

IMPROVING STUDENTS' SPEAKING SKILL THROUGH YOUTUBE VIDEO: SYSTEMATIC REVIEW

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ABSTRAK :

Penelitian ini bertujuan untuk mendeskripsikan video youtube sebagai media yang efektif untuk meningkatkan kemampuan berbicara bahasa Inggris dan untuk mengumpulkan informasi terkait penggunaan video YouTube dalam proses belajar mengajar bahasa Inggris. Pendekatan yang digunakan dalam penelitian ini adalah analisis sistematis. Penelitian ini menggunakan 10 sumber yang terdiri dari 4 tesis dan 6 artikel. Teknik analisis data yang digunakan dalam penelitian ini adalah Penelitian Deskriptif. Data dalam penelitian ini berupa kalimat. Semua kalimat telah dipilih oleh peneliti dari beberapa jurnal dan tesis yang relevan. Pengumpulan data dilakukan oleh peneliti dengan mencari beberapa jurnal atau skripsi yang memiliki kesamaan pada teks bacaan atau media penelitian. Analisis data menggunakan pre-test dan post-test yang telah diteliti oleh peneliti. Hasil penelitian ini menggunakan video YouTube sebagai alternatif karena terlihat dari perbedaan hasil pre-test post-test siswa yang diambil dari berbagai sumber dengan menggunakan video Youtube. Pada kenyataannya, media video Youtube tidak hanya dapat diadaptasi untuk anak-anak tetapi juga dapat diperluas ke semua jenjang pendidikan serta memungkinkan siswa untuk segera melatih kemampuan berbicara mereka sendiri.

Kata kunci: *video youtube, review sistematis, keterampilan berbicara*

ABSTRACT :

This study aims to describe youtube video as an effective medium to improve English speaking skills and to gather some information related to the use of YouTube videos in teaching and learning English. The approach

used in this research was systematic analysis. This research used 10 sources that consisted 4 theses and 6 articles. Technique of data analysis used in this study was Descriptive Research. The data in this study are sentences. All sentences have been selected by researchers from several relevant journals and theses. Data collection is carried out by researchers by searching several journals or theses that have similarities in reading texts or research media. Data analysis using pre-test and post-test that has been investigated by researchers. The result of this study is using YouTube videos as an alternate since it can be seen from differences in the pre-test post-test results of students taken from various sources by using Youtube video. In reality, Youtube video media can not only be adapted to children but can also be extended to all level of education as well as allowing students to quickly practice their own speaking skills.

Keywords: youtube video, systematic review, speaking skill

INTRODUCTION

In globalization era, everyone is competing to master foreign language, especially English as a tool for communication writing. English as a world language plays a further and additional necessary role in many elements of human life. There are four skills in English learning, they are listening, speaking, reading, and writing (Tristiana, 2020). Mastering English, particularly speaking ability is importantly required for college students to induce used to communicating with others globally (Riswandi, 2016). Mostly, speaking skill is the most effective component in language mastery success because mastery of foreign languages can be seen from the way how they carry out the conversation (Yunita, 2015).

Speaking is an important part of verbal communication, therefore it shall be dominant in language teaching and learning process. Even though it is important, in fact, over years speaking has not been considered important (Mustikawati 3: 2013). Based on preliminary observation of language teaching practice at schools, English teachers speak English only as repetition of exercises or memorizing dialogue and the students should be able to use English to interact with other people correctly, fluently and accurately. It is far from meeting the demand for speaking competency required for real life. This gap has to be fixed by more improved teaching learning process. Communicative competence is required for day-to-day communication, and such competence cannot be acquired through mastery in discrete language elements: structure, vocabulary and pronunciation (Ilyas, 2020). Communicative Competence refers to the ability to use language to achieve some communicative purpose, including both comprehension and expression (Ilyas, 2020). The preliminary survey conducted to the students

who have attended speaking classes revealed that the majority of the students thought speaking is difficult, yet few of them found it easy (Putrawangsyah, 2020).

