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by - -

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Abstrak

Jauharah Mufidatul Marwa. 2017. *Using Youtube Video as Media to Teaching Speaking English For Senior High School*. Pembimbing : Dra. Siti Azizah, S.Pd, M.Pd

Students in high school are increasingly accustomed to utilizing the internet. Students are accustomed with utilizing YouTube video media since it is one of the media that has many fans from all walks of life, particularly high school students. Using YouTube video media to study English may assist students learn from native speakers and provide a wealth of references without having to compete with the teacher. Students' originality and confidence in speaking practice can also be boosted by watching Youtube videos. Teachers may provide interesting content for kids by speaking English with YouTube video media.

A. INTRODUCTION

English is the most important language in the world. In Indonesia, English is taught as a foreign language. Mastery of English is very important, especially the ability to speak English. Although English has been taught since elementary school, most students are not fluent in speaking even though they understand. According to Kosdian (2016) in Rifa'at (2018), "of all the four skills (listening, speaking, reading, and writing), speaking appears intuitively the most important because people who know a language are referred to as 'speakers' of that language, as if speaking includes all other types of people who know the language." Communication fosters the exchange of information between teachers and students.

Speaking is a tool to communicate. It is one of ways to show expressions, ideas, thoughts, feelings, and to build relationship. Leong and Ahmadi (2017) explain that speaking is the foremost skills for the effectiveness of communication. It meant that without any speech, communication will not exist. English speaking skill is very important for students to be able to understand each other. In preparing student to be able to compete in the world of work, teachers must maximize focus on students speaking skills.

English speaking learning is difficult to achieve the goal, it can be due to the lack of student interest and an unsupportive class environment. Students feel shy, hesitation, lack of confidence, inadequate vocabulary. So the teacher must provide media that supports students learning and attracts student interest. According to Coombs (Hidayati, 2012), Learning achievement is determined by multiple subsystems, including media/learning aids, technology, and teaching staff.

Teaching English by creating YouTube video content is a media that can increase students interest. Students are now accustomed to using YouTube technology to find information or find entertainment. Youtube is one of the most popular video sharing services on the internet today (Snelson, 2011). YouTube can be used as a learning resource and learning media that can meet the demands of the digital generation. Therefore, it is believed that use youtube can increase interest and support the learning style of the digital generation.

Based on these factors, the teachers must be able to follow the students' world in order for students to relish learning English. Students are usually accustomed to the use of technology, such as social media, which is dominated by video. YouTube is a great way to teach students well how speak. YouTube helps significantly to the teaching and learning process by providing a wealth of video content that may be used in the classroom. Khalid (2012) defined YouTube as a video partnership web page where users can upload, share and view videos (Riswandi, 2016). According to Burke (2009) YouTube is a public access Web-based platform that allows people to easily upload, view, and share video clips via the internet via www.YouTube.com, other web pages, mobile devices, blogs, and email (Burke & Snyder, 2008). YouTube has become the consumption of students in finding any information. So that making YouTube a media for learning to speak English can be accepted by students.

It's time for the teacher to replace the learning method with media that is familiar to students. Showing videos of native speakers and students creating their own videos speaking English on YouTube as a media for learning English This can be applied in any material for high school students, such as making video tutorials, video interviews, news videos, and education videos. This supports the teacher in giving the material and creates a new classroom atmosphere.

In this situation, students use the YouTube media to boost their consciousness, develop their creativity, expand their vocabulary, learn how to organize their language, and practice their pronunciation. YouTube belongs to online resource, which is very important in the teaching and learning field. This webpage can provide students with daily videos of valid situations that can help them improve their understanding and achievement in English lessons (Riswandi, 2016).

II . DISCUSSION

Article Error (ETS)

A. Definition of Speaking

In language, the ability to speak is the most important factor. The definition of speaking is important for students to understand. There are many definitions put forward by experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is the ability of a person to produce sounds that exist in that sense and are understood by others in order to produce good communication. In addition, speaking is the use of language to communicate with others (Fulcher, 2003:23). This means that this activity requires two or more people to interact, one being the speaker and the other being the listener. Lindsay and Knight (2006:57) state that speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. As a result, the environment is helpful for increasing speaking skills, and teachers must be able to create a supportive environment or media.

