Enhancing Speaking Performance of Sophomore Students in an Indonesian Senior Highschool Context Using Offline Youtube Videos

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Abstract

Speaking is considered to be one difficulties faced by the students. There are some problems as causes of the students' difficulties in speaking, such as they are afraid of making mistake, seldom to communicate and cannot express their ideas. To solve the problems, the authors suggests applying Offline YouTube Videos in learning process. Based on the previous explanation, the authors formulates the objective of the study is to find out whether or not the speaking ability of the eleventh-year students of SMA Negeri 2 Pinrang can improve using Offline YouTube Videos. In this study, the authors applied quasi-experimental method, with two group namely experimental class and control class. The samples was chosen using cluster random sampling technique. The total numbers of sample were consisted of 32 students from two classes taken from the population of the eleventh year students of SMA Negeri 2 Pinrang. The instrument used in this study was speaking test by record the students' utterance. The data were analyzed by using t-test formula. The result of the data analyzed shows that the students' speaking ability improved significantly. It can be proved that the mean score of students' post-test in experimental class (59.68) was higher than the control class (49.06). Moreover, the probability value (0.012) was lower than the significance value $(\alpha)=(0.05)$. The analysis showed that the alternative hypothesis (H_1) was accepted. It means that the eleventh year students' speaking ability at SMA Negeri 2 Pinrang. for experimental class and control class was significant difference between the speaking ability of the students who were taught using Offline YouTube Videos and the speaking ability of the students who were thought by using Instagram Videos.

Keywords: Strategy, Offline YouTube Videos, Speaking Skill

INTRODUCTION

English is an international language that has crucial function in helping people to interact each other. Especially for people from different country. It is supported by Efrizal's said. Efrizal, (2012) said "In this global era, many people used English as a media

of communication, and it makes people who come from different countries to be easier in making interaction and communication". It is show how important English in this era.

All of countries use English as second language or foreign language. Some countries use English as a second language to communicate in their daily activity and other countries use it as foreign language. Meanwhile, speaking can be use in formal meeting or non-formal meeting to communicate with each other. Become master in English, peoples must understand English in formal communication. Course it will help people or even country to face the world. It includes Indonesia in facing Asian Economic Community (AEC) which allows people from other country freely to get economic access. So, Indonesian needs to improve some competence that can support them in this situation. However, master in English is required.

Realizing those fact, Indonesian government has drawn up English as a foreign language that should be mastered by the students. The students are expected to master those four skills (listening, speaking, reading, and writing). Akhyak (2013) stated "having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world. So, improving the English speaking competence is very important for the Indonesian students where we know Speaking is extremely need to gives the big contribution to students to perform their communication skill better". While Rahman and Devianti (2012) define "speaking is one of the fundamental skills essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language.

Unfortunately, based on the authors observation at SMA Negeri 2 Pinrang, the authors found if most of students cannot use English to communicate, even in speaking class. There were some factors that causes students' problem in speaking, such as they cannot express their idea, seldom to communicate by using English, and difficult to choose the right word in making sentences because there are many words in English that has multi meaning.

On other hand, the problem also comes from the teachers. The teachers only use monotonous ways in learning process that cannot stimulate the students to pay attention for what the teachers says. As the result, scores of students in this subject is very low, the mean score is 57, while minimum criteria of achievement (KKM) is 72. That is categorized as fair classifying based on the *Dirjen Pendidikan Dasar dan Menengah* (2007).

Related to the students' problem, in this study, the authors focuses only on speaking because it has always been a difficulty in English, students who are diligent in learning written form sometimes still hard to improve their oral communication skill (speaking ability). The present study attempts to create a meaningful way in the learning process to make the students improve their speaking ability. In this study, the authors will be solving the students' problem by applying YouTube offline videos. Watkins and Wilkins (2011) said that YouTube is an ideal vehicle to teach World English's and expose students to a variety of English dialects. Besides, they also said that YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World English's, and promote authentic vocabulary development. YouTube is a tool to get new information easier Watkins and Wilkins (2011).

By watching videos material from YouTube, the students learn how to understand spoken language. It is important aspect in this activity because before developing their speaking skill, they must understand the spoken language first. Then, by giving command

the students learn how to create a sentence to extend their message. Based on the problem statement, the objective of the authors is to find out whether or not the use of You-Tube Videos Offline improves the eleventh-year students speaking ability of SMA Negeri 2 Pinrang.

