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YOUTUBE AS LEARNING MEDIA IN STUDENT ENGLISH SPEAKING SKILL IN SMP MUHAMMADIYAH 10 SURABAYA

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Abstract

This study aims to explore how YouTube can be applied as a learning media to improve students' speaking skill at SMP Muhammadiyah 10 Surabaya. The focus is to understand how YouTube can be used to improve speaking skill, addressing specific challenges faced by students in their English learning in speaking. The researcher used a qualitative method as the research design derived from observation and interviews. In addition, the research design was to observe students' activities in the teaching and learning process. The subjects of this study were grade 8 of SMP Muhammadiyah 10 odd semester. The researcher uses of YouTube in speaking learning for 8th grade junior high school students offers significant benefits, such as access to authentic and diverse content and opportunities for independent practice. However, it requires careful supervision and guidance to ensure the quality of content and provide necessary feedback. The result of research showed that the students felt interested in learning English.

Keyword: Media, Speaking skill, Youtube

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi bagaimana YouTube dapat diterapkan sebagai media pembelajaran untuk meningkatkan keterampilan berbicara siswa di SMP Muhammadiyah 10 Surabaya. Fokusnya adalah untuk memahami bagaimana YouTube dapat digunakan untuk meningkatkan keterampilan berbicara, mengatasi tantangan khusus yang dihadapi siswa dalam pembelajaran bahasa Inggris mereka dalam berbicara. Peneliti menggunakan metode



kualitatif sebagai desain penelitian yang berasal dari observasi dan wawancara. Selain itu, desain penelitian adalah untuk mengamati aktivitas siswa dalam proses belajar mengajar. Subjek penelitian ini adalah kelas 8 SMP Muhammadiyah 10 semester ganjil. Penggunaan YouTube oleh peneliti dalam pembelajaran berbicara untuk siswa SMP kelas 8 menawarkan manfaat yang signifikan, seperti akses ke konten yang autentik dan beragam serta kesempatan untuk praktik mandiri. Namun, hal itu memerlukan pengawasan dan bimbingan yang cermat untuk memastikan kualitas konten dan memberikan umpan balik yang diperlukan. Hasil penelitian menunjukkan bahwa siswa merasa tertarik untuk belajar bahasa Inggris.

Kata kunci: *Media, Kemampuan Berbicara, Youtube*

Introduction

The goal of learning English is to enable students to communicate in English, focusing on four key skills: listening, speaking, reading, and writing. These skills are divided into receptive (listening and reading) and productive (speaking and writing) categories. This research concentrates specifically on speaking skills, with a focus on implementing YouTube as a teaching tool for improving English speaking abilities at SMP Muhammadiyah 10 Surabaya. Speaking is crucial for communication, but students often struggle due to factors such as lack of information, infrequent practice, and low self-confidence, which can result in disinterest and passivity in speaking activities.

Teaching English as a second or foreign language is essential given its global influence in various fields such as education, technology, and communication. In Indonesia, English is part of the compulsory curriculum for students, so mastering it is key to their academic journey. To improve students' English skills, appropriate teaching approaches and methods are needed. Teaching methods such as communication approaches and task-based learning, as well as the use of appropriate media and technology, play a major role in the effectiveness of English learning (Richards & Rodgers, 2001; Sari et al., 2020).

Speaking ability is a key aspect of communication, but many students face difficulties in speaking English due to lack of information, low frequency of practice, and lack of selfconfidence. Initial research shows that students at SMP Muhammadiyah 10 Surabaya have problems in speaking English, especially in terms of grammar, fluency, pronunciation, and cultural background. They seem uninterested and lack confidence when speaking, so they need learning media that can increase their interest and confidence (Pollard & Anderson, 2008).

Learning media plays an important role in the learning process by making it more interesting and effective. The media used can be physical or non-physical which helps to convey information more efficiently and motivate students (Puspitarini & Hanif, 2019). The use of media such as learning videos can clarify the material and make the learning process more varied. YouTube, as one of the modern learning media, offers fast and interesting access to language and cultural videos from around the world. The use of YouTube in the classroom can improve students' understanding and language skills, as well as make the learning process more interactive (Sanaky, 2009; Hamsia et al., 2021).

Several previous studies have shown the success of using YouTube in improving language skills. Research by Dwi Heriyanto and Asti Wahyuni shows that YouTube is effective in improving students' understanding and speaking skills. Fleck et al. also discuss how short videos from YouTube can be used in classroom teaching. Although this study shows the success of YouTube as a learning medium, the difference lies in the subjects, methods, and skills that are improved. This study aims to explore the use of YouTube in improving students' English speaking skills at SMP Muhammadiyah 10 Surabaya.

