THE EFFECT OF USING DAILY CONVERSATION YOUTUBE VIDEO TOWARDS STUDENT SPEAKING SKILL AT THE ELEVENTH GRADE STUDENT OF SMAN 1 CIHARA, LEBAK BANTEN IN ACADEMIC YEAR 2021/2022

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Abstract

Wini Nuraini (2022). "The effect of using daily conversation YouTube video towards student speaking skill at the eleventh grade student of SMAN 1 Cihara, Leabak Banten, Academic Year 2021/2022".

This research paper aims to determine the significant effect of daily conversation YouTube videos on speaking skill of Class XI SMAN 1 students Cihara Lebak-Banten Academic Year 2021/2022. Research Paper using a quantitative approach. This research is conducted from October to November, and researcher have chosen two classes, namely experimental class and control class. The technique in selecting the sample is take random cluster sampling; And analyzing the data, the researcher used Paired sample test with SPSS 22 statistics to analyze the hypothesis test. Researcher have found t-count results (-5.971) and Significant = 0.000 <0.05. From this the data can be interpreted that there is a significant difference between the two group in obtaining a score, because the result is a significance value of less than 0.05 which means Ha is accepted. Therefore, the researcher concludes that. The application of daily conversation YouTube videos has a good effect on students' speaking skills

Keywords: *daily conversation, youtube video, speaking skill.*

I.   INTRODUCTION

English is the most commonly used language in the world, therefore English is also known as an international language that is used to communicate throughout the world. The reason for English as an international language is because English has quite a lot of rich vocabulary development, therefore this development has also become one of the benchmarks for becoming an international language so that now many people communicate using English, one of which is Indonesia citizens.

According to Ani Fitria and Anita (2016:10) Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans

are able to connect their mind in every aspect of life. That is make the student more fluency in their communication. Because when they speak, they know what they are thinking and how they feel about it and as you speak other people make judgments about your character and assumptions about what you are thinking and why.

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According to Cut Mawar Helmanda (2019:77) speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. Speaking is not only used in conversation, we can speak for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and our ideas each other. It is very useful in our association, social context, and many other.

Filzah Giardis investigated the effect of using Islamic short video on student speaking skills at the eight grade students of SMP Darul Ma'arif Jakarta 2018-2019. The main purpose of this research are to know and prove the effect Islamic short video on students' speaking skill. Quasi – Experimental are chosen and used as research design and quantitative methods are used. Students second grade at SMP Daarul Maarif Jakarta in academic year 2017/2018 are chosen as a research sample. In the research sample there are two classes. The writer gives a pre-test to both classes to decide which class will be the control class and experimental class. At the end of the meeting the writer gave a post-test to find out the effect of using Islamic short videos on students' speaking skill. In this study the writer used class VIII-1 as an experimental class and class VIII-2 as a control class. Class VIII-1 is given and taught using Islamic short video while VIII-2 uses with teacher presentation or without Islamic short videos. In the sample technique the writer uses purposive sampling and for assessment in students the writer uses rubrics. After doing research and based on the result of the calculation of the post-test average value in the experimental class was 78.83 and the control class was 71.13. The result of the independent sample t-test show a level of 5% (α = 0.05). For t – observed value that has been obtained is 4.261 and for t- table value is 2.001. Based on this information H0 was rejected and Ha was accepted. The effect size of Islamic short video was 0.38 (modest effect). From these result it can be conclude that the effect of Islamic short video has an impact on students' speaking skill at the eighth grade of SMP Daarul Maarif Jakarta in academic year 2017/2018.

Based on the research related findings, the researcher concluded that the similarities between this study and the previous findings focus on the main aspect on media, namely using video as a media. And while the difference between the above

findings and the current study, the researcher focused on daily conversation video for speaking which can help student, especially beginners, in improving their speaking.

II. RESEARCH METHODOLOGY

In this research, the researcher assumed the quantitative approach make the researcher easy to find out the data or the effect from the research, so that the researcher used the quasi experimental design, and apply the pre-test and post-test speaking skill in the experimental class and control class. This research was conducted at SMAN 1 Cihara, Lebak Banten in academic year 2021/2022. Researcher chose this place to conduct this research because many problems were found in students' speaking skills, with the finding that students' speaking skills were very low.

In this section deals with two points: population and sample as elaborated further in the following sections.

