting

In the fourth meeting, Tuesday, 28th of March, 2023, the researcher gave a test and interview the students. In this test, researcher prepare some tools to encourage the

test and explained more slowly and clearly until each student understood and each student paid attention to the instruction and explanation by the researcher. The test will produce “How to cook a rice?” that they have written in the first meeting and asked student to present in front of the class one by one. When each student presenting, the other must give their attention while the researcher gave scores based on David P. Haris (1977: 84) speaking rubric assessment.

Table 4.4 Students’ YouTube Video of the Post-test in Cycle One

No	Name	YouTube Video
1	AWP	https://youtu.be/MhH5nwrw4fc
2	DPS	https://youtu.be/UeoKemhauZk
3	MAF	https://youtu.be/3YY22IXCpC4
4	BMI	https://youtu.be/gJPGEpQ4Cts

Table 4.5 Students’ Speaking Scores of the Post-test in Cycle Two

No	Name	Criteria					Score	Converted Score
		C	F	V	P	G		
1	AWP	5	4	5	4	4	22	88
2	DPS	5	4	4	4	4	21	84
3	MAF	4	4	4	3	4	19	76
4	BMI	4	4	4	4	4	20	80
Mean Score								82
Class Percentage								100%

From the post-test for cycle 2 score, the researcher concluded that the students’ scores of each criterion were improved. The mean score of all criteria that the student got in the post-test for cycle 2 was 82. There are 4 students or all of the students passed the criterion minimum of competence (KKM).

3) Observing

Observing was carried out during the teaching and learning process in the second cycle. In first, second and third meeting, students’ response to the YouTube video in teaching and learning speaking was better than the previous cycle. They also speaking actively when researcher asked them some questions. They became more confident to speak in English during the teaching and learning process.

In second meeting, while post-test students seen excited because in this post-test researcher prepared some tools to encourage the test. And it made students more confident to present the test. That could show in the result of the post-test for cycle II there more significant improvement according to students’ speaking skill.

Based on the result of post-test for cycle II, it can be seen that the students’ mean score improved significantly from post-test I to post-test for cycle II. The students’ mean score in post-test for cycle I was 70 while students’ mean score in post-test for cycle II was

82. The percentage of the successful students also increased from 50% up to 100%. In post-test for cycle II, the number of successful students who passed the criterion minimum of competence (KKM) was all 4 students. It means there was significant improvement from the action in post-test for cycle I to post-test for cycle II. In post-test for cycle I, the number of successful students was 2 students or 50%.

The researcher also interviewed the students to know their opinions related to the researcher's actions. Most of them said that they enjoyed the class. They liked the researcher's actions in using the videos. They also stated that the activities were fun and it's helped students while teaching learning process. Below are the interview transcripts with the students can be seen in appendix 6 page 122.

4) Reflecting

After getting the result of speaking test, researcher felt satisfied, the implementation of Speaking using YouTube Video had shown significant improvement towards students' speaking skill. included students' vocabulary, grammar, pronunciation, fluency, and comprehension improved significantly. It can be proven by the improvement of students' score of Pre-test, Post-test for cycle I, and Post-test for cycle II.

In addition, the students' interest, motivation, and confident also showed significant improvement. It can be proven by observation checklist and field note of post-action which are attached in the appendices. After reaching the minimum target of successful students' percentage, the researcher decided to stop the classroom action research because it had shown successful result.

1. Post-Implementation of the Action

a) The Result of Post-Interview with the Students

For the result of the interview, the researcher asked to the student about what was their opinion about teaching learning speaking using YouTube Video. Then, some of the students said that they like the method of learning using YouTube Video and it was very fun learning. The explanation from the video was clear and easy to understand the lesson. However, after the implementation of YouTube Video, they knew that learning English can be fun learning and easy to understand. They also liked the method using YouTube Video as teaching learning media because it helped them to improve their speaking.

b) The Result of Post-Action Test

After finishing the cycle 1 and cycle 2, the post-test result was calculated. First, the post-test for cycle I was calculated in order to know the students' score improvement from the pre-test to post-test for cycle I. There were three steps of calculating the result. Those were calculating the students' mean score of the post-test for cycle I, calculating the percentage of students' improvement score from pre-test to post-test I, and the percentage of students who pass the criterion minimum of competence (KKM).

The students' mean score of the post-test for cycle I was 70. It proved that there was significant improvement from the mean score of the pre-test. It could be seen from the mean score of the pre-test which is 55 to the mean score of the post-test for cycle I which

was 70. The percentage of successful students who pass the criterion minimum of competence (KKM) in post-test for cycle I was 50%. It increased from the percentage of successful students in pre-test which was 0%. It means, in the pre-test, there were no one students who pass the criterion minimum of competence (KKM) and 4 students or all students unsuccessfully pass the criterion minimum of competence (KKM) while in post-test for cycle I, the number of successful students is 2 and the number of unsuccessful students was 2.

Furthermore, in cycle 2, the writer also calculated the students score to know whether is there any improvement in post-test for cycle II or not. The calculation is the same as the previous calculation. The researcher needed to calculate the students' mean score of the post-test for cycle II, the percentage of students score improvement, and the percentage of successful students who pass the criterion minimum of competence (KKM). The students' mean score in post-test for cycle II is 82 while the students' mean score of the post-test for cycle I it was 70. Furthermore, there is improvement between the students' mean score in post-test for cycle I and post-test for cycle II. It can be seen that the percentage of the students who successfully pass the criterion minimum of competence (KKM) in post-test for cycle II is improved to 100% while the percentage of the successful students in post-test for cycle I is 50%. The percentage of unsuccessful students also decreased from 50% in post-test for cycle I to 0% in post-test for cycle II. In the post-test for cycle I, there were only 2 students who pass the criterion minimum of competence (KKM) and 2 students unsuccessfully pass the criterion minimum of competence (KKM). then in post-test for cycle II, the number of successful students was 4 or all of students were pas the criterion minimum of competence (KKM) and the number of unsuccessful students was 0.

