Students' Ability in Speaking on YouTube Video Project

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Abstract

English speaking is an essential skill that must be learned by higher education students, in this case is the EFL students. Speaking skill is very useful and needed for their future to increase their chance in getting the future job worldwide. English is the core subject in higher education; therefore, the students must enrol to complete their studies. However, this skill is difficult to master since they do not speak English in their everyday life. This present study aims to determine the students' ability to speak on their YouTube video project. There were four components of speaking used in this study. They were Pronunciation, Fluency, Grammar, and Vocabulary. The students' YouTube video projects were used as the data to see their ability in speaking. It was found that the highest average score is on the component of Grammar among the four components of speaking. Then, it is followed by Vocabulary, Pronunciation, and the lowest is on the Fluency component. The average score of their speaking is 72.7, hence, it can be concluded that the students' speaking ability on their YouTube video project is in a good category. The use of YouTube in speaking is effective to improve the students' speaking ability. Overall, this study contributes on the research of the same field on the English language teaching for EFL students in exploring the effectiveness of the technological enhancement to help the students improving their speaking skills.

Keywords*: English Speaking Ability, EFL Students, Youtube Speaking Project*

Abstrak

Berbicara bahasa Inggris merupakan keterampilan penting yang harus dipelajari oleh mahasiswa pendidikan tinggi dalam hal ini adalah mahasiswa EFL. Keterampilan berbicara sangat berguna dan diperlukan bagi masa depan mereka untuk memperbesar peluang mendapatkan pekerjaan di masa depan di seluruh dunia. Mata kuliah bahasa Inggris merupakan mata kuliah wajib di perguruan tinggi, oleh karena itu mahasiswa harus mengikuti perkuliahan ini untuk menyelesaikan studi. Namun, keterampilan ini sulit dikuasai karena mereka tidak menggunakan atau berbicara dalam bahasa Inggris di kehidupan sehari-hari. Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam berbicara pada proyek video YouTube mereka. Terdapat empat komponen berbicara yang digunakan dalam penelitian ini, yaitu Pengucapan, Kefasihan, Tata Bahasa, dan Kosakata. Proyek tersebut digunakan sebagai data untuk melihat kemampuan mereka dalam berbicara. Ditemukan bahwa skor rata-rata tertinggi terdapat pada komponen Tata Bahasa di antara keempat komponen berbicara. Kemudian disusul Kosakata, Pengucapan, dan paling rendah pada komponen Kefasihan. Nilai rata-rata berbicara mereka adalah 72,7, sehingga dapat disimpulkan bahwa kemampuan berbicara mahasiswa dalam proyek video YouTube mereka berada dalam kategori Baik. Penggunaan YouTube dalam keterampilan berbicara efektif untuk meningkatkan kemampuan berbicara siswa. Secara keseluruhan, penelitian ini berkontribusi pada penelitian di bidang yang sama dalam pengajaran bahasa Inggris untuk siswa EFL dalam mengeksplorasi efektivitas peningkatan teknologi untuk membantu siswa meningkatkan keterampilan berbicara mereka.

Kata kunci: *Kemampuan Berbicara Bahasa Inggris, Siswa EFL, Proyek Berbicara Youtube*

Introduction

English is a language that used internationally and for the reason, this language is a compulsory subject in a higher education in Indonesia. There are four skills that must be learnt in language learning particularly in English, they are speaking, listening, reading, and writing skills. Speaking skill is essential skills that must be mastered by the students who study English as a foreign language. The core of language learning is speaking (Konuşma, Geliştirilmesi, Bir, Gülten Koşar, & Bedir, 2014). In fact, although this subject is a core subject from elementary school to a higher education, the students' ability in speaking is still weak. From the previous observation, it seems that the students found it was difficult to start the speaking moreover, they do not know how to start a conversation. As we know, in learning a particular language, practicing is the key to master it. Moreover, speaking is the act at the real time(Harmer, 2007). It means, the speakers must think fast how to speak with the correct word and structure in the circumstances and have no time to find the correct translation of a particular word. Besides that, this is also related with the students' habit in their daily communication with other people. If their environment does not use English in their daily conversation, it is hard for them to use English in their daily communication. On the other hand, English speaking is an important skill that must be obtained by the college students to prepare them to get a prestigious job in the future. This can be said that, in Indonesia, English is the minimum skill that the job seeker must have to apply a job. According to (Sari, 2019), the use of YouTube can be done optimally, where the process of producing a product can also hone the demands of the 21st century with the objective in increasing their communication skill towards a better and more productive activities. Another research also stated that YouTube was very effective because it allowed students to speak with more confidence and expression (Meinawati, Harmoko, Rahmah, & Dewi, 2020). (Riswandi, 2016) also stated that YouTube-based videos also help the student learn about speaking in terms of the way of speaking (fluency), vocabulary, pronunciation, grammar, and content of what to speak. Therefore, practicing an English speaking regularly is a must. There are also various factors that can be as the cause of the students' difficulties in English speaking, such as the use of the media of teaching and learning speaking that seems to be boring for the them. The use of an interactive media in teaching and learning process particularly in speaking is very needed.