According to Harmer (2007), there are three basic reasons for forcing students to talk in class. To begin with, speaking activities give opportunities for training - opportunities to practice speaking in a safe environment. Second, speaking tasks in which students attempt to utilize one or more languages give feedback to both lecturers and students. Everyone can see how well they're doing, how successful they are, and what linguistic difficulties they enjoy. Finally, the more opportunities students have to trigger the many aspects of the language they have stored in their minds, the more they will employ these variables on a regular basis.

Speaking is a skill that may be divided into two categories: accuracy and fluency. Fluency considers "the capacity to keep going when speaking spontaneously" whereas accuracy considers "the usage of vocabulary, grammar, and pronunciation over multiple tasks" (Derakhshan, Khalili, & Beheshti, 2016). "It illustrates that oral interactions can be

distinctive in terms of routines, which are traditional ways of providing information that might focus on information or engagement," Sidik (2013).

Based on this statements, it can be concluded that speaking is one of the language abilities that makes a speciality of verbal interactions. this could produce, send or acquire records appropriately and easily. The speaker must be aware of vocabulary, grammar, in addition to pronunciation.

B. Teaching speaking

Teaching speaking is the most difficult factor in language, therefore speaking ability is considered a success factor in language. According to (Douglas Brown, 2000:7), teaching involves leading and promoting learning by enabling the learner to learn how to do something, offering instruction, guiding the study of something, and supplying information that causes the learner to know or comprehend something. Leading, facilitating, and enabling the learner to research, as well as creating the environment for learning, are all examples of teaching. It implies that coaching is a method or activity that aids pupils in gaining information from their surroundings. The environment system is made up of the instructional purpose, the content provided, regulations, centers, trainers, and students.

Teaching speaking, according to Nunan in Kayi (2006:1), entails teaching students how to: (a) produce English sounds and sound patterns, (b) use words and sentences, the second pattern of intonation, stress, and rhythm language, (c) choose the appropriate words and sentences in the right social context setting, audience, situation, and subject matter, (d) organize their thoughts in a meaningful and logical sequence, and (e) use language as a means of expressing themselves.

However, today's world requires that the goal of coaching speaking ought to enhance students' communicative abilities, only in that way, students can explicit themselves and

discover ways to follow the social and cultural regulations suitable in each communicative circumstance.

C. Teaching speaking in senior high school

Young people have a tendency to just absorb knowledge and do not appear to be overly concerned with finding an explanation for everything. They appear to absorb knowledge more quickly, yet the information is not always correctly assimilated.

Teachers should work hard to identify the best technique to motivate kids to learn and care about their studies under these circumstances.

Spratt (2005: 53) includes the following characteristics of senior high school students.

- a) Students can sit still for longer periods of time;
- b) Students can concentrate on the lesson for longer periods of time;
- c) Students learn in more abstract ways; d) Students can usually control and plan their own behavior;
- e) Students are less willing to make mistakes or take risks; f) Students are aware of themselves and/or their actions.

The goal of the English subject in senior excessive schools, as mentioned in our curriculum, is to construct communicative competence in spoken and written English. As a result, school graduates are required to reap the level of information. rookies need to have get admission to facts and information in order to development to the subsequent degree of study.

D. Definition Of Media

According to Heinich et al, (2002:09) Media (plural, media) is a communication channel. Derived from the Latin word for "between," this term refers to anything that sends information between the source and the recipient.. Arsyad, (2006:04) state that instructional media is all forms intermediaries used by human to communicate or spread the ideas, the concepts, or opinion so the ideas, concepts or opinion arrive to intended recipient.

According to Asnawir and Usman (2002:11) instructional media is something that is to transmit messages and can stimulate the thoughts, feelings and audience (students) desires, so can encourage the learning process themselves.

Based on the above, it can be inferred that the media may be used to transmit information from the sender to the recipient, in this case, the teacher to the students. The use of media is critical in helping students comprehend what they are studying. Media may also be utilized as a tool for students to boost their interest in learning, making it less repetitive and more entertaining.

