

**INVESTIGATING THE EFFECT OF USING YOUTUBE VIDEO MEDIA
WITH ENGLISH SUBTITLE ON STUDENTS' SPEAKING SKILL**

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Abstract

This study aims to see whether YouTube video media with English subtitle has an effect on the progress of students' speaking skill. This research uses quantitative methods as the experimental research. There were two groups in this study: experimental and control. This is done to see which group is the most effective at assisting students with their speaking skills. This study's participants were tenth-grade students at SMK BIM Jakarta Barat. The speaking test was assigned to both groups. The data was analyzed using the Independent t-test. The study's findings show a significant difference between students who used videos with English subtitle to teach and students who did not. Students who were taught using Video with English subtitle outperformed students who were not. It follows that using YouTube videos to teach speaking is recommendable to assisting students to enhance their speaking skill.

Keywords: *Students' Speaking Skill, Video With English Subtitle, Experimental Research.*

INTRODUCTION

Speaking is the main skill in education. In this situation, the student enroll in an English education program is require to speak in English verbally. Students must learn how to engage in English speaking in order to acquire this skill. According to Selcuk Koran speaking is always identified as the most important competence to master. Speaking is very important because it allows people to engage in discussions with others, share ideas, and convey information. Producing, receiving, and digesting information is part of an interactive process to produce meaning when speaking. YouTube is one of the most advantageous platform language learning tools. YouTube isa well-known site where people can create content, share them with everyone, and give feedback. Millions of people visit the site each month. The most notable feature of YouTube is that it owns and manages a massive number of videos on a wide range of topics and in a number of languages. A number of studies have indicated the relevance of YouTube in language development. YouTube initially appeared to be engaging, stimulating, and effective in the EFL classroom, where students are eager to watch different videos and practice pronouncing and communicating in the same manner as native speakers (Silviyanti). Employing videos to teach speaking is important because it enables students to comprehend the subject and freely discuss it (Wagner). YouTube video with English subtitles is one of the ways that can be implemented in teaching speaking. Video can create a link between mind, sight and hearing. Subtitles help students understand the conversation, as we know they have problem in listening comprehension (Matielo)

The researchers believe that YouTube video with English subtitle could be an effective approach for enhancing students' speaking skills. The researcher was inspired for this research project by previous research projects that addressed similar topics. The use of similar media, primarily YouTube videos, is the similarity between previous and current research. (Slavica Čepon.) recommend that English teachers use YouTube videos to stimulate students' interest. This medium has been shown to allow teachers teach speaking and construct a relaxing atmosphere and energizing learning experience for students. It is anticipated that after watching YouTube-based videos, students will be able to get concepts for speaking from the speaker's real scene, offering a chance to do mimicry, focused, interactive, intensive, interactive, and extensive speaking outcomes. Thus, the goal of this study is to determine the effect of YouTube on students' speaking abilities.

RESEARCH METHODS

A quantitative research method entails attempting to quantify and analyze variables in order to obtain results. The researcher took two classes and obtained treatment results by comparing pretest and posttest scores.

The researcher evaluated two groups' scores in the post-test. Through use of YouTube videos for treatment is designed to clarify that there is a significant difference in test scores before and after treatment. As a result of the significant score when teaching students using YouTube videos as a medium, the effectiveness is known. Furthermore, the research design can be described as follows:

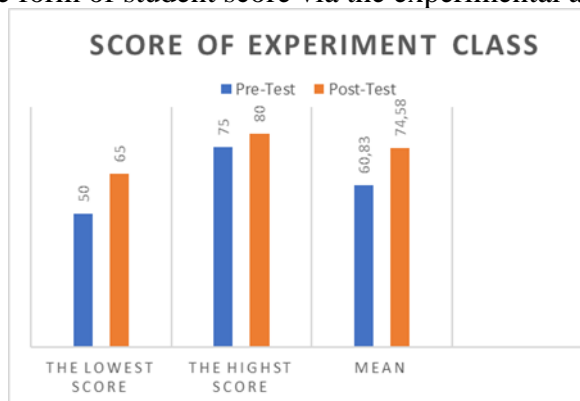
| Sample | Pre-Test | Treatment | Post Test |
|--------------------|----------|--|-----------|
| Experimental Group | T1E | YouTube Video Media with English Subtitles | T2E |
| Control Group | T1C | Traditional Media | T2C |

