Using YouTube Videos to Teach Students' Transactional Speaking Skills at Senior High School

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ABSTRACT

This research aims to find out the effectiveness of YouTube videos in teaching transactional speaking skills in the second grade of SMA Negri 12 Luwu. The pre-experimental research with pre-test and post-test was implemented as the design of the research. The population of this research was the second-grade students of SMA Negeri 12 Luwu consisting of 30 students taken using cluster random sampling. The instrument used to collect data was the speaking test. The result of the research presented that using YouTube Videos was effective in improving the students' Transactional Speaking skills, especially at Class XII IPA B at SMA Negeri 12 Luwu. This implies that the treatment had a significant effect on the students' transactional speaking skills achievement.

Keywords: *YouTube Video, Transactional Speaking Skill, Group Discussion*

A. INTRODUCTION

Speaking is a productive skill in language learning. It involves communicative performance, and other important elements, such as vocabulary, grammar, pronunciation, accuracy, fluency, etc. According to Chaney (2016), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Brown (2001), there are six types of classroom speaking performance that students are expected to carry out in the classroom, one of them is transactional speaking. Speaking not only functions as a medium for maintaining social relationships between the participants but also functions as a medium for transacting messages are being spoken, it is called transactional speaking skills (Kaharuddin, 2014: 1).

There are two kinds of transactional speaking skill categories, they are discussion and interview. Kaharuddin (2018), states discussion of the two transactional discourses is aimed at giving lessons to students of Indonesian who are learning English so that they can handle their speaking skills in a group discussion and job interviews accurately and fluently. In this research, The researchers used group discussion as a part of transactional speaking to complete this study, because this method is very suitable in senior high school.

In middle-level school, English is also the general lesson that must be taught. SMA 12 Luwu is one of the middle-level schools that teaches English as a subject. English subjects are taught starting from grades 1, 2, and 3. The tenth, eleventh, and twelfth year, have 3 classes and each class has about 29-31 students. 3 teachers teach English in this senior high school and each of them has their classes in charge. The second grade is one of the classes that learn English by generalizing the emphasis on developing speaking skills, therefore the material is usually presented by divided students in some group discussion.

Based on the analysis learning objective of the lesson plan in SMA 12 Luwu, the teacher has implemented the learning process by the current 2013 curriculum to teach the students speaking skills: understanding discussion, understanding formal discussion in the classroom by discussing topics, and being active in the discussion. On the other hand, in teaching teaching-learning process in SMA 12 Luwu, teachers are the centre of the learning process, not the students (*RPP Kelas XI 2018/2019*).

Unfortunately, this learning objective is not effective because based on preliminary observation in this school The researchers found many students have not been able to discuss well. This case was proved by the preliminary research conducted by The researchers asked students to form groups of two. After that, The researchers gave a topic about giving directions for 30 minutes. Although they have been learning English for about 4 years most of the students still get difficulties using English for communication.

From the preliminary research above, The researchers found 3 facts such as the students don't understand how to start a discussion and use formal discussion by the right procedures, and the students have difficulty giving opinions, giving suggestions, and expressing agreement and disagreement. That's why the students were not able to carry out the discussion by the right procedures, they still used informal situations and were not active in the discussion activity.

From all the factors above, The researchers focused on the first point, which is how curriculum and teaching materials are designed. According to Harry (2007), one of the triggers that can be used to encourage students to actively discuss is the provision of multimedia-based teaching materials. Many ways to improve transactional speaking skills, The researchers found a good technique to discover the student's problem namely YouTube videos.

Jalaluddin (2016) suggested YouTube video is used as a medium for learning and teaching speaking because it provides exposure to authentic English materials and very useful media that can be accessed outside and inside of the classroom. In this research, The researchers used an animation YouTube video to teach students transactional speaking skills. According to Siwi

(2008), animation video makes most students more enthusiastic to get the lesson in the classroom.

B. METHOD

The research methods are the strategies, processes, or techniques utilized in the collection of data or evidence for analysis to uncover new information or create a better understanding of a topic. According to Zilan (2014), experimental research is classified into pre-experimental design, truly experimental, and quasi-experimental. Pre-experimental research does not have a random assignment of subjects to groups or other strategies to control extraneous variables. True-experimental research uses randomization and provides maximum control of extraneous variables. Quasi-experimental research not randomly selected.

In this research, The researchers conducted a pre-experimental research design in the form of a group pre-test and post-test design. The pre-test is a test administered to recognize the students' mastery before giving the treatment. The treatment is applied after the pre-test is given to the student. A post-test is a test administered to recognize the students' mastery after giving the treatment. The purpose of this method is to compare the pre-test and post-test. If the score of the post-test is higher than the pre-test, it means that this treatment is effective.

