



Utilization of Youtube Media in Improving Students' Language Skills

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Abstract

This study aims to describe the improvement of students' speaking activities and skills through the use of YouTube media. On the material of fiction stories. The type of research used is class action research. Conducted in two cycles, the stages are planning, action implementation, observation, and reflection. The subjects of this study were fourth-grade students of MIN 2 Langsa. Data collection techniques through tests, observation sheets of student activity, and teacher activity. The results of the first cycle research obtained teacher performance scores reached (75.00%) and the second cycle increased to (100%). The results of the student speaking skills test in cycle I who reached the KKM score were 14 students and those who did not reach the KKM were 5 students with an average class score of (73.69%). And in the implementation of the second cycle test, 18 students completed and only one student did not complete with the class average value increasing to (94.73%). From this discussion, it can be concluded that there is an increase in the speaking skills of fourth-grade students of MIN 2 Langsa with the utilization of YouTube media.

Keywords: *Media, Speaking Skills, Youtube Learning*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan peningkatan aktivitas dan keterampilan berbicara siswa melalui pemanfaatan media youtube. Pada materi cerita fiksi. Jenis penelitian yang digunakan penelitian Tindakan kelas. Dilakukan dalam dua siklus, tahapannya yaitu : perencanaan, pelaksanaan tindakan, observasi dan refleksi. Subjek penelitian ini siswa kelas IV MIN 2 Langsa. Teknik pengumpulan data melalui : tes, lembar observasi aktivitas siswa, dan aktivitas guru. Hasil penelitian siklus I mendapatkan nilai performasi guru mencapai (75,00%) dan siklus kedua meningkat menjadi (100%). Hasil tes keterampilan berbicara siswa pada siklus I yang mencapai nilai KKM 14 orang siswa dan yang tidak mencapai KKM 5 orang siswa dengan nilai rata-rata kelas mencapai (73,69%). Dan pada pelaksanaan tes siklus II siswa tuntas mencapai 18 orang dan yang tidak tuntas hanya satu siswa dengan nilai rata-rata kelas meningkat menjadi (94,73%). Dari pembahasan tersebut dapat disimpulkan bahwa terjadi peningkatan keterampilan berbicara siswa kelas IV MIN 2 Langsa dengan pemanfaatan media youtube

Kata Kunci: *Media Pembelajaran, Keterampilan Berbicara, Youtube.*

A. Introduction

The main purpose of education, especially in Indonesian language subjects, is to develop students' ability to communicate effectively and efficiently by placing high value on ethics in both oral and written communication. The main purpose of learning Indonesian at school is not only to ensure that students have knowledge of Indonesian language courses only, but also to develop their language skills, especially their speaking ability (Badan Nasional Indonesia, 2020, p. 245).

The four skills that students need to learn Indonesian are speaking, writing, listening, and reading. The most important language skill besides the other skills is speaking skill. One of the surahs in the Qur'an also explains that humans were created to be good at speaking, because speaking is one of the most important skills for humans. that is found in the Qur'an Surah Ar-Rahman Surah 55th Verses 3-4 which reads as follows (Ningsih, n.d., p. 90):

خَلَقَ لِلنَّاسَ عَلَمَهُ الْبَيَانَ

The above verse means that the One who created man and taught him to express himself to understand others by delivering clear words, therefore this ability to speak is by which Allah privileges humans over other creatures. It is clear that speaking skills are one aspect of skills that are very important and needed by every individual. Speaking skills must be trained as early as possible, both non-formally trained such as outside the school environment and formally within the school environment (Kelas et al., 2018, p. 66).

It is crucial for students to strengthen their speaking talents in elementary school to prepare them to speak knowledgeable Indonesian. Speaking ability has a significant impact on how well students evaluate their classroom learning. The setting of educational institutions strongly suggests that speaking ability is a prerequisite for learning (Harianto, 2020, p. 112). Students should be able to voice their opinions and ideas, respond to questions from their teachers, and ask additional questions if necessary.