According to Nilawati (2007:18), "Choosing the right educational media means not only randomly using the educational media without prior planning, but also analyzing the level of the student and the appropriate teaching materials taught by the teacher. Students in learning must express their needs, their abilities, and their details. "

Based on this statement using the media is predicted to motivate students in learning. Therefore, in the use of media the teacher must plan the right media in the learning to be delivered so that the purpose of the introduction can be achieved.

E. Type of Media

Audio, visual, and audio visual media are the three categories of educational medium.

a) Audio media

Audio media is a means of delivering messages in the form of auditory symbols, both vocal and nonverbal. According to Sujana and Rivai (2003:129) in Nurjulaiha Siti, audio media for teaching is a material that provides a message in the form of auditory that may stimulate the students' thoughts, feelings, concerns, and eagerness to study.

Audio media serves a number of purposes. In Nurjulaiha Siti, Sudjana (2005:129) includes audio media usage in instructional roles, primarily for: (1) teaching music literally (poetry reading) and documentation activities. (2) audio-visual or audio-only foreign language instruction (3) radio or educational radio for teaching (4) The packaging that were investigated for various sorts of materials. Radio education, audio tape recording, recording, telephone, and compact disc are examples of audio media (CD).

The advantages of audio media are that (1) it is less expensive and offers more variety than television programs (2) it is portable and (3) it may be used in combination with a radio recorder to be repeated or replayed. (4) can encourage active engagement from hearing students, as well as the development of creativity via activities such as writing and drawing. (5) students can concentrate on reading poetry, literature, music, and language painting.

(b) Visual Media

You get exactly what you see (Bill Gates). All of the props employed in the learning process that may be appreciated via the eyes are referred to as visual media. Images or pictures, sketches, diagrams, graphs/charts, cartoons, posters, maps and globes, flanel boards, and bulletin boards are examples of visual media. The purpose of visual media is to transmit messages from the source to the recipient. The message will be conveyed via the use of visual symbols. Furthermore, visual media serves to draw attention by clarifying ideas, illustrating or embellishing facts that might otherwise be forgotten if not shown.

(c) Audio Visual media

The term "audio visual media" refers to media that may be seen as well as heard. The use of materials and absorption via sight and hearing to produce circumstances for children to gain information, skills, or attitudes is referred to as audio visual. There are a few different types of audiovisual media: (1) Television, videotape, Video Youtube, cinema, and audio media are examples of audiovisual media. (2) audiovisual silence (filmstrip, voice, sound slide, funny voice, etc.) (3) audio semi-motion media, such as a media board (4) Visual motion in the media, as as a silent film.

F. Video

Digitally captured video with sound and movement that may be saved or broadcast live and streamed to a mobile device is referred to as video. Video, as a basic instrument in the transformation of education, aids collaboration, accommodates varied learning styles, boosts student engagement, and improves learning results (Greenberg & Zanetis, 2012). Millions of video clips covering a wide range of themes have been submitted for free

distribution to the general public since the introduction of the web-based video platform.

Finding appropriate video assets and establishing how these movies might be used successfully in instructional activities is the most challenging challenge.

The following is how De Boer (2013) describes the use of video in education:

The advent of digital networks, such as the internet, decoupled video viewing from a certain time frame since the video could be seen at any time. It has also resulted in a detachment of the lesson from a certain location (i.e. the classroom): the video may be seen on any computer with an internet connection. Learning through video might also be a fantastic option if you don't want to study in a classroom.

Video technologies and their influence on learning outcomes were studied by Greenberg and Zanetis (2012). They came to the conclusion that video has a pedagogical impact in three areas: interactivity with content through thinking, implementing concepts, or taking notes, engagement through hooking students in most cases, and knowledge transfer and memory through storing concepts in their memory longer and better than any other type of instructional media.

G. Youtube Video

22
YouTube is a well-known video sharing website where users may upload, view, and share video clips. Its official URL is www.youtube.com (Duffy, 2008 in Roodt & Peier, 15
Confused (ETS)
2013). The expansion of interactive media's hardware and software capabilities has permitted a rise in the usage of technology in educational settings (Owens & Dwyer, 2005). YouTube offers a variety of features. The basic features of watching movies and creating material are the foundations from which all other functions are built. YouTube's main function is to allow 15
users to participate in social interactions through sharing videos.