In conducting the research, The researchers used one class of second-grade students at SMA 12 Luwu which received the treatment YouTube video.

In this research, a pre-test (O_1) was given before The researchers taught using YouTube video to measure the students' competence before they were given the treatment. Then, treatment was given three times using a short video from YouTube to improve students' transactional speaking skills in discussion. Post-test (O_2) was given after teaching using a YouTube video to measure how far the students improved after getting the treatment.

Instruments

The research instrument of this research was the speaking test. The form of the speaking test was to express students' performance. The students discuss in a group how to describe a picture with their previous study. Then The researchers got the scores from Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. The researcher gave 30 minutes to the student group to describe a picture with their words and previous study in front of the class.

Procedures

This research was conducted by using group discussion as a medium to teach students transactional speaking skills. The pre-test was the first stage; at this point, the total sample had

been set to 20 students, who gathered in a room and were then given a pre-test worksheet to complete. The second stage was treatment, during which the researcher presented each meeting with three videos. The final stage was the post-test, where students were retested as well as the first stage, to see if there has been an increase or not.

Pre-test

The Pre-test was conducted at the first meeting. This pre-test was to measure the students' skill intransactional speaking skills before treatment.

Treatment

Treatment was a way to know the effect of a group discussion on teaching transactional speaking to students. After the pre-test, treatment was given three times using an animation YouTube video. The treatment was carried out in three meetings. Each meeting lasted 90 minutes.

Post-test

The Post-test was conducted at the last meeting. This post-test was applied to measure students' ability in transactional speaking after treatment.

Data Analysis

Speaking test

Analyzing students' transactional speaking skills

The researchers use an analytical scoring rubric to analyze the data related to scoring and classifying the students' speaking skills as suggested by Heaton (1991). The scoring system is as follows:

Table 1. Speaking Rubrics

RATING	ACCURACY (PRONUNCIATION & GRAMMAR)	FLUENCY AND VOCABULARY	COMPREHENSIBILITY (COMPREHENSION	TRANSACTIONAL SPEAKING
6	Pronunciation is only very Slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaking without too much effort with a wide range of expressions searching for words. Searching for words but occasionally only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning Very few interruptions or clarifications are required.	Explain answer a need intention, describe something, ask questions, ask clarification confirm information is very clear and accurate.

5	Pronunciation is slightly influenced by the mother-tongue. A few Minor Grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to Search for Words nevertheless, smooth delivery on the whole and only a Few Unnatural	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification is necessary.	Explain answer a need intention, describe something, ask questions, ask Clarification Confirm information is a little less Obviously
4	Pronunciation is still Moderately influenced by the mother- tongue but no Serious Phonological errors. A few Grammatical and lexical errors but only one or two major errors causing confusion.	Occasionally, fragmentally but successfully in conveying the general meaning fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.	Explain answering a need intention, describing something, ask questions are a little less confusing. but ask
3	Pronunciation is influenced by the mother- tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion	Has to make an effort for much of the time, and often has to search for desired meaning rather than halting delivery and fragmentary. The range of expression is often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentence	Explain answer a need intention, describe something, and ask questions are a few serious speaking errors. several ask clarification confirm information only one or two errors sentences
2	Pronunciation is seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors	Long pauses while he searches for desired frequently fragmentary and halting delivery. Almost gives up making the effort at times with the limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.	Explain the answer a need intention, describe something, and ask questions are seriously Errors causing. a breakdown in communication many basic and several ask clarification to confirm. information

| 1 | Serious Pronunciation errors as well as many 'basic' Grammatical errors. no evidence of Having mastered any of the language skills and areas practiced in the Course | Full of long and unnatural pauses. Very halting and Fragmentally delivery. At times giving up making the effort, has a very limited range of expressions. | Hardly anything that is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said | Serious explain answer a need Intention, describe something, ask questions, ask Clarification Confirm information is as well as many 'basic' Errors, no evidence of Having |

Data analysis technique and statistical procedure

Classifying the students' scores into levels using the following criteria

The scores results gathered from the students' transactional speaking skills should finally be analyzed by using a scale system of writing classification rubric from a score range of excellent (16.00-18.00) to very poor (1.00-3.99). A scale system of speaking classification rubric is shown in the following table:

Table 2: Speaking Classification Rubric

Score	Score Range	Qualitative Description
6	16.00 – 18.00	Excellent
5	13.00 – 15.99	Very Good
4	10.00 – 12.99	Good
3	7.00 – 9.99	Fair
2	4.00 – 6.99	Poor
1	1.00 – 3.99	Very Poor

Kaharuddin (2015: 188)

In the data analysis technique, The researchers used the SPSS application to make the data easy to analyze.