Speaking skills as a language skill that has the ability to pronounce articulated sounds or words to express, say, and convey thoughts, ideas and feelings. The listener will receive information through a bonding relationship of tone, pressure in speaking and also with the use of clear pause marks will make the listener understand more quickly the purpose to be conveyed. Moreover, if communication takes place face-to-face and uses hand gestures and also facial expressions of the speaker (Langsa, 2021, p. 105) Speaking skills are more than just saying sounds or words, but a tool for communicating ideas that are arranged and developed according to the needs of the listener or speaker.

The main purpose of speaking skills is to communicate. The speaker must understand what is being conveyed in order to do so clearly and persuasively to the interlocutor (Ningsih, n.d., p. 95) Speaking is a linguistic skill that students learn throughout their lives, according to Arista and Roni. Listening skills come first, and speaking is then learned at that time, therefore, the ability to communicate effectively between teachers and students is essential to enable students to fully participate in the learning process (Beta et al., 2020, p. 55).

Based on the results of observations and interviews on September 25, 2022, located at Madrasah Ibtidaiyah Negeri (MIN) 2 Kota Langsa, with one of the fourth grade Indonesian language subject teachers regarding the process of Indonesian language lessons, especially the aspect of speaking skills in students, in semester 2 theme 8 subtheme 1, with learning material about fiction stories that focus on fairy tales. Obtained information that during learning the teacher is active in delivering the material, while some students tend to be passive and only do things that are ordered by the teacher, such as writing, reading, and doing the assignments given. He mentioned that the average value of speaking skills of some students is still 50 and has not met the minimum completeness criteria (KKM) in Indonesian language learning,

especially in the aspect of speaking skills which has been determined by the standard value of 70.

There are several things that cause less than the maximum value of students in the aspect of speaking skills listed in the table of learning outcomes, including during the storytelling practice test students have not been able to arrange the words properly so that the storyline delivered becomes less clear. Then students are still silent a lot so that several times they have to be directed by the teacher. When they want to tell stories, students are still not confident to perform in front of the class, so when they want to tell stories, students need the help of other students to accompany them. The media used by the teacher is a theme book from the government and the material presented is only limited to written text and even then students are only asked to read on their own without being given direction on how to tell the right story by the teacher, thus making students tend to be less interested in learning and easily feel bored because the learning media used is less creative and varied.

One solution to the problem in class IV MIN 2 Kota Langsa is that the teacher must be able to create an interesting learning atmosphere and the use of innovative and certainly modern learning media. The media must be in accordance with the learning objectives to be achieved properly. Being a teacher must be able to choose a learning media that can arouse students' willingness and interest in displaying and improving students' speaking skills, the main problem in this study is the low speaking skills of students in Indonesian language learning (Nasution & Syahputra, 2022, p. 116).

One of the learning media that can be used to overcome the problem of low student speaking skills is the use of YouTube as a tool for the learning process (Mujianto, 2019, p. 115). YouTube itself is a video sharing website that is popular in millennial times at this time YouTube users can load watch and share video clips for free and easily anywhere and anytime (Pratiwi & Puspito Hapsari, 2020, p. 65) YouTube is an innovative, creative, modern

learning media and can also keep up with technological developments at this time (A. Farhatunnisya, 2020, p. 82). In addition to being innovative, YouTube can also attract students' attention in observing the subject matter because in YouTube there are many animations that can provoke students to focus on listening and seeing the explanation described. And students do not only see the extent of the written text, but students can understand how to arrange the right words in telling stories through the animation provided (Mahendra, 2020, p. 142). In this study, researchers sought to apply the use of YouTube media available on smartphones with Indonesian language lessons where the learning carried out is related to how to speak to students when in front of the class.

Previous research that supports the use of YouTube as a learning media was conducted by Hayadi Pujianto entitled "Utilization of YouTube as a teaching media in increasing interest and motivation to learn". Based on the results of research and data that has been obtained, the use of YouTube as a tool in the learning process is proven to be able to significantly increase student interest in learning (Mujianto, 2019, p. 42) Furthermore, there is also research conducted by Yusriani, et al entitled "Utilization of Youtube Applications as Indonesian Language Learning Media" where the results of the study obtained that the use of YouTube media is tested to arouse enthusiasm and optimize student learning outcomes in receiving the material provided because YouTube is an interactive, interesting and innovative learning media, especially in Indonesian language learning (Yusriani et al., 2022). So it can be concluded that the use of YouTube media as a tool in the learning process can increase students' interest, enthusiasm and learning outcomes in receiving learning materials so that it has an impact on improving students' speaking skills. So it is necessary to conduct a study entitled "Utilization of Youtube Media in Improving Students' Speaking Skills"

