

English with Lucy YouTube Channel to Teach Students' Speaking Skill

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Abstract

The research aimed to analyze speaking skill through “English with Lucy” YouTube channel. The research was conducted in the class 11 of SMK Kesehatan Letris Indonesia 2. The method of the research was Quantitative with Pre-experimental study. Writer choose one class as Experimental class. The used purposive sampling technique by choosing 33 participant and conducted pre-test and post-test to gather the writer data. The experimental class was using “English with Lucy” YouTube channel on learning English. The writer lasted for four months and writer compared the results of pre-test and post-test through SPSS 22 to conclude the results of research. The experimental class results would be the conclusion of research as this class used Vlogger Video during the lesson. The highest score of the pre-test was 60. And the highest score of the post-test was 92. There were the differences between pre-test score and post-test score. The value of the df t-value is searched based on $n=32$ with a range of 0,025. Its df t-value is 25,14. Because the t-test value is higher than the df t-value ($25.14 > 1.6956$) H_1 is accepted and H_0 is rejected, so the learning method is successful in improving students' speaking skill. It means that teaching speaking skill through “English with Lucy” YouTube channel was significant.

Keywords: English with Lucy, speaking skill, YouTube,

Introduction

Education is one of the process to bridge people success. Education also one of the tools to develop the potential that exist in someone. Most of people in Indonesia think that education is a movement of change that believed to change a person or even the group from the low knowledge one to the high knowledge one. Education is considered can hone the human's mind to be sharper in critic thinking.

Education in Indonesia is still lack in equity, in facilities, and school building, and professional teachers. However, the government has tried the best to eliminate the gaps that occur in education in Indonesia. It has proven that education in Indonesia began develop from year to year. Education in Indonesia needs more improvement in many fields of educated program and supervised by the government and the citizen of Indonesia.

In English there are 4 skills that must be mastered for every people. They are reading, listening, writing, and speaking. In these, speaking is one of the important skills that should mastery for people, especially student. When we learn a language, there are four skills that can support us to complete our communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “languages skills”.

We have all the abilities and context information we need to understand what we hear in our first language, so we usually don't really know how complicated a mechanism is. Some of what it is involved in learning to comprehend what we hear in a second language will be defined briefly here.

Speaking skill becomes one of the significant skills that needed for all people in this world, especially student. Through speaking will help out the students to understand what the other people said. And if the student mastery in speaking skill it can help the student lack of confusing and also lack of misapprehension when communicate with other people.

In learning English, speaking is a needed for student to communicate with the other students or even their teachers. Besides that, the benefit for students is they can express their ideas or even their arguments when the learning process.

In Indonesia, speaking is still difficult considered. Speaking in Indonesia filled the lowest rank in English Proficiency Index, which is to be improved. There are problems that Indonesian people have, that is lack of motivation and some people in Indonesia is to fear to make mistake. And the student in Indonesia have the problem about self-confidence and anxiety. The students still feel shame when they speak in conversation or even when they speech. And it greatly affects the potential Indonesian students in speaking skill.

The implementation of learning process in Indonesia for speaking skill is still lack of strategy. Because some Indonesian English teachers do not renew their strategy for learning process. Then, the other problem in Indonesia is difficulty to find out the native speaker. Another problem of Indonesian school is, if there is native speaker it will cost extra. It means school must spend extra money to pay the native speaker.

From the problem above, learning media is one of the tools to hold students. The newest media is very helpful to renew education in Indonesia itself. One of the new learning media is use platform in social media, such as YouTube. Nowadays YouTube can be helpful media. Because from YouTube the students can access it anytime they want. Even though YouTube can be pleasant media that make the students feels happy and enjoy when the learning process.

Previous research, Kanfush and Jaffe (2019) "Using Video Modeling to Teach a Meal Preparation Task Individual with a Moderate Intellectual Disability." The finding is video modeling is effective instructional strategy for teaching meal preparation skill for adolescent with moderate or severe disabilities.

Based on the previous research the writers want to use "English with Lucy" YouTube channel to teaching student's speaking skill. To make the students more confidence when they speak with another person or even the native speaker.

Theory and Method

Speaking

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say word orally to communicate as by talking, to make request, and to make a speech. (Nunan, in Leong & Ahmadi, 2017).

Speaking cannot be separated with the mother tongue as a support of intonation, rhythm and also pronunciation. And mother-tongue also can produce the sound that clearly and natural to comply the established rules.