The Benefit of Offline YouTube

Watkins & Wilkins (2011) defines the YouTube is an ideal vehicle to teach World Englishes and expose students to a variety of English dialects. Short videos in various dialects are easy to access, and the variety of content and cultures is enjoyable to students. YouTube can be a valuable tool through which multiple foreign language skills can be taught. Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development.

Based on the explanation, the authors conclude if Offline YouTube Videos suitable to improve the student's speaking ability because this method give opportunity for students to understand spoken language before improve their skill.

According to Watkins and Wilkins (2011) the use of YouTube as follow:

a. Students can, in their own time, choose to view a YouTube clip in English, evaluate possible limitations of comprehension on their own terms, and finally choose (or choose not) to pursue further academic attention for that particular area.
b. After exposure to a YouTube clip, a fairly advanced and linguistically self-aware student can determine approximately which pronunciation and conversation skills are desired and then attempt to acquire them
c. A student can browse the millions of videos available on YouTube without needing help from any teacher or fellow student.
d. If a student finds a particular kind of clip (or YouTube channel) particularly interesting or useful in language learning, he or she can freely investigate all clips that might be of a similar vein

If a student feels the material being studied in class is not useful, then an intelligent and self-guided examination into YouTube could be conducted to supplement what the student feels is being overlooked or suppressed by the educational institution.

METHOD

This study was design by a quasi-experimental study that employed both experimental class and control class. The design is presented as follows:

Figure 3.1: Pre-test Post-test group design

E	O_1	X_1	O_2
C	O_1	X_2	O_2

(Gay, et. al: 2006)

Where:

E   = Experimental Class

C   = Control Class
O_1 = Pre- Test
O_2 = Post- Test
X_1 = Treatment for Experimental Class
X_2 = Treatment for Control Class
. There are two kinds of variable used in this study, namely independent variable (X) and dependent variable (Y).

a.   The independent variable was the use of You-Tube Videos Offline in teaching speaking ability.
b.   The dependent variable was the students' speaking ability of the eleventh year students at SMA Negeri 2 Pinrang.
1.   Operational Definition of Variable
a.   The use of You-Tube Videos Offline as independent variable means that, the authors gave treatment by using You-Tube Videos Offline to improve the speaking ability of the eleventh-year students of SMA Negeri 2 Pinrang.
b.   The students' speaking ability as dependent variable means that, the achievement of the speaking ability of the eleventh-year students of SMA Negeri 2 Pinrang after got treatment using You-Tube Videos Offline.

In this study, the authors used cluster random sampling technique to choose two classes from the population which represents the experimental class and control class. The number of sample was 32. The experimental class was XI MIPA 1 consisted of 16 students and the control class was XI IPS 1 consisted of 16 students. Additionally, the present study used speaking test. The test consisted of pre-test and post-test. In the test, the students were asked to choose and do monologues based on the topic that had been prepared by the teachers.

After giving pretest, the authors gave treatment to the students. The authors gave treatment into four meeting. The treatment is divided into two class, they were experimental class and control class:

1. Experimental class

Treatment is carried out for experimental class. The treatment applied in four meeting. The allocation time for each meeting was 2x45 minutes. The steps in teaching speaking by using You-Tube Videos Offline as follow:

a.   .The teacher gave the students video material that had been prepared (downloaded) as a video offline from YouTube with the term was descriptif text).
b.   The teacher explained the material from YouTube video offline
c.   The teacher gave opportunity for the students to giving feedback about the material
d.   The teacher commands the students download video from YouTube and doing monologue presentation about their video offline with the same term but different topic/title

2. Control Class

Procedure of Instagram Videos are:

a.   The teacher gave the students video material that had been prepare from instagram with the term was descriptif text).
b.   The teacher explained the material from Instagram videos
c.   The teacher gave opportunity for the students to giving feedback about the material

The teacher commands the students search video from Instagram and doing monologue presentation about their video with the same term but different topic/title.