Known: T1E = Pre-test of Experiment Class
T1C = Pre-test of Control Class

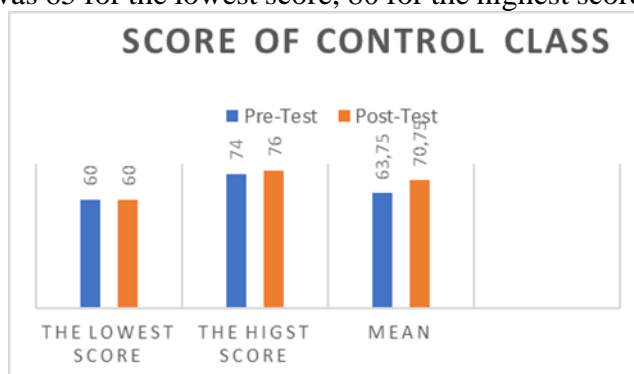
T2E = Post-test of Experiment Class
T2C = Post-test of Experiment Class

RESULT AND DISCUSSION

Data collection was in the form of student score via the experimental and control classes.



The score achieved by this class before the treatment were 50 for the lowest score, 74 for the highest score, and 60.83 for the mean. After doing the pre-test, the researcher gave treatment for this class in the next meeting. Then the researcher gave the student post-test. The score achieved by this class was 65 for the lowest score, 80 for the highest score and 74.58 for the mean.



The score achieved by this class for pre test were 40 for the lowest score, 74 for the highest score, and the 63.79 for the mean score. The score achieved by this class for post test was 60 for the lowest score, 76 for the highest score, and 70.75 for the mean score.

Normality test is done to determine whether or not the speaking scores of the students are normally distributed. From the result of table Normality post-test control class, it shows that average score from post-test control class is 74.58. The standard deviation for this test is 7,64 and for maximum value or $L_{count} = 0,104$. While the value of L_{table} from Liliefors table mention the value $\alpha = 0,05$ is 0,173. Normality pre-test control class, we see that average score from pre-test control lass is 70,7. The standard deviation for this test is 6,74 and for maximum value or $L_{count} = 0,131$. While the value of L_{table} from Liliefors table mention the value $\alpha = 0,05$ is 0,173. Because the value of $L_{count} < L_{table}$ it means the data from Pre-test Control class is normally distributed. The data was considered to be normal. As an outcome, both classes' outcomes are normal.

Homogeneity Test from Experiment and Control Class using Fisher Test, showed that $f_{obtained} < f_{table} = 1,02 < 4,10$ are Homogenous.

Based on the t-test count, value of $T_{count} = 3,38$ while the value of $T_{table} = 2,01$. According to the result $3,38 > 2,01$. We see $T_{count} > T_{table}$, It means there is a significant effect between pre-test and post-test on students' score using YouTube video media with English Subtitle.

CONCLUSION

Based on the data and results presented in the previous chapter, the researcher concluded that Youtube Videos in teaching speaking skills can influence students speaking skill because video provides a threefold connection between images, sounds, and

feelings. YouTube videos with English subtitle are a good medium to improve speaking skills of class X SMK BIM students, because based on observations during this research, students understand better meaning what they watch on YouTube videos. This can be seen from the average value of the experimental group was 74.58 and the control group was 70.7 which means that there are significant effect on the speaking skills of students in SMK BIM. The use of YouTube can help students in speaking in several aspects, namely they get real examples of how to pronounce words correctly, acquire new vocabulary and much more. Furthermore, students can get motivation and confidence from the videos they see. The use of YouTube video with English subtitle is also effective for enhancing the performance of students' skills in composing sentences when speaking.

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