C. FINDINGS AND DISCUSSION

Using YouTube videos as a media discussion to improve transactional speaking

Teaching English can be defined as the process of delivering English skills and knowledge to a group of students whose first language is not English through the implementation of three main stages, namely pre-teaching (planning), as well as teaching (giving instruction). As post-teaching (measuring learning outcomes) (Kaharuddin, 2018).

Planning

Lesson Plan

According to Kaharuddin and Yassi Hakim (2018) in Syllabus Design for English Language Teaching stated that a lesson plan in a language program has functions to identify the learning destination (objective of a lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for a teacher to plan his teaching strategies effectively. Therefore, in this research, this lesson plan is based on Muk'niah (2016), the following are some of the components of the 2013 Curriculum lesson plan based on PERMENDIKBUD No. 65, 2013.

YouTube Learning based Teaching material

The materials were employed to ensure that activities could be carried out as effectively as possible toattain the planned objective in each lesson. There are several elements in teaching material

Pre-Teaching

In the pre-teaching, The researchers explained the topic. In this case, the topic is about group discussion. So, the teacher explains the definition of transactional speaking, the general guidelines of GD, The standard procedure of GD, group discussion rules, and expressions.

While-Teaching

In the While-Teaching, the transactional test consists of a pre-test and a post-test. the pre-test was given to find out the ability of the students' transactional speaking skills in the pre-test.

Post-Teaching

In the post-teaching, the teacher gave a task for the students transactional speaking by using YouTube videos.

The Result of Using YouTube Video-Based Teaching Materials for The Students' Transactional Speaking Skill

The result of the Pre-test

The Pre-Test was given to 20 students before teaching the students by using a YouTube video that is on July 2023, in the XI IPA B class. The highest classification in this pre-test is excellent classification and the lowest classification is very poor classification. The results of the pre-test showed that one (1) student had good classifications, thirteen (13) students in average classifications, and six (6) students in poor. The result in the information shown in the following table:

Table 3: The distribution of frequency and percentage scores in the Pre-test

SCALE	CLASSIFICATION	FREQUENCY	PERCENTAGE
16.00 –18.00	Excellent	0	-
13.00 –15.99	Very Good	0	-
10.00 –12.99	Good	1	5 %
7.00 – 9.99	Average	13	65%
4.00 – 6.99	Poor	6	30 %
1.00 – 3.99	Very Poor	0	-
Total		20	100 %

Table 5, above shows the rate percentage and frequency of the students in the pre-test, none of the students got an excellent score or very good score, 1 student (5 %) achieved a good score, 13 students (65 %) got an average score and 6 students (30%) got the poor score and the last none student got a very poor score.

Table 4: The distribution frequency and percentage score in the post-test

SCALE	CLASSIFICATION	FREQUENCY	PERCENTAGE
16.00 –18.00	Excellent	4	20 %
13.00 –15.99	Very Good	16	80 %
10.00 –12.99	Good	0	-
7.00 – 9.99	Average	0	-
4.00 – 6.99	Poor	0	-
1.00 – 3.99	Very Poor	0	-
Total		20	100%

While the rate percentage of scores in the post-test from 20 students in Table 4 shows that, the students achieved 4 (20%) excellent, 16 (80%) students achieved very good scores, and no students got good, average, poor, and very poor scores. The pre-test and post-test were also processed and analyzed by using SPSS which eventually resulted in the following description:

Table 5. Descriptive Statistic of Pretest and Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-Test	20	5	5	10	147	7,35	0,293	1,309	1,713
Post Test	20	4	13	17	296	14,80	0,236	1,056	1,116
Valid N (listwise)	20								

The overall results of the students from the pre-test achieved 7.35 as the average score and from the post-test achieved 14.80 as the average score for their transactional speaking skills which means that the quality of the students in the post-test is better after getting treatment using YouTube video than the students in the pre-test.

Assumption Test

According to Sari (2018), the normality tests are aimed at testing all hypothesis tests that test a null against an alternative hypothesis. The result of normality tests deals with the statements of the hypothesistest namely:

Ho = the null hypothesis. The sample has a normal distribution when the significant value is greater than0.05 (sig > 0.05).

H1 = the alternative hypothesis. The sample is not normally distributed when the significant value is less than 0.05 (sig < 0.05).