Preliminary research indicated that students at SMP Muhammadiyah 10 Surabaya face challenges in speaking English, particularly in grammar, fluency, pronunciation, and cultural understanding. This lack of engagement and confidence often leads to students not participating actively in speaking activities. To address these issues, the teacher has introduced YouTube as a learning medium to help students express their ideas more effectively. YouTube is expected to make the learning process more engaging and support students in overcoming their difficulties with speaking English.

Learning media, including YouTube, play a vital role in enhancing the educational process by making lessons more engaging and effective. According to Puspitarini and Hanif (2019), learning media are tools that help deliver information more efficiently, while Sanaky (2009) highlights that they can motivate students and clarify learning materials. The integration of technology, such as YouTube, into language learning has proven beneficial in various studies, as it provides access to a wide range of authentic materials and cultural content that can enrich the learning experience.

The research aims to explore how YouTube can be effectively applied as a learning medium to improve students' speaking skills at SMP Muhammadiyah 10 Surabaya. The focus is on understanding how YouTube can be used to enhance speaking abilities, addressing specific challenges faced by students in their English language learning journey. This study would be limited to examining the

use of YouTube in the context of teaching speaking skills and would specifically target the classroom environment at SMP Muhammadiyah 10 Surabaya.

Research Method

This chapter outlines the qualitative research methodology employed in the study, detailing data collection methods and investigation procedures. The study utilizes a descriptive qualitative approach, as described by Creswell (2021) and Hamsia (2018), focusing on the implementation of YouTube as a teaching tool in English language education. The research involves observing and documenting student activities during the teaching process, using YouTube videos to deliver instructional material. Data is gathered through direct observations of teachers and students, as well as structured interviews with teachers at SMP Muhammadiyah 10 Surabaya, where the study is conducted.

The research is situated at SMP Muhammadiyah 10 Surabaya, chosen for its initial observational insights revealing issues in class VIII. The data sources include observations and interviews aimed at assessing students' listening skills and the effectiveness of YouTube media in enhancing these skills. Data collection methods incorporate documentation, surveys, and observations, with a particular focus on how teachers utilize YouTube in their lessons to motivate and engage students.

For data analysis, the study follows the systematic process outlined by Mile and Huberman, involving the tracing, organizing, and synthesizing of field notes from observations and interviews. The analysis seeks to identify patterns and insights related to the teaching process and student engagement. Findings are summarized based on the collected data, which includes both observational and interview-based information, to provide a comprehensive understanding of the teaching dynamics in class VIII.

Results and Discussion

Result

The findings of research based on the demonstration of the following teaching procedure for applying YouTube for speaking skills in classroom:

The opening activity begins by introducing the concept and purpose of using YouTube as a tool to improve students' speaking skills. The teacher can start by explaining how the YouTube videos to be studied serve as models and inspiration for speaking practice. As a first step, the teacher can show clips of YouTube videos featuring good speakers, be it presentations, speeches, or

dialogues in English, while inviting students to discuss the speaking techniques they observe in the video, such as pronunciation, intonation, and use of body language. In addition, the teacher also needs to explain how to use the video in speaking practice, including instructions on how to assess and adapt the speaking techniques from the video for their own practice needs.

Picture 2. Opening Activity



The teacher opened the class by greeting "Assalamualaikum wr.wb". After that the teacher asked the students to take their seats until the class was conducive and calm. Then greeted the students by asking "how are you today..?" then the students answered with various answers such as (I'm fine, I'm good, I'm hungry mam, ... ect), after greeting the teacher introduced me like "this is our class, a student from Muhammadiyah University of Surabaya who will conduct an observation in this class. Then I introduced myself "Assalamualaikum wr.wb, hello everyone, let's me introduce myself with me may name is vanny, I as a student form Muhammadiyah University, and now I will research in this class with miss titan, okay you can call me miss vanny".*Gunakan 'Direct Quotation' pada menu home^style untuk membuat kutipan langsung artikel. Direct Quotation.*

Picture 3. Main Activity



The main activity, students would be directly involved in speaking practice using YouTube videos as references and sources of inspiration. First, the teacher divides students into small groups and gives them access to YouTube videos that are relevant to a particular topic they want to learn. For example, if the topic is "public speaking," the videos chosen could be famous speeches or tutorials on how to speak in public. Each group is asked to watch the video in depth, note important elements of the speaking techniques shown, and compose a short script based on the format they observed in the video. After that, each group should practice speaking in front of the class using the script they have created, adopting the speaking style and techniques they learned from the video. The teacher acts as a facilitator, providing direct feedback on aspects such as fluency, pronunciation, and verbal and nonverbal expression.

Picture 4. Closing Activity



The teacher introduces recount text material, while waiting for the video to run the teacher asks or reviews what material has been studied in the previous meeting, then the students answer "simple present tense". The teacher explains that the video is about recount text, and the teacher gives an overview of what recount text is, recount text tells experiences or events that have passed, meaning we use simple past tense sentences. The teacher continues the video while explaining step by step such as the structure of simple past tense grammar such as the teacher distinguishing the subject, to be, and the type of verb used. The teacher gives examples of positive sentences with simple past tense and distinguishes the verbs used.