Speaking is an oral skill since it involves making meaning-conveying utterances in a methodical manner. According to (Kayi, 2006) in the teaching and learning the second language, speaking skill is the most important thing. Through speaking people able to share and transmit their idea to others verbally. It is mentioned that if the listeners can comprehend what someone is saying, the speaker is considered as having and excellent speaking skill (Bahadorfar and Omidvar, 2014). According to (Dunbar, Brooks, & Kubicka-Miller, 2006) there is a speaking rubric assessment of The Competent Speaker that consists of 1) choosing and focusing the topics; 2) delivering the specific purpose; 3) providing suitable

supporting materials; 4) utilizing appropriate drafting patterns; 5) using proper language; 6) using a various level, tone, and vocal intensity; 7) using suitable fluency, grammar, and pronunciation; 8) using physically attitude that supports verbal messages.

Speaking in human interaction has some functions (Jack C. Richards, 2008) . Social relationship in the society can be maintained and established by the interaction in speaking. Through speaking, people also possible to make a transaction that is focuses on communication or exchanging the information. Moreover, he adds that speaking aims can be used in speech for interaction, speech for transaction, and speech for performance. Each of those speech activities is distinct enough in terms of function and form.

To assess the ability in speaking, there are five components, pronunciation, grammar, vocabulary, fluency, and comprehension. According to (Brown, 2004), he elaborates the five components of the speaking skill assessment concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency.

1. Grammar
   It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate the structure and to distinguish appropriate grammatical forms is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary
   Someone cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. This aspect will help the speaker to use appropriate diction based on the context of speaking.

3. Comprehension
   It means how far students' ability to respond to oral communication. Students should be able to understand whatever the speakers say.

4. Pronunciation
   Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5. Fluency
   Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

According to (Al Hosni, 2014), there are major speaking difficulties encountered by the students this level and they are linguistics difficulties, mother tongue use and inhibition.

According to (Penny Ur, 1996), there are many some problems with speaking activities, they are:

1. Inhibition: the students usually worried about making mistakes, fearful of criticism of losing face, or simply shy of the attention that their speech, factors that cause difficulty in speaking.
2. Nothing to say: they cannot think of anything to say, no motive to express themselves.
3. Law or uneven participation: only one participant can talk at a time if he or she is to be heard. The problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.
4. Mother tongue use: in large number of students in a class, they may tend to use their mother tongue because it is easier and more natural than speaking in a foreign language.

YouTube is one of the popular media that used by the people nowadays to upload or to see any video, such as, tutorial and tips regarding the use of anything. Moreover, this platform also enables all the people around the world to share their content regarding experience, information, learning method, cooking tips, and the other videos that can impact positively to other people and environment as well. Sometimes, this platform can be used to learn a foreign language without taking a particular class and no need to spend much money to study from this media. YouTube is an interesting media which meets the demands of 21st century skills (YN Sari, 2019). It means that this platform is very suitable with the people these days who like a flexibility and efficiency of time and place. However, people need to connect to the internet to access this platform.

YouTube can be said as one of the online service platforms that can be used to solve technical problems in spreading videos (Holland, 2016). In term of teacher and students, they can use this platform in the teaching and learning process, particularly in learning a language. Teacher may ask the students to make and upload a video to be assessed by the teacher to see their ability in speaking English. It can build the students' creativity and encourage them through the lecturer's instruction by giving the students an assignment to create a video (Irawan, 2020).