Table 6: Test of Normality

One-Sample Kolmogorov-Smirnov Test			
		Pre-Test	Post-Test
N		20	20
Normal Parameters[a,b]	Mean	7,35	14,80
	Std. Deviation	1,309	1,056
Most Extreme Differences	Absolute	0,155	0,226
	Positive	0,155	0,226
	Negative	-0,140	-0,174
Test Statistic		0,155	0,226
Asymp. Sig. (2-tailed)		.200[c,d]	.210[c]

| a. Test distribution is Normal. |
| b. Calculated from data. |
| c. Lilliefors Significance Correction. |
| d. This is a lower bound of the true significance. |

T-Test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of the clustering technique on the students' writing skills is tested through the following hypothesis namely: If Sig. (2-tailed) < 0.05, Ho (null hypothesis) is rejected and H1 (alternative hypothesis) is accepted. If Sig. (2-tailed) > 0.05, Ho (the null hypothesis) is accepted and H1 (the alternative hypothesis) is rejected. To test the hypothesis, the one-sample t-test is then used to tell us whether we should acceptor reject the null hypothesis.

Table 7. One Sample T-Test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-7,450	1,234	0,276	-8,028	-6,872	-26,991	19	0,000

Based on the table above it is found out that SPSS output for one sample T-test = 26.991 and sig (2-tailed) = 0 .000 this output reveals that sig = 0.000< p-value = 0.05. This implies that the intervention has a significant effect on the students' transactional speaking skills improvement. Therefore, the null hypothesis is rejected.

The application of YouTube videos made the students more comfortable and confident in producing sentences and also interesting in the study. This is in line with the study result of Putri Sakinah (2018) She found thought there are significant differences between using and not using video in teaching speaking skills and she concluded that the students' speaking ability can improve by using video. The data from her research has shown that video tutorials in teaching speaking were effective in enhancing the students' speaking especially students' speaking fluency because the t-test, 3.91, was higher than the t-table, 2.042 (3.91 > 2.042).

Furthermore, it was found the students on the pre-test achieved higher scores than the students on the post-test because using YouTube videos as media helps students improve their speaking skills. It can be the lure to attract student's attention when learning. Students were more interested in learning when the situation and conditions in the class were different than usual. It made them enthusiastic and feel easier. YouTube is an effective tool that can enhance the learning experience if the video is indeed relevant to the subject at hand (Moghavvemi, Sulaiman, Jaafar, & Kasem, (2018).

After using media YouTube videos to learn to speak and imitate how a native speaker speaks, students are more confident and have proper expression, intonation, and gestures.

The analysis of the mean score gap between the pre-test and post-test ensured that the YouTube music video in transactional speaking was effective. The result of the pre-test showed that the rate percentage of the students who got excellent and very good scores was none, the students who got good scores were 1, the fair scores were 13, and the poor scores were 6 students.

Instead of the result of the post-test or after the students taught by using YouTube video to improve their transactional speaking, the significant difference where the students got excellent was 4, there were 16 students got very good scores, and there were none students who got fair and poor scores. In this research, The researchers used the speaking classification rubric of Kaharuddin (2014).

The researchers were given tests namely pre-test and post-test, before giving the post-test The researchers were given treatment 3 times. It contained an explanation about what is YouTube video and how this strategy can improve transactional speaking skills. At the last meeting, The researchers were given a test namely a post-test, there was a significant difference between the pre-test and post-test there was an improvement in the students' transactional speaking skills after applying the YouTube video. This is related to the speaking score rubric, where the speaking rubric assessment includes: Accuracy (Pronunciation and grammar), fluency and vocabulary, comprehension, and transactional speaking skills and all of the items improve from the method used previously.

The alternative hypothesis of this research would be accepted if the t-test is higher than the t-table. While, if the t-test is smaller than the t-table it means the alternative hypothesis would be rejected. The result of the data analysis was the t-test (7.45) was higher than the t-table value (2.04). Based on the result, the H1 was accepted, and H0 was rejected. This means

that YouTube videos are effective in increasing the students' achievement in transactional speaking.

D. CONCLUSION

Using YouTube video resources in teaching transactional speaking is effective for the second-grade students in Senior High School 12 Luwu, and it can be seen in students' improvement. Before implementing YouTube videos as a medium to teach transactional speaking (group discussion), the students speaking transactional skills were poor. It can be seen from the average score of their pre-test which was only 7.35 but after implementing this technique using a YouTube video about 3 times with 3 different topics to teach transactional speaking the students' average score of post-test is almost twice has improvement to very good which is 14.8, students speaking transactional was increased.

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