There are interactive processes of constructing meaning that involves producing and receiving and processing information (Brown, 1994 cited in Bangun, 2018). By speaking, in a transaction, students are required to be able to communicate and articulate the sense of language and interpersonal spoken text to connect with the world. Students can build the good communication and can lack misunderstanding and misperception

According to the author, there are several factors that influence learning of speaking skills for instance use of mother tongue outside and inside classroom environment, low status

of English in a country, learners' negative attitude towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology and passiveness of learners in classroom. These factors influence successful speaking skills lessons.

The component of speaking

Speaking has components that must be achieved by the students. This component must be fulfilled for good speaking. According to Kheidar (2017) there are 2 main criteria that students must be achieved, it is: fluency and accuracy. Thus, components very useful to help the students to improve their speaking skill.

1) Fluency

Fluency can influence the performance of the students. Fluency can influence the person that speak slowly or speak fast. Fluency also the parameter that the speaker fluent speaker and speak clearly.

2) Accuracy

Accuracy is the students should pay attention to the correct and completeness of the spoken language for improve the language. We can say that accuracy is related to grammar. The students must know the structure of the speech when they communicate with the others.

When you speak you should ensure that both of fluency and accuracy is balance. It is very important things when you have to communicate with someone, and the listener get the point what you said. When you ensure that both of fluency and accuracy is balance it will make your sound very fluently and naturally.

YouTube

In 21st century technology has developed rapidly. Nowadays people have easily to enjoy the technology for search information, share education or even to entertain themselves. Social media is the branch of technology. Social media is including Facebook, twitter, Instagram and YouTube.

Nowadays, YouTube becomes a largest of sharing and searching videos. People can get easily access YouTube anytime and anywhere. It can be for entertain, politic, medical, and education.

Talk about YouTube, YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karem. They were work at PayPal's employees. YouTube was launched on February 14, 2005. YouTube offered a beta test in May 2005, before the official launch in November 2005.

According to Kabooaha and Elyas (2017) YouTube is the technology which is precious for learning media. Using YouTube can be precious because it can enhance student's motivation when learning process.

English with Lucy YouTube Channel

"English with Lucy" is the channel YouTube that published by Lucy as an owner of the YouTube channel. Her full name is Lucy Bella Earl. She was born in Milton Keynes, England, on June 10, 1994.

Lucy has earned more than 2.9 million subscribers. Her channel is about learning English as a foreign language. One of her most popular videos is "How to Introduce yourself in English" that posted in August 2019. She got 2.1 more viewers less than 3 months.

Teaching Speaking Using YouTube Channel

Nowadays teacher can use a variety of media that can suitable for the students. One of media that can be used by the teacher is using a video in YouTube. According to Kheidar (2017) YouTube videos can improving student's speaking skill not only oral performances but also encouragement the teacher in learning process.

In Indonesia the use of YouTube as a learning media is a new method. Some of teachers in Indonesia still stuck use the book for their learning media. Even though using YouTube for learning media is very good and fun. The students not only see the text of learning media, but they can also see the pictures or video as the learning media. So, it hopes can develop their critical thinking.

The writer was conducted the research on 11th grade of SMK Kesehatan Letris Indonesia 2, south Tangerang. It is located on Jl. Raya Siliwangi no. 22 Pondok Benda, Pamulang Barat, Kecamatan Pamulang, Kota Tangerang Selatan, Banten 15417.

The research was conducted in the second semester of 2019/2020, and academic year starting from October 2020- January 2021, and the timing refers to academic calendar of 11 vocation high school.

In the research, the writer used quantitative research as the method with pre-experimental design method. According to Apuke (2017) A quantitative technique used to assess whether a relationship exist within a population (or a sample) between two or more variables, and to what degree. The degree of association is expressed via coefficients of correlation. The proportion are between + 1.00 and -1.00. Higher ratios (closer to + 1.00 or -1.00 coefficients) suggest stronger relationships. Positive correlations indicate that one variable's values go up, so do the values associated with the other. The writers chose one group sample with pre-test and post-test experimental design.

The population in the research is the eleventh grade of SMK Kesehatan Letris Indonesia 2 South Tangerang. The writer did the experiment at 11th grade students of SMK Kesehatan Letris Indonesia 2. In this school, there were 5 classes of 11th grades.

