

**STUDENTS' SPEAKING ABILITY ON YOUTUBE VIDEO-PROJECT IN
ONLINE SPEAKING CLASS AT THE THIRD SEMESTER OF
UNIVERSITAS ASAHAN**

THESIS

*Submitted as a partial fulfillment of the requirements
for Master Degree (S2)*



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ABSTRAK

Fatin Amira. 2021. Kemampuan Berbicara Mahasiswa Dalam Proyek Video YouTube di Kelas Speaking Online Mahasiswa Semester Ketiga Universitas Asahan. Tesis. Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Sastra. Universitas Negeri Padang.

Karya tulis ini bertujuan untuk menganalisis kemampuan berbicara mahasiswa pada proyek video YouTube dikelas berbicara online selama pandemic covid19, masalah berbicara mahasiswa, dan persepsi mahasiswa tentang penggunaan proyek video YouTube dikelas berbicara online pada mahasiswa semester tiga Universitas Asahan. Partisipan dari penelitian ini adalah mahasiswa semester ketiga Universitas Asahan tahun ajaran 2019/2020 dan dipilih 24 mahasiswa sebagai sampel. Penelitian ini adalah penelitian deskriptif. Sumber data penelitian ini berasal dari tugas akhir siswa di kelas *Speaking* dalam bentuk drama singkat. Video penampilan berbicara mahasiswa digunakan untuk mengukur kemampuan berbicara mahasiswa. Lima video telah dianalisis berdasarkan rubric penilaian dari Brown (2004) yang terdiri dari pengucapan, tata bahasa, kosa kata, dan kefasihan dalam berbicara. Berdasarkan hasil penelitian, penelitian ini menunjukkan bahwa sebagian besar kemampuan berbicara mahasiswa berada pada level baik (70,21%), masalah yang dominan dihadapi mahasiswa adalah pada aspek pengucapan dan tata bahasa, serta siswa memiliki persepsi positif terhadap penggunaan video proyek YouTube dikelas berbicara secara online khususnya diaspek konstruktif. Namun, penguasaan tata bahasa dan pengucapan menjadi faktor yang paling berpengaruh dalam meningkatkan kemampuan mahasiswa dalam berbicara berdasarkan data yang telah dikumpulkan. Artinya dengan mengunggah proyek video mahasiswa ke dalam YouTube dapat lebih baik lagi jika mahasiswa menguasai semua aspek berbicara dalam bahasa Inggris, sehingga kemampuan berbicara mereka dapat meningkat.

Keywords: *speaking ability, YouTube video project.*

ABSTRACT

Fatin Amira. 2021. Students' Speaking Ability on YouTube Video Project in Online Speaking Class at the Third Semester of Universitas Asahan. Thesis. Master of English Education of Faculty of Languages and Arts. Universitas Negeri Padang.

This study is aimed to analyze students' speaking ability on YouTube based video project in online speaking class during covid19 pandemic, the students' speaking problems, and students' perception about the use of YouTube video project in online speaking class at the third semester of Universitas Asahan. The participants of the study were the third year of English Department students of Universitas Asahan 2019/2020 academic year, and 24 students were chosen as the samples. This study belongs to descriptive research. The source of data was taken from the students' final assignment in speaking class in form of short drama. The students' speaking performance videos were used for measuring the students' speaking ability. Five videos had been analyzed based on Brown (2004) scoring rubrics. It consists of pronunciation, grammar, vocabulary, and fluency. Having regard to the results, this study showed that the majority of students' speaking ability was in good level (70,21%), the dominant problems faced by the students are in the aspects of pronunciation and grammar, and the students have positive perception toward the use of YouTube video project in online speaking class especially in the aspect of constructive. However, mastering grammar and pronunciation became the most influencing factors in improving their ability in speaking based on the data gathered. It means that by uploading their video project on YouTube can be more excellent if the students mastering all aspects of speaking while doing conversation in English, so that their speaking may improve.

Keywords: *speaking ability, YouTube video project.*

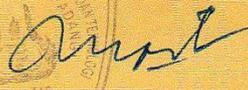
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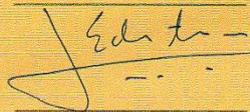

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2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing dan Penguji serta masukan mahasiswa Pascasarjana UNP yang hadir pada waktu seminar proposal dan hasil.
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Padang, November 2021
Saya yang menyatakan



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Padang, 28 October 2021



The Writer

CHAPTER I

INTRODUCTION

A. Background of the Research Problem

The development of information and communication technologies has provided new educational thoughts to come to light by directing web-based learning media in the teaching and learning process. One web-based learning media that can be used is Web 2.0 technology. This web 2.0 technology has spread in the educational field, especially in the last 20 years, it gives a positive impact on the teaching and learning process (Bingimlas, 2017). In addition, the use of technology also gives a positive impact on the students' development and becoming proficient English speakers and creative thinkers (Yang, et. al., 2020). In other words, technology can be used in the teaching and learning process as the alternative in providing the learning process that focuses on students and develops their autonomy, interactivity, creativity, and critical thinking.