YouTube, according to Jalaluddin (2006), is a website that provides a variety of video formats such as video clips, television clips, music videos, movie trailers, and other material such as video blogging, short original films, and instructive videos. YouTube is a type of entertainment in which a story is told by voice and a succession of images, providing the impression of continuous movement. Article Error (ETS)
One of the media used to teach languages is YouTube. P/V (ETS)
It is quite beneficial since it might increase student enthusiasm in studying. Students may become tired with the scenario in English class, therefore they want amusement, and YouTube is one of the most appropriate medium in the present period. Wrong Article (ETS)

Just as Internet video is very successful in education, the Internet is a medium that supports the educational process and has a significant impact on student performance (Apuke & Iyendo, 2018). In addition, teachers can use videos to educate and learn in English lessons, creating engagement between students and facilitating social education (Wael Abdulrahman, 3
Article Error (ETS)
2016). According to (Kabooa & Elyas, 2018), YouTube is an online media and provides a Wrong Article (ETS)
lot of support for education in general. You also have instant access to guides, cultural films and languages from around the world.

2 H. Advantages of youtube

YouTube video has several advantages for teaching and learning purposes. According to Jalaluddin (2016) those advantages are as follow.

1. YouTube videos are a very useful medium that can be accessed both inside and outside the classroom. This is because YouTube videos are online-based videos that can be accessed from anywhere in the area of internet connection. As a result, learning is flexible and teachers can instruct students to explore more relevant videos outside the classroom.

2. YouTube videos provide real English and provide real examples of everyday English that people speak. It gives students access to English spoken by their native speakers. In addition, the use of genuine materials gives students the confidence to deal with real-world situations.

3. YouTube videos promote a more autonomous learning style and student centralization. Students actively participate in the role of teacher as a learning and facilitator. In addition, easy access to various YouTube videos allows students to discover their own knowledge without getting tired of teachers. In addition, video that combines both image and audio makes it easier for students to understand abstract concepts.

4. Using YouTube video in the classroom greatly attracts students' attentions, so it makes classroom very interactive for language learning. It is since they find video is interesting and challenging to watch as it shows them how people behave while using the target language they are learning.

5. Using YouTube video allows the students to comment on any video especially when they play it online. So, it even contributes to the other language skills development of the students. According to the theory of herrman (2016) , by using YouTube in teaching English can improve students' understanding and students' skill. In addition, YouTube can be an alternative learning clinical skills based on video.

So based on the advantages of using YouTube videos above, it is clear that YouTube videos provide many positive aspects in pronunciation, intonation, structure and vocabulary. and to learn interpersonal communication, students feel like they are having fun while improving their speaking skills. When given an assignment to study interpersonal

communication through the use of YouTube videos, students felt more confident in their ability to make videos. Students will feel more confident in expressing themselves. Through videos, they may be more engaged and confident in their creativity. Students can receive feedback from those who submit input for the next video.

I. Procedure Of Teaching Speaking Using Video Youtube

Media :

- Youtube
- Videos
- Proyektor

Tools/ materials :

- Book
- Pen
- phone cellular
- Internet / wifi

1. Preparation

- The teacher prepares a laptop that is already connected to the class projector
- The teacher makes sure the students are ready to receive the material
- The teacher makes sure all students already have a youtube account

2. Presentation

a. Pre- activities

There are several preparations that the teacher must do before starting the class talking with youtube video media. The teacher opens the class by greeting, greeting and leading the prayer and checking the attendance of students. Then the teacher brainstorms for students to

see the material. The teacher prepares lesson plans and youtube videos as media that will be used in learning.