To answer questions about the research, it is uncertain that the writer the data from all cases should be available for compilation. Thus ,a sample needs to be selected. According to Taherdoost (2016:20) A sampling frame is a list of the real cases from which to draw a sample. The sample framework has to be representative of the population. The writers to 1 class for sampling: 11th grade. The writer used one class for the experiment in eleventh grade KP 1. There were 33 students in eleventh grade KP 1.

For the speaking test, the data obtained from the pre-test and post-test were being analyzed by the writer to measure the impact of "English with Lucy" YouTube channel in speaking test. The writer used t-test statistical analysis.

Findings and Discussion

The data of the study was collected from XI Nursing 1 of Smk Kesehatan Letris Indonesia 2, Benda, Pamulang in the academic year of 2020/2021. Total sample of the study is 33 students.

The data important in this study, three tools were obtained from three instruments. They were pre-test, treatment, the last post-test. The pre-test was conducted on September 3rd 2020 in order to get to know their basic speaking skill. The treatment was conducted on 4th September until 18th September to guide or improve their speaking skill better and build their confidence in speaking skill. The post-test was conducted September 19th in order to find out the progress after we did the treatment.

It revealed that there were variations in the score between pre-test and post-test depending on the measurement outcome. The lowest score in pre-test was 40 and the highest was 60. The mean of pre-test was 51.82. The lowest score of post-test was 80. The highest score of post-test was 92. So, the mean of post-test was 85.

Table 1. The distribution frequency of Pre-Test

Score	Frequency	
	Students	Precentages
40 – 43	3	9,09 %
44 – 47	7	21,21 %
48 – 51	7	21,21 %
52 – 55	7	21,21 %
56 – 59	0	0 %
60 – 63	8	24,25 %
64 – 65	1	3,03 %
TOTAL	33	100 %

From the Table 1, it showed that the lowest score in 40-43 was 3 students (9.09%) and the highest score was 1 student (3.03%).

Table 2. The distribution frequency of Post-Test

Score	Frequency	
	Students	Percentage
80 – 81	6	18,18 %
82 – 83	5	15,15 %
84 – 85	6	18,18 %
86 – 87	8	24,25 %
88 - 89	4	12,12 %
90 – 91	3	9,09 %
92	1	3,03 %
TOTAL	33	100 %

From the Table 2, it showed that the lowest score in 80-81 was 6 students (18.18%). The highest score was 92 was 1 student (3.03%).

Table 3. Assessing Speaking Skill

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; little or no hesitations; no attempts to check for words; Excellent volume.	Pronunciation is great; strong accent effort is excellent.	Excellent language function control; a large range of well-chosen vocabulary	Precision & selection of grammatical structures	Excellent definition level; additional information beyond the required
4	Smooth and fluid speech; few hesitations; a limited quest for words; a word or two that is inaudible	Pronunciation is good; great accent effort is good.	Strong control of language; good selection of reasonably well-chosen vocabulary.	Some grammatical structure errors can be caused by attempts to provide a set.	Strong definition level; all relevant details included.
3	Speech is relatively fluid; some pause and unevenness caused by words being rephrased and searched; volume wavers	Pronunciation is good; Some effort accent, but is certainly non-native	Adequate language control; absence of vocabulary selection	Frequent errors in grammar that do not have an obscure meaning; little variation in structure	Adequate description; there should be some additional information
2	With several sentences left uncompleted, the voice is always hesitant; the intensity is very slow	Pronunciation is all right; No attempt at native accent	Bad control of the language; simple choice of vocabulary with some words obviously missing	Even in basic structures of often obscure significance, frequent grammatical error.	There are some important details in the explanation that make it hard for the listener to understand
1	Except for brief memorized words, speech is sluggish, tentative & strained; continuity of speech is hard to perceive; inaudibly	Pronunciation is lacking and difficult to comprehend; no attempt at a native accent	Poor control of language; the terminology used does not fit the assignment	Grammatical errors are common, even in simple structures; context is blurred.	There is such a lack of explanation that the listener does not understand

The table above is the guidance for the researcher to assess student's speaking skill. Score 5 for the student who has excellent in speaking. Score 4 for the student who good in speaking. Score 3 for the student who has enough in speaking. Last, score 2 for the student who has poor in speaking.

Table 4. The Classification Student's Score

CRITERIA	SCORE
Excellent	5 (90-100)
Good	4 (76-89)
Enough	3 (66-75)
Poor	2 (40-65)

The table above is the classification for the student's score. The student who get score 90-100 is excellent in speaking. The student who get 76-89 is good in speaking. The student who get 66-75 is enough in speaking. The student who get 40-65 is poor in speaking.