To analyze the data that have collected from the result of pre-test and post-test, the following formula used in this study as follows:

1. To score the students' speaking ability, the authors used classified based on the band scale for speaking scores by using (P2RST) of Latifa et. al, (2015) as follows:

Table 3.2: Rubric of scores for assessing and evaluating the students' performance on speaking based on P2RST

SCALES	DESCRIPTORS
0	• The speaker is not able to use the rules of grammar (articles, subject-verb agreement, use of verbs, nouns, adjectives and adverbs, preposition, coordinators, subordinators) on his or her utterances at all.
1	• The speaker is able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) but the speaker still makes many (approximately 57% to 75 %) ungrammatical production. • The speaker only produced the related vocabulary (approximately 25% to 49%). • The speaker still makes mispronunciation approximately 66-86 % • Speaker disconnected discourse (approximately 67 to 83.3% disconnected meaning)hesitation in utterance
2	• The speaker is able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) even he or she still makes some ungrammatical production/ unrelated vocabulary/mispronunciation/ disconnected discourse/ hesitation in utterance Even, he or she still makes some lacks of formality (approximately 50 % to 60%) • The speaker only produced 38% to 50% words still employ a number of times to recall the words. Still makes some mispronunciation (approximately 50% to 62%) • The speaker still produces some unconnected utterances (approximately 50% to 66%) • The speaker still has some problems to communicate his/her meaning (approximately 50%).
3	• This level describes that the speaker is able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence)in (he or she still makes few ungrammatical production/ unrelated vocabulary/mispronunciation/ disconnected discourse/ hesitation in utterance the speaker still makes few lacks of formality (approximately 10-30%)

	• The speaker is able to produce approximately 67-90% the related words but still employ few times to recall the words. • The speaker still makes few mispronunciations (approximately 10-33%) • The speaker still making few unconnected meaning in communication (approximately 33%) • The speaker still has problem to communicate his/ her meaning (approximately 16.7%)
4	• This level describes that the speaker is able to perform (vocabulary competence; syntactic competence, pronunciation, discourse competence, strategic competence) no mistake. • Seems there is no mistake in grammar • Very fluent & seems there is no difficulty to produce words. • Utter the words, phrases, sentences close to native pronunciation • The speaker is fluently uttered the language which seems there is no problem in communication.

(Latifa et. al 2015)

Scoring the result of the students' test by converting the scores used the following formula:

$$\text{A Students' score} = \frac{students'\ gained score}{maximal score} \times 100$$

2. To classifying the student score, the authors used the table below

Table 3.3: classifying the student score

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah, 2007)

3. To find the mean score, standard deviation and t-test, the authors applied SPSS statistics program version 21.0
4. To test hypothesis, the authors used t-test with $\alpha = 0.05$ level of significance for independent sample and the formula degree of freedom is df $= n_1 + n_2 - 2$.

The statistical hypothesis in this study is one tailed as follows:

H_0 : $\mu_1 \leq \mu_2$
H_1 : $\mu_1 > \mu_2$

(Sugiyono: 2010)

Where:
H_o= Null hypothesis
H_1= Alternative hypothesis

μ_1= the speaking ability of the students' who are taught through You-Tube Videos offline

μ_2= the speaking ability of the students' who are taught through Instagram videos

a) If significance value=probability value, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_1) is rejected. It means that there is no significant difference between the speaking ability of the students who are taught through You-Tube videos offline and the speaking ability of the students who are taught through Instagram Videos.

If significance value $\neq$ probability value, null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is significant difference between the speaking ability of the students who are taught through offline YouTube videos and the speaking ability of the students who were taught through Instagram videos..

FINDINGS AND DISCUSSION

The Students' Scoring Classification in Speaking Ability

a) The Students' Scoring Classification in Speaking Ability on Pre-test

The result of pre-test in experimental class and control class of the Eleventh-year students of SMA Negeri 2 Pinrang was tabulated as follows:

Table 1: The Students' scoring classification in speaking ability on pre- test.

Pre-Test	Experimental Class	Control Class
Mean Score	38.43	31.25
Standard Deviation	13.50	12.04

Table 1 shows both of classes were categorized in very poor classification. It means that the mean score in pre-test obtained by two classes were almost same before giving treatment. While the standard deviation indicated that still many gaps among the students' speaking ability.