¹
b. Main activities

First, the teacher shows a YouTube video featuring examples of the material that students will create, such as news articles or videos about news reporters. ² Students are asked to observe and see the contents of the video. After the video is done, the teacher discussion questions the students on the material of the video and confirms that they understand the YouTube video.
Missing "," (ETS)

²⁸
Then the teacher explains again the purpose, generic structure and linguistic features of the news item so that students understand about the material being studied
The teacher asks students to make news texts correctly according to the material. The teacher gives 20 minutes. After the text is correct, the teacher gives assignments to be done at home. The task is that students are asked to make videos by acting as news anchors according to the news text that has been done. Videos can be taken using the student's cell phone/camera.
P/V (ETS)
Video duration is 3 minutes or more. Videos are uploaded on each student's youtube account. and other students are allowed to give feedback, suggestions, criticism in their friends' videos.
Sentence Cap. (ETS)

After uploading the video results on YouTube, students copy the link to their YouTube video channel to send to the teachers email. The teacher reflects on the activities carried out today. The teacher reminds to pay attention to pronunciation in making videos. The teacher closes the class with greetings.

c. Final activity

For the next meeting, the teacher evaluates the results of the videos that have been uploaded by students. Teacher and students make conclusions about the material that has been studied. The teacher reminds students to always practice speaking English at home.

Assesment for Speaking

The assesment scored by considering several aspects what has been categorized by Brown (2004).

Score	Grammar	Fluency	Prunounciation	Vocabullary	Comprehension
5	It's the same as if you're a natural speaker who's been schooled.	Has comprehensive command of the language, as evidenced by the fact that his speech is well received by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Educated native speakers embrace all aspects of speech on all levels, including the variety of vocabulary and idioms, colloquialisms, and cultural allusions.	Equivalent to that of an educated native speaker.
4	Able to use the language accurately on all levels normally pertinent to proffessional needs. Errors in grammar are quite rare.	Fluent in the language on all levels that are generally relevant to professional demands. With a high level of fluency, may join in any conversation within the scope of this encounter.	Errors in pronunciation are quite rare.	Can comprehend and engage in any discourse within his experience range with a high degree of vocabulary correctness.	Can understand any conversation within the range of his experience
3	Control of grammar is good. Able to speak the language with	Can discuss particular interests of competence with	Errors never interfere with understanding and rarely disturb the	able to communicate well in most official and casual talks on	Comprehension is quite complete at a normal rate of speech.

	6 sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	1 reasonable ease. Rarely has to grope for words.	native speaker. Accent may be obviously foreign.	practical, social, and professional themes with an adequate vocabulary. He has a large enough vocabulary that he seldom has to look up a term.	
2	6 Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	6 Most social interactions, including introductions and informal chats about current events, as well as job, family, and personal material, may be handled with confidence but not with ease.	Article Error (ETS) Accent in intelligible though often quite faulty.	Missing "?" (ETS) Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects.
1	6 Errors in grammar are frequent, but speaker can be understood.	6 No specific fluency description.	Fragment (ETS) Errors in pronunciation are frequent but can be understood.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Simple queries and assertions provided with slower speech, repetition, or paraphrasing can be understood within the realm of his extremely limited language knowledge.

III. CLOSING

5
Teaching speaking English Using youtube media is very interesting to kill boredom of students from monotonous learning. more importantly, students will feel confident because the video still gets the attention of everyone who sees it, but students can also prepare their best video with careful preparation. In addition, making YouTube videos can also increase

student creativity. students are also able to evaluate themselves and develop their speaking skills by getting used to speaking on video. This is almost the same as training yourself by speaking in front of a mirror, but with videos of course mistakes can be re-evaluated until the best results. In addition, students can also view videos of other tutors / native speakers on youtube without having to race with teachers at school, so that students have a broad view of practicing speaking English fluently.

Jauharah MM

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PAGE 14



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PAGE 15



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Sentence Cap. Remember to capitalize the first word of each sentence.

PAGE 16



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Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Missing "?" Remember to use a question mark at the end of a question.



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Prep. You may be using the wrong preposition.



Article Error You may need to use an article before this word.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Sentence Cap. Remember to capitalize the first word of each sentence.



Sentence Cap. Remember to capitalize the first word of each sentence.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



Missing "?" Remember to use a question mark at the end of a question.



Article Error You may need to remove this article.



Missing "," You may need to place a comma after this word.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Sentence Cap. Remember to capitalize the first word of each sentence.