B. Method

This research is a classroom action research in accordance with the Hopkins model research design. Carried out in two cycles consisting of four stages, namely starting with preliminary action then continuing with action, observation, and reflection (Research & Classroom, 2019, p. 50). The location of the research conducted was located at Madrasah Ibtidayah Negeri (MIN) 2 Kota Langsa with the research subjects used were students sitting in class IV MIN 2 Langsa, totaling 19 students consisting of 10 male students and 9 female students, the research time was held from January 24 to January 30, 2023.

Students' activities that will be observed in this study are making preparations in starting learning, having high enthusiasm for learning, being disciplined in listening to the teacher's explanation, being active in asking questions and opinions, conducting experiments, being able to interact well with friends. Data collection methods used in this study include written tests, observation and documentation. The test was given after the implementation of Indonesian language learning with the subject matter of sentence structure and word selection (Cycle I Research), memorization, intonation and expression (Cycle II Research).

A written test is a test given with questions in the form of writing but students will answer orally. This research can be said to be successful if the final test results of each student have reached a score of 72 in accordance with the minimum completeness criteria value that has been determined. Observations were made to measure the increase in student activity in the learning process. The data analysis techniques used in this research include quantitative descriptive and qualitative descriptive data analysis (Saputra et al., 2022, p. 226). For the results of speaking skills tests on students are calculated using quantitative data in the form of scores. The scores were then analyzed through quantitative descriptive statistics.

C. Results and Discussion

Based on the results of initial observations, the researchers saw that the teacher was still using the lecture method, giving questions and answers and giving assignments only, lacking interaction between teachers and students, things like this made many students feel bored and less enthusiastic in participating in learning and many students were sleepy, some students prefer to sleep and play with their classmates rather than listening to explanations from the teacher in front of the class. Students become passive. This is what makes student activity still relatively low. In addition to student learning activities that are still relatively low, it turns out that student learning outcomes can also be quite low. out of 19 students, there are only 8 students who are declared complete with the predetermined KKM while the other 11 students are not complete because their scores do not meet the predetermined KKM numbers, the scores of students who are not complete are on average 60 and below.

The results of the research conducted show an increase in student activity from cycle I to cycle II in learning Indonesian through the use of YouTube as a learning medium, where the observation results show the percentage of student activity in the first cycle increased with a percentage weight of 73, 64% with a good category, while for cycle II it was 94.72% with a very good category. It is clear that there is an increase in teacher activity performance from cycle I and II reaching (26.46%). Student learning activities increase with the use of YouTube media. Where the use of YouTube media provides opportunities for students to try directly about the material they have understood and observed. Comparison Data analysis of students' cognitive learning activities in cycle I material on sentence structure and word selection, and cycle II material on expression memorization and intonation during storytelling is presented in the following table

Table 1. Comparison Table of Percentage Results of Student Activities

Percentage	Description	
	Cycle I	Cycle II
Percentage of students who do activities	73, 64%	94, 72%
Percentage of students who did not do the activity	28,44%	22, 10%

The results of reflection after learning in cycle I obtained several problems that occurred, namely: a) there were several students who scrambled to sit on the front bench so they could clearly see the video displayed in front of the class, b) students who tended to be noisy when using their cellphones, c) students were still afraid to tell stories in front of the class, d) students who could not be conditioned when their friends were telling stories. This happened because students were not accustomed to the teaching and learning process using power points and also mobile phones so that guidance and direction from the teacher was needed.

The reflections of the second cycle learning are: a) students can orderly sit in their respective seats because the teacher has instructed all the tables to be pushed forward so that all students can see the video displayed clearly, b) the teacher warns students to be more orderly in using their handphones, so that students become calmer in using their handphones, c) the teacher convinces students not to be afraid to come to the front of the class because everyone is learning and no one will mock if they make mistakes, d) the teacher instructs students to be calmer when their friends are storytelling in front of the class, and support each other.