There were two previous researches on the same field with the present study. The first research was done by Diah Savitri and Havid Ardi (2020) with the title "Analysis of Students' Speaking Ability in Video Project at STKIP Muhammadiyah Muara Bungo". This article was published in Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020). This study aims to investigate students' speaking ability seen from their video projects at STKIP Muhammadiyah Muara Bungo. The method used in this study was a descriptive quantitative research to investigate the improvement of students' speaking ability. This research used 27 vlogs as the data to be investigated. The result showed that the students spoke confidently on their vlogs. However, it is mentioned that the students' speaking ability was varied; some students had an improvement whereas others did not. The most influencing factors in the improvement of the speaking ability is by mastering grammar and vocabulary. It was proved that the use of vlog as the video project assignment is more effective if the students master in grammar as well as/and have enough vocabulary related to the topic discussed, so that their speaking ability will be improved (Savitri & Ardi, 2021).

The second research was from Fatin Amira and Zul Amri (2021) with the title "Students' Speaking Ability on YouTube Video Project in Online Class during Covid19 Pandemic at Universitas Asahan". This article was published in 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021). This research aims to analyze students' speaking ability on YouTube based video project in online speaking class during covid19 pandemic. This study used a descriptive research. From this study, it is showed that most of students' speaking ability was in good level (75,16%). However, mastering grammar and fluency 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 be improved (Amira & Amri, 2022)

Based on the phenomenon on the students' speaking ability, this study aims to investigate the students' ability in speaking on video project presentation on YouTube with the topic of Marketplace. The result of this study is expected to be useful in foreign language teaching both for the teachers and the learners in finding an interesting tool or strategy to improve the speaking skill. Moreover, this study contributes to the research on the foreign language learning emerging with a fast-growing technology in speaking skill.

Method

The quantitative descriptive research design was applied in this study. Data source is the subject from which the data is taken. The data of this study was taken from the students' YouTube video project assignment where the students made presentation monolog on the video regarding to the topic. The students were asked to make a video project on YouTube in a group that consists of 4 students. They took turns in presenting their presentation. The data analysis is presented in the form of tables. The speaking rubric was used for the assessment. It is concerned with Grammar, Vocabulary, Pronunciation, and Fluency. The score of the student was calculated with the following formula:

$$\text{Score} = \frac{\textit{The result of } \text{student}}{16} \times 100$$

Result and Discussion

The students' speaking skills particularly on their grammar, vocabulary, pronunciation, and fluency were analysed and discussed descriptively based on the following table. Below is the category of the students' speaking ability in the form of table that derived from (Arikunto, 2000).

Table 1. The Category of the Students' Ability in Speaking

No.	Range of Score	Categories

1	80-100	Very Good
2	65-79	Good
3	50-64	Fair
4	1-49	Bad

The above table is the range of the speaking score that used in this study. After getting the data of the students' speaking video project, the score of each speaking component is performed in the form of table to be discussed.

Table 2. Result of the Students' Pronunciation in Speaking

Range of Score	Category	Frequency	Percentage
80-100	Very Good	2	12.5%
65-79	Good	13	81.25%
50-64	Fair	1	6.25%
1-49	Bad	0	0%
Total: 16			
Average Score: 73.3			

The above table shows the percentage and the average score of the students' pronunciation in speaking. The highest percentage is for the "good" category which is 81.25%, then followed by the "very good" category with 12.5%, and the last is for the "fair" category with 6,25%. There are 2 students from the different group projects got a very good category in this component. Both are very carefully in pronouncing their words in speaking to avoid the mispronounced. They seem practiced very hard before doing their video projects. Whereas, there are 13 students got good scores in pronouncing their words. They mispronounced around two until five of their words in their video projects. On the other hand, there is only 1 student needs to practice more in pronouncing the words since she got a fair category in this speaking component. However, the average score of the pronunciation component is 73.3, then it can be said the speaking skill of the students is good.