There are many kinds of Web tools. They are blogs, wikis, and social networking. Social networking sites consisting of Facebook and Twitter, video sharing (YouTube), podcasts, and discussion forums (Ahmed, et. al., 2016). YouTube is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Nowadays, YouTube videos are important to accommodate the 21st-century classroom. In addition, YouTube is also applied in the classroom to expose and promote authentic English as well as the promotion of a learning style that is more autonomous and student-

centered (Watkins & Wilkins, 2011). Therefore, the use of YouTube has become a trend among teachers. Then, the use of YouTube can be the alternative way in language learning either inside or outside the classroom to make the learning style more student-centered.

In learning English, there are four skills that learners should learn, namely listening, speaking, reading, and writing. From the four skills, speaking is said to be very important. Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2007). It is supported by Srinivas (2019) who reveals that speaking is the most important skill among all four skills in order to communicate well in this global world and it helps the learners get success in their respective fields. So, speaking is a productive skill that people use for communication and it is needed to master by ESL and EFL learners to enhance their careers.

Despite its importance, speaking has been disregarded in schools and universities because of various reasons such as emphasis on grammar and unfavorable teacher-students proportions. Therefore, there are some characteristics that students need to master in learning speaking. According to Goh & Burns (2012) mention that there are four speaking characteristics; a) good pronunciation, b) speech function, c) interaction management, and d) discourse organization which involves creating coherence and cohesion through structure and word choice. In other words, teachers should help students to be able to speak accurately and fluently. It means that the students

are expected to be able to speak with good pronunciation, to use the appropriate speech function, interact well with others, and have a good choice of words in a relevant social context.

In fact, students have several problems in speaking. The problems were having lack of vocabulary, being not confident to speak, having no ideas about what to say that makes the students tend to keep silent, they were not used to talking in class since their pronunciation are poor (Heriansyah, 2012), and the students do not have enough time to practice the skill (Leong & Ahmadi, 2017). This is supported by Ur (1996) who states that low or uneven participation, inhibition, nothing to say, and mother-tongue use are the factors why learning speaking is difficult to learn for ESL and EFL students. It is because of large classes and the tendency of some learners to dominate while the other students speak very little or not at all. In addition, based on the preliminary research at the third semester of Universitas Asahan, limited time, feeling shy to speak and lots of materials are found to be problems faced in the teaching and learning process.

Then, during this covid-19 pandemic situation, the teaching and learning process has changed from regular (face to face) classrooms to virtual or online classrooms. The teachers and students have to do the teaching and learning process from home. The teaching and learning process from home as the government policy, makes the teachers look for appropriate methods or media and tools to make communication easier (Ririn Puspita et al., 2020). For early childhood education, kindergarten, elementary school, the

government provides learning media through television broadcasts every day. However, in higher education, the lecturers must be able to select appropriate media for making the students learn in this situation.

The choice of media must be appropriate to facilitate the learning process. One of the possible online media that can be used for teaching and learning speaking is YouTube. This is in line with the statement of Sari & Margana (2019) who state that YouTube can be said to be an interesting learning media that is suitable with the demands of 21st-century skills. Another result is conducted by Tristiana & Swondo (2020) who conclude that there is a significant effect of using YouTube content making on students' speaking skill. This implies that YouTube can be used for teaching and learning speaking.

The explanation above indicates that the use of YouTube has increased significantly. This is in line with the survey from We are Social in KataData.co.id stated that 150 million Indonesians actively use social media. From various social media, YouTube is the most accessible platform, which is 88% of total social users in 2019, followed by WhatsApp 83%, Facebook 81%, Instagram 80%, Line 59%, Twitter 52%, Facebook Messenger 47%, BBM 38%, LinkedIn 33%, and Pinterest 29%. YouTube is the number one social media in Indonesia, each user has an average of 11 social media accounts, with a long surfing time of around three hours per day. These realities show that YouTube can be one of the possible platforms or video sharing websites that can be used for teaching and learning. Since it shows as

the most accessible platform in Indonesia, it can be concluded that YouTube gives a big chance to be used as the media for language learning.

However, YouTube is more frequently used for seeing the content as the substitute material in class. Besides, it can be used also by the educators to see the students' activities by uploading their videos on the YouTube channel. In speaking class, this platform is the best way to find out the students' ability in speaking, because this platform helps the students in reducing their anxiety while speaking (Sari & Iswahyuni, 2019). By uploading the video on YouTube, the students are less worried to make any mistakes because they can prepare themselves well before recording their speech in front of the camera. More challenging assignments in the form of speaking videos that must be uploaded on YouTube may become an alternative to trigger student's creativity and to practice their English.