In addition to increased student learning activities, the percentage of student learning outcomes in the aspect of speaking skills in class IV in learning Indonesian language on the subject of fictional stories on the subject of sentence structure and word selection in fictional stories (in Cycle I), and memorization, intonation and presentation (in cycle II) has also increased. In cycle I, the percentage of scores reached 73.69% in the skillful category. Of

the 19 students there were 14 students who scored ≥ 70 (above the KKM), and 5 students scored < 70 (below the KKM). So that in cycle I there was an increase in student learning outcomes by 16.21% from learning activities before utilizing yiutube as a learning medium. while in cycle II it touched a percentage of 94.73% with a very skilled category, namely 18 students scored ≥ 70 (above KKM), while only 1 student scored < 70 (below KKM). From the test results of cycle I and II, it is clear that there is an increase in students' speaking skills from cycle I to cycle II by 21.11% from before the action. The increase in students' average results in each cycle proves that there is an increase in students' understanding of the material being studied.

Based on the results of observations and assessments that have been carried out by researchers in the classroom on the activities and learning outcomes of students in the aspect of speaking skills while following the entire series of learning processes, it shows that the use of YouTube as a learning media greatly helps students in improving learning activities and speaking skills of students in Indonesian language learning with fictional story material with the main discussion of sentence structure and word selection in fictional stories (in Cycle I), and memorization, intonation and presentation (in cycle II) in class IV students of MIN 2 Kota Langsa.

It is obtained that the increase in learning activities and student learning outcomes in the aspect of speaking skills has increased in each cycle. This can be seen from the difference in the increase in each student's score in cycle I and cycle II, if it is presented for cycle I to get a percentage value of 73.69%, and in the second cycle to form a percentage value of 94.73% From the results of cycle I and II tests, it is clear that there is an increase in students' speaking skills from cycle I to cycle II by 21.11% from before the action. Learning outcomes in this aspect of speaking skills can be achieved because the learning process is carried out with fun activities and high enthusiasm from students, so that it can trigger an increase in student activeness in learning and also affect the increase in learning outcomes,

especially in the aspect of speaking skills. The increase in student learning outcomes is also reinforced by the results of interviews conducted with Indonesian language teachers at MIN 2 Kota Langsa who suggested and stated that the use of YouTube as a learning media can make the process of learning activities seem to be more active and also fun for students, so that students will find it easier to understand the learning material taught and explained by the teacher.

D. Conclusion

Based on students' speaking skills through the use of YouTube media in class IV students of MIN 2 Langsa, the researcher can conclude that the results of the student speaking skills test can be seen that in the implementation of the first cycle test, 14 students were completed and 5 students were not completed with the class average score reaching (73.69%). And the implementation of the test in cycle II has increased. Where students who completed reached 18 students and only one student who did not complete with the achievement of the class average value increased to (94.73%). From the results of cycle I and II tests, it is clear that there is an increase in students' speaking ability from cycle I and II by (21.11%). And for the research teacher's performance in cycle I, the score reached (75.00%) and the second cycle increased to (100%). It is clear that there is an increase in teacher performance from cycle I and II reaching (25%).

These results show that there is an increase in student learning skills in fiction story material. therefore, the use of YouTube media can improve students' speaking skills. Then from the observation results also stated that students paid attention to all the explanations given by the teacher. Then students easily understand the material taught so that they are able to answer the tests given by the teacher. Students are motivated in following the entire learning process by using YouTube as a learning medium.

Some suggestions that need to be considered from various parties are for students to realize the importance of the knowledge they get from school so that it can be applied in everyday life in the community. Teachers should pay more attention to the media used when delivering learning materials, because the media is one of the most important aspects that can awaken students' desire to learn to be more optimal. For schools, it should improve the quality of learning of teachers and students along with the times and also technology so that learning can achieve maximum targets so that technology-friendly students can be realized and have competitiveness against other schools. For readers and the community, they should be more sensitive and participate in encouraging the advancement of education and technology, in order to form the soul of the nation's successors who are aware of the times and technology

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