Tabel 1 Population

No	Class	Sum
1.	XI IPA 2 (Experimental)	18
2.	XI IPA 1 (Class Control)	18
TOTAL		36

Researcher chose two classes, namely class XI IPA 2 as the experimental class with the daily conversation technique of YouTube video and class XI IPA 1 as the control class with the technique of daily conversation of Instagram video.

Based on the cluster random sampling, the researcher use class XI IPA 2 and XI IPA 1 as class Experimental.

Tabel 2 Sample

No	Class	Sum
1.	XI IPA 2 (Experimental)	18
2.	XI IPA 1 (Class Control)	18
TOTAL		36

1. Pre-test

   "A pretest provides a measure dr characteristic that you assess for participants in an experiment before they receive treatment".(creswell,2012:297).

   The researcher use pretest to the experimental class and control class to know students speaking skill. Experimental use the daily conversation video and control class use the picture technique

2. Treatment

   Researchers give treatment to the experimental group, which teach speaking in the form of showing daily conversation youtube videos, the experimental group provide some consistent material on communicative aspects that will be taught by researchers in different ways.

The experimental group taught the daily conversation YouTube video technique and the control group taught the Instagram video daily conversation technique

3. Post-tes

"A posttest is a measure on some attribute or characteristic that assessed for participants in an experiment after a treatment."(Creswell,2012:297)

The researcher use the post-test to measure and find out the significant effect in experimental class and control class.

III. RESULT AND DISCUSSION

In this chapter, the researcher wants to describe the description of the data obtained. As explained in the previous chapter, the population in this study was 53 students at SMAN 1 Cihara. Furthermore, researcher takes all the population as samples. The samples taken were 18 students of class XI IPA 1 as the experimental class and 18 students of class XI IPA 2 as the control class.

In this study, researcher conducted quantitative data analysis. The data were obtained by giving tests to the experimental class and the control class. The test is divided into two types, namely pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment. Students must speak in front of the class according to the instructions.

Researcher identified several results to determine the effect of conversational techniques on students' speaking skills. The researcher obtained the students' pre-test scores before the treatment, while the students' post-test scores were obtained after the treatment. Researcher describe the data in the control class and experimental class, in the following table.

Based on the calculation using SPSS, the data above can described as follow:

Tabel 3 Descriptive of the data

	N	Minimum	Maximum	sum	Mean	Std. Deviation
Pre-test experiment	18	45	70	1025	56.94	8.934
Posttest experiment	18	50	85	1315	73.06	8.599
Pretest Control	18	45	80	1080	60.00	9.075
Posttest Control	18	55	85	1180	65.56	7.454
Valid N (listwise)	18					

Based on calculations using SPSS, the results of the pretest in the experimental class with the highest score of 70, the lowest score of 45, and a total score of 1025. The number of students was 18. While the post-test results for the experiment class had the highest score of 85, the lowest score of 50, and a total score of 1315, the number of students 18. The results of the pre-test control class with the highest score

of 80, the lowest score of 45, and a total score of 1080. The number of students 18, while the post-test results in the control class, the highest score of 85, the lowest score of 55, total score of 1180. The number of students 18.

Tabel 4 Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Result	pretest esperiment	.134	18	.200[*]	.908	18	.080
	posttest experiment	.145	18	.200[*]	.916	18	.108
	pretest control	.167	18	.200[*]	.956	18	.522
	posttest control	.164	18	.200[*]	.913	18	.098

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test in table 4.4, it shows that the normality test obtained p value (0.200, 0.200, 0.200, 0.200) which is higher than = 0.05, this indicates that the HO is accepted. In other words, based on the results of normality, the data is normally distributed

a. Homogeneity test

According to Wiley and Sons (2019:79) "*The homogeneity of variances ensures that samples are drawn from the populations having equal variance with respect to some criterion*".

The homogeneity test used in this study is a statistical test, the homogeneity test of variance uses SPSS 22 for windows with the criteria if the significance value is p> 0.05 then the data states the population variance is the same (homogeneous), but if the significance value is p <0.05 the data states that the variance of the population is not the same (not homogeneous). The result homogeneity test the effect of conversation technique toward speaking skill is homogeneous. The result of homogeneity the table as follow.

$$F = \frac{Bigger\ Variant}{Smaller\ Variant}$$

The criteria of test:

If $F_{cunt} > F_{table}$ the Data are Homogeneous

If $F_{count} < F_{tablel}$, thel Data arel not Homogelnelous

Tabel 5 Homogeneity test of pre-test Control & Experimental class

Levene statistic	df1	df2	Sig
.225	1	34	.638

The statistic result showed, the score of homogeneity of pre-test between control and experiental is higher than α =0.05.P-value (0.638) > α = 0.05. The result of Homogeneity test is accepted.