DISCUSSION

1. The Improvement of Students' Speaking Using YouTube Video as Media

As a result, it can be concluded that there were significant improvements in students speaking skills on the Procedure Texts by using YouTube Video in eleventh of SMA Wahidiyah Gumukmas. In improving students' speaking skills by using YouTube video as teaching learning media with classroom action research (CAR) carried out with the aim that students are motivated and increase interest in teaching learning English. Especially in the classroom, the classroom atmosphere becomes more active and students more confident. Besides that, it also improves students' comprehension, fluency, vocabulary pronunciation and grammar, after watching YouTube videos given by the researcher. There was some YouTube video that given by the researcher https://youtu.be/bP_6nQFzSDo. and <https://youtu.be/07tW8JcEg9w>.

The results of Pre-test show that no one students who reached the minimum mastery criterion KKM. The mean score was 55 and the class percentage was 0%. In cycle one shows that after using YouTube video as a media, there are 2 students who passed the minimum mastery criterion KKM. The mean score of the test in cycle one is 70 and the class percentage is 50%. So, it needed to move to the next cycle to know the students'

improvements in speaking skills. While in cycle two, there are 4 students or all students who passed the criterion. The mean score of the test in cycle two is 82 and the class percentage is 100%. The chart about the results of the students' percentage test bellow:

Chart 4.1 The Mean Score and Class Percentage of Comparison among the Result of Pre-test and Post-test for Cycle 1 and Cycle 2.

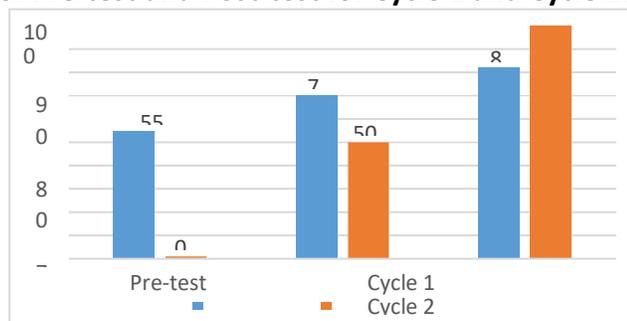


Table 4.4 Students' Score Improvement

Category	Pre-test	Post-test I	Post-test II
Mean Score	55	70	82
Class Percentage	0%	50%	100%

Based on the result above, it can be concluded that the process of speaking using YouTube videos on the Procedure Text is successful because the students are more active and interested in joining the teaching and learning process in the class. Thus, YouTube video is an interesting media in education especially in teaching speaking at senior high school. The use of YouTube video can be an alternative media for students to studying English.

Sadiman, et all (2011:7) state that teaching media is anything that can be used to deliver the message from sender or transmitter to receiver in order to stimulate the thought, feel, attention and interest and also students' attention so the learning process happens. This theory also to support the result of the study that teaching and learning using media can stimulate the students' attention, students' interest so the learning process happen effectively.

From the implementation of YouTube Video as the media in teaching and learning speaking, there were improvements of students speaking skill of eleventh grade of SMA Wahidiyah Gumukmas. The students were more confident and interest. They more motivated to learn and they could improve their speaking skills.

It can be concluded there was an improvement in speaking skill from eleventh grade of SMA Wahidiyah Gumukmas.

CONCLUSION

After all the data were analyzed accurately based on the researcher result, the researcher can write some conclusions. This is about the improvement of students' speaking skill by using YouTube Video as teaching media at eleventh grade of SMA Wahidiyah Gumukmas.

The improvement of using YouTube Video as teaching media was shown by the result of the study. The result of students' improvement from pre-test to post-test of cycle 2 in 5 elements of speaking. There are Comprehension, Fluency, Vocabulary, Pronunciation and grammar. From Comprehension in pre-test the higher score was 3 then up to 5 in post-test of cycle 2, in Fluency the higher score was 2 up to 4, in Vocabulary the higher score was 3 up to 5, in Pronunciation the higher score was 3 up to 4 and in Grammar the higher score was 3 up to 4. It showed that students improved their speaking skill from every element of speaking.

The result from the score pre-test, post-test for cycle I and post-test for cycle II. The result of the pre-test that shows the percentage was 0% and the result of test by the mean score was 55. In the pre-test all of the students' score were under the minimum mastery criterion KKM. After doing the cycle I their score improve but still few of students passed the minimum mastery criterion KKM. The result of the post-test for cycle I that shows the percentage was 50% and the result of test by the mean score was 70. However, it was still not achieved the minimum percentage to indicate the success of the research. In the post-test for cycle II, the percentage was improved to 100% and the result of test by the mean score was 82. Based on the result, there were 2 students of total 4 students who passed the minimum mastery criterion KKM in cycle I and after that there were improvement in cycle II which there were 4 students of total 4 students or all of students were passed the minimum mastery criterion KKM. After that, this research can be stopped and can said the research was success.

Furthermore, YouTube Video as teaching media can improved students' speaking skill by giving the students chance to presented in front of the class using English. YouTube Video was also in the form of competition. Thus, it gives the students motivation to speaking confidently and fluency during the lesson. Two cycles of CAR with several times using YouTube Video successfully improved students' speaking skill.

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