The perception of English speaking difficulty is triggered by several problems they confronted when they are attempting to speak English: hard to express ideas due to lack of vocabulary, fear of making a mistake, lack of self-confidence, and teachers' negative feedback (Zahro, 2019). The above mentioned survey results confirm the necessity of evaluating the speaking classes, especially to develop primary instructional material for speaking skill. It is terribly imperative and appropriate for the teacher of speaking class to create every effort to turn a number of these into positive ones according to the goal and also the conditions listed above (Zahro, 2019). The researchers therefore propose YouTube to be a technique in teaching speaking from those who want to be in teaching. As a result of this platform, YouTube has been chosen to contribute many (Riswandi, 2016).

YouTube is the biggest and popular site of online video within the world. Recently, YouTube users spread across the world of all ages, from kids to the amount of adults. The users can transfer videos, search, watch videos, and discuss about videos and additionally share video clips without charge (Jalaluddin, 2010). The researchers find YouTube to be another technique for improving the skill of speaking students. When watching YouTube-based videos, students are required to get the ideas to talk from the speaker's atmosphere so that students can try to do imaginative, intensive, reactive, active, interactive to comprehensive speech performance. Speaking skill would be higher if the atmosphere or genuine content promotes it as schemas for the students. Implementation of this strategy includes the often part based pre-work, the work process, and the portion focusing on languages. This strategy is expected to help the scholars solve the problems and increase the speech achievement of the scholars. (Riswandi, 2016).

Implementing audio-visual materials to advance speaking skill has been evidenced its success by Djahida (2017) that investigated the role of educational YouTube videos to improve speaking skills of EFL students to second-semester students of Biskra University. The result showed its effectiveness not only to promote students' communicative competence but also enhance their self-confidence, contextual language exposure, and vocabulary enrichment. This usage of an audio-visual material like the educational YouTube videos is not only to accelerate students' English speaking competence, but also to increase vocabulary, confidence, and English context which are the problems confronted by the students under the study. Nevertheless, her research was investigating the role of educational YouTube videos to improve speaking skills and develop the audio-visual-based

speaking material which is believed to be effective in advancing students speaking skill.

According to Meinawati (2020), there are some advantages and disadvantages of YouTube for teaching speaking in the class that happen during the process of teaching. The students are more focus to the material on YouTube because it is interesting for them to learn by watching. The students are laughing when watching the video because people who make video in YouTube will make it as interesting as possible to entertain the viewers. The disadvantage that the researcher found during the implementation of using YouTube in the class is students are easy to be distracted, whenever they see popular videos on the home page of YouTube, they want to watch it and make a noise.

The existence of visual media through YouTube videos, students additionally would like Humanistic approaches will develop the English speaking skills of the students. In this situation, the students are asked to use humanistic approaches with a "supportive and cooperative group atmosphere" to help them grow a lot of positive feelings towards themselves and their peers by active involvement in a positive group atmosphere. Motivation is one of the factors of personality affecting learning. It is "an inner drive that moves one to a particular action" (Saputri, 2017). Therefore, the use of youtube videos is a good medium to be applied to improve speaking. Additionally, this media will bring the atmosphere of the class to be more active and interesting. The aim of this study is to explain the effect of improving student's speaking skill through youtube video and to obtain some information from the 10 sources about using youtube video. Besides, it can be used in all levels of education.

RESEARCH METHOD

This study is based on Systematic literature review. Systematic literature review (SLR) is a form of literature review that recognizes, reviews and interprets all results on a search subject in order to answer a search question previously established (Gough, 2020). A systematic review of literature is a way to identify, study and examine all available research related to a particular research topic or subject area or interesting phenomenon (Kitchenham, 2004). Self-study (individual study) is a form of primary study (primary study), while a systematic review is a secondary study (secondary study). Systematic review will be very useful for synthesizing various relevant research results so that the facts presented to policy makers become more comprehensive and balanced.

In general, the stages of conducting a systematic literature review (SLR) consist of 3 main parts: Planning, Conducting and Reporting (Kitchenham, 2004). Explanation of each stage is as follows.