Table 3. The Result of Students' Fluency in Speaking

Range of Score	Category	Frequency	Percentage

80-100	Very Good	1	6.25%
65-79	Good	2	12.5%
50-64	Fair	13	81.25%
1-49	Bad	0	0%
Total: 16			
Average Score: 60.9			

The above table is the result of the students' fluency in speaking. The highest percentage of this component is on the fair category with 81.25%, then it followed by the category of good with 12.5%, and the last is for the "very good" category with 6.25%. There is only 1 student got the very good score and category in this speaking component. There is almost no mistake in pronouncing the words and his speed in speaking is quite fast with a stable intonation. On the category of good, there are 2 students from the different group projects. Their speed in speaking were not very fast yet. On the other hand, there are 13 students got the fair category in this component. Due to many students got the fair category, then the average score is fair as well which is 60.9.

Table 4. The Result of Students' Grammar in Speaking

Range of Score	Category	Frequency	Percentage
80-100	Very Good	8	50%
65-79	Good	8	50%
50-64	Fair	0	0&
1-49	Bad	0	0%
Total: 16			
Average Score: 81			

The above table is the result of the students' grammar in their speaking. It shows that there are only two categories, they are the category of very good and good with each percentage is 50% and the average score is 81 which is very good. The use

of sentence structure and the arranging of the words in a sentence are very important to get the clear meaning of the speaking. However, there are only few errors that the students made in their speaking, for examples, "It will explain by…", "…product you online store". These types of errors can be caused by the interference of their mother tongue.

Table 5. Results of Students' Vocabulary in Speaking

Range of Score	Category	Frequency	Percentage
80-100	Very Good	3	18.75%
65-79	Good	13	81.25%
50-64	Fair	0	0%
1-49	Bad	0	0%
Total: 16			
Average Score: 75.4			

The above table shows the result of the students' vocabulary component which is the last component. The use of appropriate vocabularies in speaking play an important role to get the perfect meaning of their speaking based on the topic that they are talking about. The students must use the correct diction based on the topic of their speaking. The table shows that there are only two categories of this component, they are the 'very good' and 'good' categories. However, they have a different percentage. The highest percentage is 81.25% which is the category of good. Then, it is followed by the category of very good with 18.75%. Since the average score for this component is 75.4, it is considered that the students were able to use the appropriate vocabularies based on the topic.

From those findings, the average score of the students' ability in speaking on their video project that they had uploaded on YouTube is **72.7** which is a Good category. The component of Fluency seems the hardest component for the students in their video project, this is because they do not use this language in their daily activities and that can be seen on the video. Learning language is like a habit, the more we use it, then automatically they will be more fluent. On the other hand, they made it very good in Grammar, it seems that they have learned the sentence structure very well although there were two mistakes that they made in their speaking. On the use of Vocabularies, they used the appropriate and more formal diction based on their topic. The last one is the component of Pronunciation, which is also good, it proved that they had practiced and more carefully in pronouncing every words.

Based on the results regarding their speaking skill on the video project, it was found that the highest average score is on the Grammar component (81). According to the contrastive analysis study, the sentence structure of the students' mother tongue is similar with English language, that is Subject, Predicate, Object, and Adverb. This similarity is the benefit of the students in learning English as a foreign language. Therefore, they are familiar with the English sentence structure as a part of grammar. The second place is Vocabulary component (75.4). Since the students have been learning English for more than ten years in their schools, then it is considered that they have known many vocabularies. Moreover, they are IT students, where most of the English vocabularies in IT are more familiar for them better than their translation in their native language. On the third place is the component of Pronunciation (73.3). Since the students are not using or speak in English in their everyday life then it is quite hard to make the pronunciation sounds perfect as the way it is. This is related with their habit in using this language. The more they use it then they will be able to pronounce the words almost perfect or similar with the native speaker. The last is the component of Fluency (60.9). This component is close with the habit of the students in using this language. Since this is the lowest score of their speaking skill, then they need to practice in speaking English regularly to be more fluent. They can start their speaking practice in the activity that they enjoy, for example, in singing activity, socializing with the native speakers through the internet or directly will be very helpful for them to improve their fluency.

Conclusion

In conformity with the aim of this study, that is to find the ability of the students in speaking on their video projects that they had uploaded on YouTube, it was found that from the four important components in speaking, the highest average score is on the component of Grammar, then followed by Vocabulary, Pronunciation, and the lowest is on the Fluency component. The average score of their speaking is 72.7, then it can be concluded that the students' speaking ability on their YouTube video project is in a Good category. It proves that they were serious in improving their ability in speaking on their YouTube video project to get good feedback from their viewers.

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