After that, the teacher shows an example of a YouTube video telling about a story using a recount text with simple past tense sentences, then the teacher plays a YouTube video practicing speaking English using the YouTube video.

After that, the teacher discusses each sentence used in the video, such as:

It was so amazing
I went to my granparent's house last week
In the morning I cooked a traditional cake with my grandmather
What did you do during a vacation ?, It was terrible
I got sick on vacation, so I just stayed at home

Then the teacher wrote it back on the board to be analyzed and discussed with the students. After that the teacher gave the students the opportunity to ask questions, then the students asked "Ma'am, does that mean V2 can be followed by adjectives?" then the teacher gave the students the opportunity to ask questions to see how far the students understood the material presented in the learning method using the YouTube media.



After that the teacher asked the students to form groups of 5 people each group with a total of 25 students in the class, meaning there were 5 groups by giving assignments to discuss the material presented. The teacher gave the task of making a story or experience with a recount text sentence, the researcher helped each group to make a story by approaching each group. After that the teacher asked each group to appoint one representative student to come forward to tell their experience by speaking English.

As a closing activity, it is important to provide an opportunity for students to reflect on their experiences and evaluate the speaking skills they have practiced. The teacher can start the reflection session by inviting students to discuss the challenges they faced during the speaking practice and which techniques helped them the most. This discussion not only allows students to learn from each other's experiences but also strengthens their understanding of what makes a speaking technique effective. In addition, the teacher can ask students to rate their own and their classmates' performance using a pre-determined assessment rubric, which includes criteria such as pronunciation, intonation, and use of body language. This activity aims to increase self-awareness and the ability to give and receive constructive feedback.

Finally, evaluation and feedback from homework assignments be an important part of ensuring effective and ongoing learning. Teachers can hold

Q&A sessions or discussions in class on the video presentations uploaded by students, providing feedback on their strengths and areas for improvement in their speaking skills. Through this evaluation, teachers can identify students' progress and areas that require further attention. Based on the evaluation results, teachers can plan additional activities or adjustments in learning to improve students' speaking skills more effectively. With this approach, YouTube can be optimized as an interesting and useful tool in developing speaking skills.

Discussion

The use of YouTube in speaking learning for 8th grade junior high school students offers several significant benefits in improving students' speaking skills. One of the main advantages is access to authentic and diverse content. YouTube provides various videos such as tutorials, interviews, dramas, and English videos produced by native speakers. It is in line with the statement of Sari, et al (2020) that technology as a media can be very valuable in teaching and learning process. By watching these videos, students can hear natural and diverse ways of speaking, including intonation, accent, and verbal expressions that are not always taught in conventional classes. This helps students to internalize correct language patterns and practice understanding the context of language use in real situations.

In addition, YouTube provides opportunities for students to practice speaking independently through interactive activities. Many videos on this platform offer speaking practice sessions that allow students to follow along and imitate speech, or even participate in speaking challenges. Features such as subtitles and slow-motion also allow students to better understand the material and improve their pronunciation which supports Pollard & Anderson (2008). By repeating phrases and sentences from the video, students can strengthen their speaking skills and build confidence in using English.

However, it is important to remember that the use of YouTube also requires good supervision and guidance from teachers or parents. The quality and relevance of the content must be considered so that students are not only exposed to information that is wrong or not in accordance with learning objectives. In addition, direct interaction with teachers remains important to provide constructive feedback and help students overcome speaking challenges. With a structured approach and proper guidance, YouTube can be a very effective tool in improving the speaking skills of 8th grade junior high school

students. This is in line with Puspitarini & Hanif (2019) that the media can make the material clearer and the process of teaching and learning varied.

Conclusion

The research highlights the effective use of YouTube as a teaching tool to enhance speaking skills among 8th-grade junior high school students. The procedure begins with an engaging introduction to the platform, where students observe videos of proficient speakers and discuss techniques such as pronunciation and body language. This is followed by group activities where students analyze chosen videos, create scripts, and practice speaking in front of their peers, with the teacher providing valuable feedback throughout the process. The session culminates in a reflection activity that encourages self-assessment and peer feedback, fostering a collaborative learning environment.

Furthermore, the study underscores the benefits of YouTube's diverse content, allowing students to access authentic language usage and engage in independent speaking practice. By leveraging features such as subtitles and interactive challenges, students can enhance their understanding and confidence in using English. However, the research also emphasizes the necessity of teacher supervision to ensure content quality and relevance, alongside direct interaction for constructive feedback. Overall, with a structured approach, YouTube proves to be an effective and engaging tool for improving speaking skills in students.

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