There are some previous studies related to present research that focuses on the use of YouTube in teaching and learning speaking. Hussin (2020) analyzed whether the use of YouTube videos through group discussion assisted students improve their speaking ability. The result shows that using YouTube videos through group discussion improve the students' speaking skills ($p < 0.05$) and the most significant improved skill was in comprehension. This study is focus on the students' ability for only speaking skill. While Sari & Iswahyuni (2019) investigate the occurrence of anxiety in the YouTube video project conducted by non-English students and find that students mostly felt the anxiety and they prefer doing YouTube video projects to other

speaking activities such as storytelling, oral presentation, and speech. The researchers elaborate about the students' anxiety and it is just focus on extensive speaking or monologue. The researcher did not see the students perception; especially in language learning. Then, Mustafa (2018) investigates the impact of YouTube, Skype, and WhatsApp in improving EFL learner's speaking skill, and find that this social media networking has a great impact on speaking. All of this social media networking can be improve the students speaking skill, but YouTube is considered as one of effective media that can increase the students' speaking skill. Sari et al., (2020) analyze ELF students' improvement through the reflective YouTube Video Project. The result shows that there are some factors which impacted the students' reflective process, and there is no significant improvement on the students' English language skills compared to the result of self-quality improvement. On the other hand, this study is generally comparing the language learning not specific for speaking skill. In contrast Aboudahr (2020) investigate the effect of YouTube to increase the level of listening skills among non-native students of Arabic speakers in Malaysia universities and find out that using YouTube has a highly significant impact on increasing listening skills for non-native students of Arabic speakers.

Moreover, there are also some previous studies related to the perception of YouTube usage in language learning. Zaidi et al., (2018) investigate the students' interest and perceptions on the use of YouTube in learning English. The result shows that students are highly interested to use

YouTube in learning English and the students preferred to use English YouTube videos to help them enhance their English language proficiency. Moghavvemi et al., (2018) analyze the students' perspective on the usage of YouTube for learning, their corresponding usage patterns, and associated factors prompting them to use YouTube, their research finding shows that YouTube is an effective tool that can enhance the learning experience. Kabooha & Elyas (2018) examine the improvement in vocabulary comprehension and retention of Saudi English as foreign language female students and investigate the perceptions of both students and teachers towards the inclusion of YouTube on the development of vocabulary and the researchers found that there was a significant improvement in the students' vocabulary achievement. Another study, Huang (2015) examines language learning and motivational effects of a video project. The researcher found that the evaluative results of this exploratory study show students increased their motivation to learn and offered positive feedback on the process. The result focused on the students' language learning and motivational effects of a video project including students' perceptions of the process but the researcher did not check about the students' ability in speaking by using video project. Lastly, Rahayu & Putri (2019) investigate the students' motivation in learning pronunciation by uploading students' speaking assignments to YouTube. Students are obliged to upload their speaking assignment to YouTube channel, but the researchers did not check the students' perception towards the use of

YouTube in speaking class and the other elements of speaking besides pronunciation.

Relating to some previous studies that have been investigated by several researchers, the researcher take the gap to analyze the students' ability and problems in speaking class by using YouTube video project. And also, this is very important to analyze the students' perceptions of what they get after using YouTube video project in online speaking class. Then, the researcher is interested in conducting research entitled "Students' Speaking Ability on YouTube video project in Online Speaking Class". This university is chosen because it has implemented YouTube video project firstly as the platform for their speaking class. In this research the researcher focused on the students' language competence or language ability by analyzing the students' speaking ability, speaking problems, and their perception on YouTube video project in online speaking class

B. Identification of the Research Problem

The researcher needs to identify the problem based on the background of above. From several problems that have been discussed in the background of the problem, there are several things that are possible to be investigated, namely; the first is the students' ability in speaking by using YouTube video project, the second is the problems faced by the students in the process of learning speaking, the third is the students' perceptions related to the use of YouTube, and the last is the students' ability and problems in speaking.

C. Limitation of the Research Problem

Based on the identification of the research problems above, the researcher limits this research to focus on the students' ability, the students' problem in speaking, and the students' perception towards the use of YouTube video project in online speaking class. However, there are several components of speaking mentioned by several experts, the researcher took the components of speaking from Brown (2001) that can be used to assess the students' ability.

D. Formulation of the Research Problem

The problem of this research was formulated as follows "How are the students' speaking ability on YouTube video-project in online speaking class?".

E. Research Questions

There are two questions of this research as follows:

1. How is the students' speaking ability on YouTube video project at the third semester of Universitas Asahan?
2. What are the speaking problems faced by the students in online speaking class at the third semester of Universitas Asahan?
3. What is the students' perception on the use of YouTube video project in online speaking class at the third semester of Universitas Asahan?