1. Planning

There are two steps that have to be taken in planning, namely implementing research questions and designing SLR protocols. Research questions are used to direct the process of identifying and extracting information, while the SLR protocol may be a strategy containing the chosen researcher's procedures and strategies in performing SLR.

The focus of this study to find out whether youtube video is effective to improve speaking skill. For this reason, some questions have been planned to get answers from the results of this literature review. 1) What is the effectiveness of using youtube video as a media to improve speaking skill?, 2) What level of education should youtube video media apply? For this analysis the researchers used the descriptive method to clarify the procedures for presenting research while designing SLR protocols. Researchers' methods are to find out whether youtube video is successful in developing speaking skills, the difference in the findings of the result from one source to another, and the level of education can be applied to youtube video media.

2. Conduction

The SLR protocol at this point, a plan which contains the procedures and strategies chosen by the researcher to implement the SLR. The cycle begins with the exploration of populations, processes, and discrepancies between one researcher and another. In conclusion, the researcher taken procedures and strategies that are created, begin from mention of the population, and moreover the results of analysis to answer the questions that are formulated.

3. Reporting

The final stage is to document the findings of previous related literature in written form, either to be published in the form of articles or scientific journals or to compile Chapter Two on Literature Review in a thesis / dissertation. The writing structure of an SLR is typically composed of three key components, namely: Introduction (Key), Main (Main Body) and Conclusions (Conclusions).

For this research, data collection methods are documentation through Google Scholar, Google Search and Repositories. Documentation intends to collect direct research data in the form of notes, books, journals, articles and so on on certain items or variables (Arikunto, 2010). The keywords used in search are "Youtube Video", and "Speaking Skill". Based on the search results obtained, there were several relevant articles from various online scientific journals and thesis results in the repository. The articles and the results of the thesis selected must meet the criteria of Youtube Video for teaching English speaking skill through inclusion and exclusion criteria. Inclusion criteria are the elements of an article that must be present in order for it to be eligible for inclusion in a systematic literature review (Meline, 2006). The inclusion criteria of this study are: (1) Included studies must have about using Youtube Video; (2) Included studies must have been published in the last 10 years; (3) The study used a quantitative, CAR (classroom action research) methodology; (4)

The results of the data obtained can indicate a significant difference between before and after using of Youtube Video. The exclusion criteria of this study are: (1) The format article was wrong; (2) The study was published in more than 5 years. The search results found more than 20 research journals, only 10 journals that match the inclusion and exclusion criteria. From the articles and the results of the thesis, the researcher selected 4 theses and 6 of the most relevant articles.

The data source of this study is 10 sources consisting of 4 theses and 6 articles about using of Youtube Video described in the table 1 below:

Table 1. The data source of this research

No.	Authors	Title
1.	Lia Selfia Yunita	The Effectiveness of Using Video Youtube Toward Students' Speaking Ability At The Second Grade of Mts Psm Mirigambar, Tulungagung.
2.	Rizka Alfi Qurrota A'yunina	The Effectiveness of Using Youtube Video on the Second Grade Students' Speaking Ability at MTs Assyafi'iyah Gondang.
3.	Muhammad Sirrul Muna	Utilizing YouTube Videos to Enhance Students' Speaking Skill: A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta in Academic Year 2010/2011.
4.	Andi Putrawansyah	Effectiveness Of Using Youtube Video In Improving Students' Speaking Skill Through Asking And Answer Questions at SMA Negeri 7 Selayar.
5.	Diki Riswandi	Use of YouTube-Based Videos to Improve Students' Speaking Skill at seventh-grade students of Junior High Schools in Surakarta.
6.	Elhadi Nasr Elhadi Mustafa	The Impact of Youtube, Skype And Whatsapp In Improving EFL Learners' Speaking Skill beginners students from Arab Open University, Riyadh branch, in the year 2017.
7.	Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi	Increasing English Speaking Skills Through Youtube of 10th graders at SMA IT Rahmaniya.

continuous form table 1

No.	Authors	Title
8.	Muhammad Ilyas and Miranti Eka Putri	YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill first semester at English language study program of Universitas Islam Riau
9.	Ida Prasetianing Jati, Alis Saukah, Nunung Suryati	Teaching Using Youtube Tutorial Video to Improve Students' Speaking Skills At SMPN 1 Nggoro, Jombang
10.	Nabella Dwi Meilinda	Youtube Videos and Snowball Throwing Technique to Improve Students' Speaking Skill at eleventh graders of SMA Muhammadiyah 6 Palembang.