Diagram 1. Student's pre-test and post-test chart

From the diagram above, we can see that there are the significance differences between pre-test and post-test. The total score of pre-test is 1710 and the score of post-test is 2805. So, it can be concluded that the post-test has the highest score than pre-test score. It can be seen that the result is $\sum X_1 = 2805$, $\sum X_1^2 = 238805$ and $\sum X_2 = 1710$, $\sum X_2^2 = 90100$. The analysis of Post-Test (X_1) and Pre-Test (X_2) variable as follows:

- a. Determining mean of X_1 variable:

$$M_1 = \frac{\sum x_1}{N_1} = \frac{2805}{33} = 85$$

- b. Determining of standard deviation score of X_1 variables:

$$SD_1 = \sqrt{\frac{SS_1}{N_1 - 1}}$$

$$SS_1 = \sum x_1^2 - \left(\frac{\sum x_1}{N_1}\right)^2$$

$$SS_1 = 238805 - \left(\frac{2805}{33}\right)^2$$

$$SS_1 = 238805 - \frac{7868025}{33}$$

$$SS_1 = 238805 - 238425$$

$$SS_1 = 380$$

$$SD_1 = \sqrt{\frac{380}{32}}$$

$$SD_1 = \sqrt{11.875}$$

$$SD_1 = 3.45$$

c. Determining mean of X_2 variable:

$$M_2 = \frac{\sum x_1}{N_1} = \frac{1710}{33} = 51.81$$

d. Determining of standard deviation score of X_2 variables:

$$SD_2 = \sqrt{\frac{SS_2}{N_2 - 1}}$$

$$SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{N_2}\right)^2$$

$$SS_2 = 90100 - \left(\frac{1710}{33}\right)^2$$

$$SS_2 = 90100 - \frac{2924100}{33}$$

$$SS_2 = 90100 - 88609$$

$$SS_2 = 1491$$

$$SD_2 = \sqrt{\frac{1491}{32}}$$

$$SD_2 = \sqrt{46.59}$$

$$SD_2 = 6.82$$

e. Determining t-test:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{85 - 51.81}{\sqrt{\left(\frac{380 + 1491}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$t = \frac{33.19}{\sqrt{\left(\frac{1871}{64}\right)\left(\frac{2}{33}\right)}}$$

$$t = \frac{33.19}{\sqrt{(29.23)(0.06)}}$$

$$t = \frac{33.19}{\sqrt{1,75}}$$

$$t = \frac{33.19}{1,32}$$

$$t = 25.14$$

f. Determining degrees of freedom:

$$Df = N - 2$$

$$Df = 33 - 2$$

$$Df = 31$$

Determining t-table in significance level 5% with Degree of Freedom (df)

The value of df is 31 at degree of significance 5% on t-table is 1.6956

The result is $25.14 > 1.6956$

Table 5. The Result of Hypothesis the Data

t-calculation	t-table 0.05	Significant
25.14	1.6956	Significant

The writer here collected the data by doing pre-test, treatment, and post-test. The researcher proposed the hypothesis as follow: Alternative hypothesis (Ha): “English with Lucy” YouTube channel has impact in teaching speaking skill. The null hypothesis (Ho): “English with Lucy” YouTube channel has no impact in teaching speaking skill.

It is confirmed by the outcome that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Although this study was conducted during the pandemic covid-19 and using online application like zoom meeting and Whatsapp to collect the data, the students felt happy and responsible.

From the data above, the score was 25.14 which obtained in the degree of freedom (df) of 28, with the degree of significance 5%, it gained score 1.6959. It means the t-observation was higher than t-table. It showed that “English with Lucy” YouTube channel has impact in teaching speaking skill.

Conclusion

Based on the study that was conducted in XI nursery 1 of students at SMK Letris Indonesia 2 Pamulang, South Tangerang. This study conducted by zoom meeting application and used Whatsapp application to collect the data running smoothly. The students feel happy and enjoy when the writer give the video from YouTube. The students find it easier to study by using video from YouTube. It proves that there are the differences score between pre-test and post-test, it can be seen by the result that showed above. Pre-test is showed 51.82 and the Post-test is showed 85. From the explanation, there is a significant result by using “English with Lucy” YouTube channel.

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