F. The Purpose of the Research

Based on the formulation above, the purpose of this research are:

1. To find out the students' speaking ability on YouTube video project.

2. To find out the speaking problems faced by the students in online speaking class at the third semester of Universitas Asahan.
3. To find out the students' perception on the use of YouTube video project in the online speaking class.

G. Significance of the Research

This research is expected to be useful theoretically and practically. Theoretically, it is expected that the result of this research enriched the knowledge and theories about speaking and the perception of students on the use of YouTube video project. Those can be as a reference to the teachers to teach speaking by giving the learner a chance in developing their ability by using the YouTube platform. Practically, the findings of this research are expected to make the learning style more student-centered in the online speaking class by using the YouTube platform and as an evaluation for lecturers to improve the teaching speaking process more interesting and effective.

H. Definition of the Key Terms

To avoid misunderstanding in this research, the researcher defines specific terms as follows:

1. **Speaking** is a productive skill which consists of systematic verbal utterances for communication purposes in order to convey any messages and expressing ideas through language.

2. **Speaking ability** is the ability of students in expressing the ideas using verbal systematic utterances or oral language and represented by the scores of speaking.
3. **Speaking problems** refers to the distraction for language learners that affect the way a person creates sounds to form words to have good communication competence or speaking performance.
4. **YouTube** is a video-sharing service where users can watch, like, share, comment, and upload their own videos. The video service can be accessed on PCs, laptops, tablets, and mobile phones.
5. **A video** is a representation of a sequence of images that presents scenes in motion through electronic technology by capturing, recording, processing, storing, and transmitting. **Video project** is a kind of project-based learning that can be used in language learning. In this research, a video project refers to the students' creation in form of videos.
6. **Perception** is the process of when people interpreted something based on their experience as the stimuli from the human brain to share information.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

Based on the research questions stated in the first chapter, the aim of this research is to find out the students' ability, problems in speaking and their perception on the use of YouTube video project in online speaking class. Below are the conclusions that can be stated:

1. Students' speaking ability got from the students' recorded video. In this research, the videos had been submitted by the students to their own group channel on YouTube. The data were analyzed based on the components of speaking. Furthermore, the researcher found that in generally, the result of students' speaking ability on YouTube video project was categorized as good with the mean score 70,21.
2. Although the results of the students' speaking ability were categorized into Good level, the researcher found several problems related to the aspect of speaking. From all of the indicators, pronunciation was the most dominant problems faced by the students with the number of errors 46 of 119 errors (38,16%). It was followed by grammar with the number of errors was 41 of 119 errors (34,45%). Next, the use of vocabulary, the number of errors was 20 of 119 errors (16,81%). Then, the last one was fluency with the number of errors was 12 of 119 errors (10,08%).
3. There are some students' perceptions about the use of YouTube video project in online speaking class based on the questionnaire result. The

perceptions reflect to the aspects of active, intentional learners, constructive, cooperative, and authentic. Therefore, it represents that the use of YouTube video project in online speaking class is strongly good in the aspect of active, intentional, constructive, authentic, and cooperative. In details, the result has been explained in findings and discussion section.

B. Implication

There are some implications related to the findings of the research. Those are:

1. Dealing with the students' speaking ability, it could be implied that the lecturer should optimize the use of online platform in learning speaking. The lecturer should encourage the students to be creative in producing the video. Besides, the students' speaking performance video on YouTube had been better dominated by the aspect of speaking such as fluency.
2. Dealing with the students' speaking problems, the dominant problem was the students' pronunciation. The lecturer needs to provide some learning materials which focus to help the students' pronunciation better.
3. Dealing with the students' perception toward the use of YouTube video project in online speaking class, the students should be more creative to participate or to share their ideas with other students to make a better recorded speaking performance video in any platform such as Instagram, Vlog, etc. It is better for further researcher to conduct the same topic with

bigger participants to see deeply about their perception whether the use of other social media may improve their ability in speaking.

C. Suggestion

Based on the conclusion above, there are some suggestions could be given:

1. For online lecturer, they should concern with the learning process and various activity to engage the students' participation during online class since there should be a clearer instruction to the stages of what the students' needs to do the tasks well before submitting the assignment in online platform.
2. For the students, it is suggested to the students that they should have a better English pronunciation and the use of grammar so they can avoid misunderstanding to the listener. Then, by having a good pronunciation and correct grammar use, the students can develop and express their idea orally without any hesitations.
3. For further researchers, it is suggested to conduct deeper research about the solutions for the students' problems in speaking. Also, it is suggested to conduct a research that related to other kinds of online platform to study speaking skill optimally. It is essential because learning speaking in online learning system is not easy.

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