Generally, in research, there are quantitative and qualitative methods, then in a systematic review quantitative and qualitative methods are also available. The quantitative method of the systematic review is used to synthesize research results using quantitative. Meanwhile, looking for qualitative in a systematic review that is used to synthesize (summarize) research results that are descriptive qualitative (Kitchenham, 2004).

In this study, data analysis technique used in this research was descriptive research. which is an attempt to collect and compile a data then an analysis of the data was carried out. The opinion of the descriptive data analysis is the data collected in the form of words and pictures not in the form of numbers. That is induced by the use of qualitative methods. However, it's possible that anything gathered would be the secret to what was researched. In this way, the research report will include data fragments to provide an summary of the port's presentation.

RESULT AND DISCUSSION

Results

What is the effectiveness of using youtube video as a media to improve speaking skill

The results of this study showed that to answer the question of whether the use of youtube video is effective to improve speaking skill. The researcher presented the results of using youtube video from some sources.

Table 2. The result of this research

No.	Author	Result
1.	Lia Selfia Yunita	The pre-test score is 0.779 and the post-test score is 0.881
2.	Rizka Alfi Qurrota A'yunina	Experimental class the average student pretest score was 51.06 and the average was 59.86
3.	Muhammad SIRRUL MUNA	The mean score of pretest was 49.34 while the mean score of post-test was 62.10
4.	Andi Putrawansyah	The mean score 3.97 in pre-test to be 5.12 in post-test
5.	Diki Riswandi	The score in Cycle 1 was 71.7 while the overall score is 75.
6.	Elhadi Nasr Elhadi Mustafa	The mean score pre-test average was 4.86, while in the post-test it increases to 9.09
7.	Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi	The score pre-test 60 and post-test 80.
8.	Muhammad Ilyas and Miranti Eka Putri	The mean score of pretest was 49.34 while the mean score of post-test was 62.10
9.	Ida Prasetianing Jati, Alis Saukah, Nunung Suryati	The average score of thirteen students obtained the scores ranging between 40 and 63 and the average score was 68
10.	Nabella Dwi Meilinda	The pretest rate of significance for students was 0.454. the posttest students was 0.338

Based on the information above, using youtube video to improve speaking skill can be one of the techniques in improving students' speaking skill which can be used by teachers. This can be shown that there was a difference in researchers' test results before and after treatment using pre-test and post-test. In the result of researcher was Yunita (2015). The result of research to find the significant difference in the speaking ability of the students before and after teaching using youtube video (pretest and posttest). The pre-test score is 0.779 and the post-test score is 0.881. The post test of speaking ability score higher than the pre-test means teaching speaking using video from youtube. This result shows related increase in the motivation and participation of the students during this speaking class.

What education level can apply youtube video media

The researcher presented some sources based on the majority population who had already applied the youtube video media.