In relation to the findings, the authors present the table explained the percentage of the students speaking ability in pre-test as follow:

Table 2: The percentage of student' speaking ability in pre-test

Classification	Range of Score	Experimental Class		Control Class	
		F	%	F	%
Very Good	85 – 100	-	-	-	-
Good	70 – 84	-	-	-	-
Fair	55 – 69	4	25	1	6.25
Poor	50 – 54	-	-	1	6.25

Very Poor	0 – 49	12	75	14	87.5
Total		16	100	16	100

Table 2 shows that most of students' in experimental class and control class were classified in very poor classification. The frequency and percentage of students' speaking ability for experimental class were 4 students (25%) classified as fair and 12 students (75%) as very poor classification. In control group, there were 1 student (6.25%) as fair, 1 student (6.25%) as poor and 14 students (87.5%) as very poor classification. There were no students in good classification for both classesses. It means that most of students' still low in speaking.

b) The students' speaking ability in post test

Table 3: The students' mean score and standard deviation in post-test

Pre-Test	Experimental Class	Control Class
Mean Score	59.68	49.06
Standard Deviation	10.40	12.00

Table 3 shows the students' mean score of students on post-test for both of classes was greater than pre-test. It indicates that there was significant difference between the students' score in pre-test and post-test after giving treatment. Moreover, the mean score of students who taught by using You-Tube videos offline more higher than the mean score of students who taught by using instagram videos. On the other side, the standard deviation indicated that the treatment aplied on experimental class can reduce gaps among the students' speaking ability while the treatment applied on control class cannot reduce it.

Table 4: The percentage of student' speaking ability in post-test

Classification	Range of Score	Experimental Class		Control Class	
		F	%	F	%
Very Good	85 – 100	-	-	-	-
Good	70 – 84	4	25	2	12.5
Fair	55 – 69	10	62.5	3	18.75
Poor	50 – 54	1	6.25	5	31.25

Very Poor	0 – 49	1	6.25	6	37
Total		16	100	16	100

From this table, it can be seen that there were improvements for both of classes, but experimental group was higher than in control group. In the experimental class, the score of students tends to spread in fair and good classification. While, for the control class, the score of students tends to spread in very poor and poor classification.

c) Hypothesis testing

In testing the hypothesis, the authors applied an independent test at the level of significance with $\alpha = 0.05$. The result of the calculation (SPSS 21.0) was shown as follows:

Table 5: The t-test result of the students' pre-test in experimental class and control class to improve the students' speaking ability.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest Experiment and Control	Equal variances assumed	.251	.620	1.589	30	.123	7.18750	4.52352
	Equal variances not assumed			1.589	29.614	.123	7.18750	4.52352

Table 5 shows that the probability value (0.123) was higher than the significance value $(\alpha)=(0.05)$. The analysis showed that the null hypothesis (H_0) was accepted. It means that the eleventh year students' of SMA Negeri 2 Pinrang for experimental class and control class before giving treatment was not significantly different. It means that the speaking ability of experimental class and control class have same ability.

Table 6: The t-test result of the students' post-test in experimental class and control class to improve the students' speaking ability.

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest Experiment and Control	Equal variances assumed	.009	.924	2.676	30	.012	10.62500	3.97092
	Equal variances not assumed			2.676	29.407	.012	10.62500	3.97092

Table 6 shows that the probability value (0.012) was lower than the significance value (α)=(0.05). The analysis showed that the alternative hypothesis (H_1) was accepted. It means that the eleventh year students' of SMA Negeri 2 Pinrang for experimental class and control class was significantly different.

Discussion.

In essence, this study is in line with some previous study findings which utilized Youtube in teaching. The similarity seen from the focuses of most authors were YouTube in their study. On other side, some previous study finding also showed that there were some specific difference between the this study with others. Almurashi (2021) also used similar strategy to develop the student's ability. The difference topic areas are achieve a number of objectives for teachers, students, and the educational process. His study use qualitative method. Besides, Jakopoviy (2015) clearly shows the difference with this study from the study subject and also his study use qualitative method. In the same line the difference also shows by Silviyanti (2014) who study about students' perceptions on listening ability while this study will focuses to study students' interest.

Other authors such as Yerosimou (2014) also have difference study his study is music in these videos conveys emotions for the video creator and elicits emotions to the viewer / listener and his study use qualitative method.speaking. Moreover, the findings of this study may contribute to the related literature regarding of the Youtube implementation

to improve the students speaking ability. It can be shows from the test result of the students who taught by using You-Tube videos offline improve significantly than the students who taught by using instagram videos.

Based on the above findings, the authors conducted study in same method but different ability from the previous authorss. This study focuses on enhancing speaking ability through Offline YouTube Videos .