Tabel 6 Homogeneity test of post test Control & Experimental class

Levene statistic	df1	df2	Sig
.314	1	34	.579

The statistic result showed, the score of homogeneity of post-test between Control and Experimental is higher than α =0.05.P-valuel (0.579) > α = 0.05. The result of Homogeneity test is accepted

b. Hypotheses Test

A hypotheses differs from a problem. A problem is formulated in the form of a question; it serves as the basis or origin from which a hypotheses is derived. A hypotheses is a suggested solution to a problem. A problem (question)can be directly tasted, whereas a hypotheses can be tasted and verified.

The hypothesis test used in this research is a stastistical test (t- test) paried samples test which aims to test paired samples (pre-test and post-test in control class and experimental class pairs) using the SPSS program 22 for windows with test , a test result (t-test) could be seen on the following.

Tabel 7 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pre-test experiment - Posttest experiment	-16.111	11.448	2.698	-21.804	-10.418	-5.971	17	.000
Pair 2	Pretest Control - Posttest Control	-5.556	8.024	1.891	-9.546	-1.565	-2.938	17	.009

Ho: There is no significant effect of using daily conversation video towards student speaking skill at the eleventh grade student of SMAN 1 Cihara.

Ha: There is significant effect of using daily conversation video towards student speaking skill at the eleventh grade student of SMAN 1 Cihara.

The estimation are:

If p-value > α = 0.05,(Ho is accepted and Ha is rejected).

If p-value < α = 0.05,(Ha is accepted and Ho is rejected).

Based on the SPSS output in table 4.7. It can be seen that the significance value (p-value) of 0.000 in pair 1 and 0.009 in pair 2 is 0.05, while Ha is accepted

and Ho is rejected. In other words, there is a significant effect of daily conversation youtube video techniques on students' speaking skills

IV. DISCUSSIONS

In this section, the daily conversation youtube video learning can increase significantly. This can be seen based on the average pretest score for the experimental class is 56.94 and the pretest score for the control class is 60.00 from the experimental and control class scores, there are differences in student achievement on the value of the experimental pretest and control class.

Meanwhile, the post-test mean in the experimental class was 73.06 and the post-test score in the control class was 65.56. This means that there is also a significant difference in scores between the experimental and control classes in the post-test. It can be concluded that the experimental class is higher than the control class, which means that the use of daily conversation youtube videos is effective on student learning outcomes.

After being given the pretest and post-test, the researcher analyzed the data from both groups with normality and homogeneity tests using pretest and post-test scores. Meanwhile, to test the hypothesis, the researcher used the scores of the two groups. The results of the normality test using Kolmogorov Smirnov using the SPSS 2.2, significance 0.200, 0.200, 0.200, 0.200) which is higher than = 0.05, so it can be interpreted that each data is normal. This means that Ho is accepted. then the results of the homogeneity test using the variance uses SPSS 22, the significance value of the Homogeneity test of pre-test Control & Experimental class 0.638 > 0.05, and the significance value of the Homogeneity test of post-test Control & class 0.579 > 0.05 meaning that both classes the variation is meaningful or it can be interpreted that the data is homogeneous. As for the hypothesis, the researcher uses the SPSS output as described in Table 4.7. this is because the researcher wants to know whether there is a difference in value between pair 1 and pair 2 after the treatment is given? and whether there are any results on daily conversation youtube video users in the experimental class. From the results of testing with the Paired Samples Test, it is obtained that pair 1 t-count = -5.971 with = 0.000 <=0.005, in pair 2 the results of the Paired Samples Test are obtained t-count = -2,938 with = 0.009 > = 0.005, it can be concluded that Ha is accepted there is significant effect of using daily conversation youtube video toward student speaking skill at the eleventh grade student of SMAN 1 Cihara and Ho is rejected there is no significant effect of using daily conversation youtube video toward student speaking skill at the eleventh grade student of SMAN 1 Cihara. In other words, there is a significant effect of using daily conversation youtube videos on the effect of increasing students' speaking skill.

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