Table 3. The data population of this research

No	Author	Population
1.	Lia Selfia Yunita	All Mts Psm Mirigambar Tulungagung Students. The Study was a 16-Student VIIIA Class
2.	Rizka Alfi Qurrota A'yunina	There are 70 Students of Class VIIIA As Control Class and VIIIB as Experimental Class.
3.	Muhammad Sirrul Muna	The XI Grade Students of SMK Negeri 3. There are 40 Students
4.	Andi Putrawansyah	The Eleventh Grade Students of SMA 7 Selayar. There are 94 Students Consisting of Three Classes
5.	Diki Riswandi	The Students of One Junior High Schools. The Participant Class Consist of 28 Students
6.	Elhadi Nasr Elhadi Mustafa	There are 22 Beginners Students
7.	Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi	10th Grade Using Media Youtube in SMA IT Rahmaniya. The Research Chose Female Class X
8.	Muhammad Ilyas and Miranti Eka Putri	There are 2 Classes Which Consists of 48 Students from 101 Students
9.	Ida Prasetianing Jati, Alis Saukah, Nunung Suryati	There are 21 Students at SMPN 1 Ngoro.
10.	Nabella Dwi Meilinda	The Eleventh Grade Students of SMA XI. IPA A and XI. IPA B Muhammadiyah 6. There are 106 Students

Based on the above information, the use of youtube video has been effective in improving the speaking of students and could be one of the ways teachers and students can improve the speaking of students. From the above results the youtube video could be applied at the level of Junior High School, Senior High School and Collage Student. The results showed the significant differences in teaching English-speaking before and after using youtube video. The post-test results were much higher than the pre-test scores, meaning that the use of youtube video media is successful in developing speaking skills. This study aimed to decide whether youtube video could help.

In addition, the students presented motivation to use acceptable youtube video in their learning.

Based on the several research results, including in the research conducted by Putrawansyah (2020). The findings presented that, the hypothesis test showed that H₀ was rejected and H₁ was accepted. It can be concluded that the use of youtube video was affective in improving students' speaking skill through asking and answer questions. From those studies, The resulting data was very consistent. Before and after applying youtube video, there is a significant comparison of speaking test scores on the speaking abilities of the students. This is due to the high frequency youtube video shown in the classroom using youtube video media so students can watch and listen to them at any time. Students can accidentally create a learning process by displaying learning material media (unconscious learning), because students can see material at any time. Using YouTube to study English favorably as it is interesting, relevant and beneficial, it is obvious that YouTube videos also had positive effects on teaching and learning. The result is that planned learning outcomes can be successfully achieved.

Discussion

The research questions from this study are intended to understand that the youtube video is can be one of media improve student's speaking skill. As presented by the results of this study, literature review reveals data collection, data analysis, and results. The results presented the significant differences before and after using the youtube video. The post-test scores presented better than the pre-test one in order that using of youtube video media can be one of media to improve students' speaking skill. In the result of researcher was Yunita (2015). The result of research to find the significant difference in the speaking ability of the students before and after teaching using youtube video (pretest and posttest). The pre-test score is 0.779 and the post-test score is 0.881. The post test of speaking ability score higher than the pre-test means teaching speaking using video from youtube. This result shows related increase in the motivation and participation of the students during this speaking class.

The grade level education that can be applied to use of youtube video at the level of Junior High School, Senior High School and Collage Student. It seen from the population of the researchers, the result of research. "Effectiveness Of Using Youtube Video In Improving Students' Speaking Skill Through Asking And Answer Questions at The Eleventh Grade of Sma Negeri 7 Selayar". That the writer taken the population of her research was 94 Students Consisting of Three Classes at The Eleventh Grade of Sma Negeri 7 Selayar Putrawansyah's (2020).

CONCLUSION

Based on the result and discussion before, the Success of using youtube video can be an opportunity because it make resources that speak correctly and clearly, while helping student speaking's ability. Many things improved that are fluency, vocabulary, pronunciation, grammar, and student quality. It can be seen from the differentiation result between student's pretest and student's post test that took from some sources after using youtube video. The score of speaking skill before being taught video YouTube is enough because the mean score of speaking is 58.4375, after the students got a treatment the mean of speaking score is 67.8125 it improved, with T test analysis that is used by researcher, the result of t count is ($6.895 > 1.753$). This means that the students' speaking test scores were increased from before to after treatment (Yunita, 2015). that the use of youtube video was affective in improving students' speaking skill. Moreover, youtube video not only can be applied to the children but also it can be applied to all level of education and Youtube video helped the student to try their own speaking ability easily.

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