1.   Speaking ability

This study was conducted of SMA Negeri 2 Pinrang especially for eleventh year students at XI MIPA 1 andXI IPS 1. The sample of this study consisted of 32 students, with details 16 students as experimental class and 16 students as control class. Before conducting the pre-test and post-test, the authors found some facts when doing observation of SMA Negeri 2 Pinrang.. Where, based on the authors's observation, there were many students who faced difficulties in speaking.

Based on Rahman & Deviyanti (2012), Speaking must fulfill three aspects, the first is fluency. Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses. For example, A asks B: "How are you today?" B answers:"I am fine, thank you." It is answered well and quickly. The second is accuracy (grammar and pronunciation). Accuracy focuses on issues of appropriateness and other formal factors. It relates to the use of grammar and pronunciation. The third is comprehension. Comprehension means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. For example, A asks B (in dialogue): "Where are you going?" Then B answers it well, quickly and correctly. He says: "I am going to Bali."

In general, there are three important aspect in speaking, which are fluency, accuracy, and comprehension that have to master by the people who learn to speak English because three aspect previous is requirement when they want to be a good speaker.

In this study, the authors found the students difficulties in speaking at the tenth grade students of SMA Negeri 2 Pinrang, it is relevant with the pre test that have been doing by the authors, all students in experimental class and control class got under good classification. Whereas they cannot express their idea, seldom to communicate by using English, and difficult to choose the right word in making sentences because there are many word in English that has multi meaning. In the same manner by Akhyak (2013) stated "having good English speaking is very essential especially for the students because it becomes the bridge for them to know the world.

In expected to solve the students' difficulties in speaking, the authors had applied treatment. Then, because the study design in this study were quasi experimental, this study consists of two classes they were experimental class and control class, for both classes got different treatment. The authors started the process of activity by checking the students' attendance list, after that the authors described the instructional objectives, then the authors applied Offline Youtube videos in experimental class by giveed video material that has been prepare (downloaded) as a video offline from Youtube on descriptive text form, The teacher explain the material from YouTube video offline. Next, give opportunity for the students to giving feedback about the material. The teacher commands the students download video from YouTube and doing monologue presentation about their video offline with the same term but different topic/title. While for the control class the authors

applied Instagram Videos. The different activities in control class are the students watch videos material in online and doing monologue presentation about their video with the same term but different topic/ title.

Offline Youtube videos as a treatment for experimental class was chosen because "Offline Youtube videos is learning strategies that helps students in speaking improvement by themself exploration. It is in line with Watkins and Wilkins (2011). They said that "A student can browse the millions of videos available on YouTube without needing help from any teacher or fellow student" it is made the student can express their ideas more than before and the student not seldom to communicate using english because of they understand about their ideas clearly. Offline Youtube videos easy to learn twice, three times and so on. It make the students can learn the material until they have deep understanding. Then, Instagram videos was chosen as comparison treatment because Instagram videos has balance power with Offline Youtube Videos, the different are Offline Youtube Videos give opportunity to learn video material in unlimited times and without network connection after downloaded. While Instagram Videos gave students variety fiturs to stimulate themselves to learn.

The result of the pre test and post test for both of classes had differences result for develed the students ability in speaking. The students ability who taught by Offline Youtube videos in experimental class got higher score than the students speaking ability using instagram videos. It was proved by the result of the probability value (0.012) lower than the significance value (α)=(0.05). The analysis showed that the alternative hypothesis (H_1) was accepted. It was also proved by the mean score of the students in the experimental group on post-test where taught by Offline Youtube Videos was higher than the students' mean score in control group who taught by Instagram Videos.

Futhermore, the result of standard deviation also showed that the students were less variety in speaking ability after giving treatment. It shows that the students' gap of speaking ability in experimental class was lower than in control class. Both of them are significant, but the significant difference of experimental class was better than control class. Based on the data above, the authors conluded that the students speaking ability who are taught by using offline Youtube Videos was effective to improve the students' speaking ability than the use of instagram videos.

CONCLUSION

Based on the findings and discussion in the previous chapter, the conclusion of the findings in teaching speaking through Offline YouTube Videos can improve the speaking ability of the Eleventh Year Student of SMA Negeri 2 Pinrang. It can be proved that the mean score of students' post-tests in experimental class (59.68) was higher than the control class (49.06). Moreover, the probability value (0.012) was lower than the significance value (α)=(0.05). The analysis showed that the alternative hypothesis (H_1) was accepted. It means that the eleventh-year students' speaking ability at SMA Negeri 2 Pinrang. for experimental class and control class was significantly different.

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