

**UTILIZING YOUTUBE VIDEO CONTENT “PODCAST” IN IMPROVING
SPEAKING SKILL OF THE ELEVENTH-GRADE SENIOR HIGH
SCHOOL STUDENTS
(A STUDY CASE AT SMA N 1 SOPPENG)**



A Thesis

**Submitted to the Faculty of Cultural Sciences, Hasanuddin University
In Partial Fulfilment to Obtain a Degree in English Department**

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCE

HASANUDDIN UNIVERSITY

2024



LEGITIMATION

THESIS

UTILIZING YOUTUBE VIDEO CONTENT “PODCAST” IN IMPROVING SPEAKING SKILL OF THE ELEVENTH-GRADE SENIOR HIGH SCHOOL STUDENTS (A STUDY CASE AT SMA N 1 SOPPENG)

BY

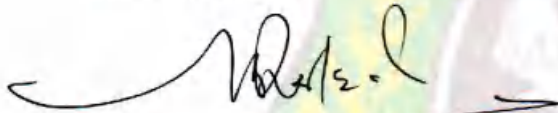
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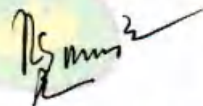
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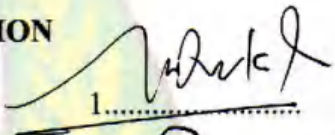
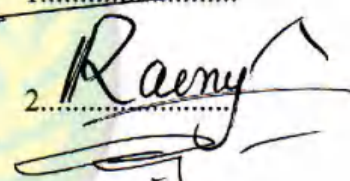
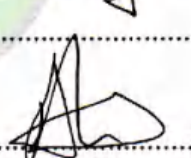
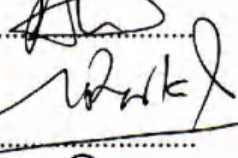
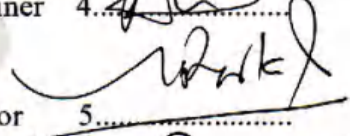
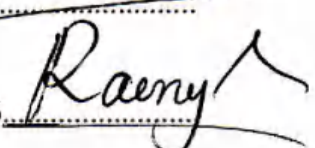
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AGREEMENT

On July 10, 2024, the Board of Thesis Examination has kindly approved a thesis by Ahmad Khaerul Akhyar (F041201074) entitled *Utilizing YouTube Video Content "Podcast" in Improving Speaking Skill Of The Eleventh-Grade Senior High School Students (A Study Case at SMA N 1 Soppeng)* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, July 10, 2024

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The thesis by Ahmad Khaerul Akhyar (F041201074) entitled *Utilizing YouTube Video Content "Podcast" in Improving Speaking Skill Of The Eleventh-Grade Senior High School Students (A Study Case at SMA N 1 Soppeng)* has been revised as advised during the examination on and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people’s ideas except quotations and references.

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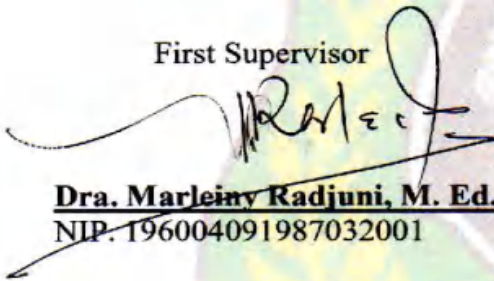
APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1238/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Ahmad Khaerul Akhyar (F041201074) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

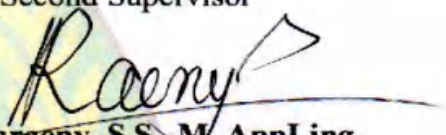
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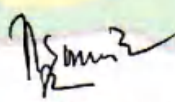

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Makassar, July 2024

The Writer,

Ahmad Khaerul Akhyar



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ABSTRACT

Ahmad Khaerul Akhyar, 2024, Utilizing YouTube Video Content “Podcast” In Improving Speaking Skill of The Eleventh-Grade Senior High School Students (A Study Case at SMA N 1 Soppeng) (supervised by Marleiny Radjuni and Sitti Sahraeny).

This study aims to describe the improvement in speaking skills of eleventh-grade students after learning with YouTube “podcast” content and to explore students' perceptions of how these podcasts aid in enhancing their speaking abilities at SMA N 1 Soppeng. The research focuses on the use of YouTube video content as a supplementary learning medium in classroom instruction.

The researcher employed a quantitative research design involving 60 eleventh-grade students out of a total population of 351. These students participated in interviews and responded to questionnaires as part of the study sample. Data were collected through pre-tests and post-tests, as well as questionnaires. The research sample was drawn from classes 11.1 and 11.2 at SMA N 1 Soppeng during the 2023/2024 academic year. Descriptive statistics were used to analyze the data in this study.

The results of the speaking tests indicated a general improvement in students' speaking abilities, with an average percentage increase of 46%. Additionally, the questionnaire results revealed that students generally believe YouTube can be a valuable tool in language learning. They noted that YouTube provides additional exposure to native English speakers and practical use of English in various everyday contexts. However, some students expressed skepticism and disagreement about the effectiveness of YouTube in helping them improve their speaking skills. Based on the research findings, it can be concluded that YouTube video content can aid in enhancing students' speaking abilities.

Keywords: Speaking skills, YouTube video content, students



ABSTRAK

Ahmad Khaerul Akhyar, 2024, Penggunaan Konten Video YouTube “Podcast” dalam Meningkatkan Kemampuan Berbicara Siswa Kelas Sebelas Sekolah Menengah Atas (Studi Kasus di SMA N 1 Soppeng) (dibimbing oleh Marleiny Radjuni dan Sitti Sahraeny).

Penelitian ini bertujuan untuk mendeskripsikan peningkatan kemampuan berbicara siswa kelas sebelas SMA setelah belajar dengan menggunakan konten video YouTube “podcast” dan untuk menjelaskan bagaimana persepsi siswa tentang penggunaan podcast dalam membantu mereka meningkatkan kemampuan berbicara di SMA N 1 Soppeng. Penelitian ini menekankan pada penggunaan media pembelajaran dalam bentuk konten video YouTube sebagai media tambahan untuk proses pembelajaran di kelas.

Peneliti menggunakan desain metode penelitian kuantitatif yang melibatkan 60 siswa kelas 11 dari total populasi 351 sebagai partisipan wawancara dan juga sebagai responden kuesioner untuk menjadi sampel penelitian. Data dikumpulkan dengan metode pre-test dan post-test, serta dengan menggunakan kuesioner. Sampel penelitian ini berasal dari siswa kelas 11. 1 dan kelas 11. 2 SMA N 1 Soppeng, tahun ajaran 2023/2024. Analisis data yang digunakan dalam penelitian ini adalah statistik deskriptif.

Hasil tes berbicara dalam penelitian ini menunjukkan adanya peningkatan kemampuan berbicara siswa secara umum, dengan rata-rata persentase peningkatan sebesar 46%. Lebih lanjut, berdasarkan hasil kuesioner, ditemukan bahwa, secara umum, siswa berpikir bahwa YouTube dapat menjadi alat yang berguna dalam pembelajaran bahasa karena dapat memberikan paparan atau masukan tambahan dari penutur asli bahasa Inggris dan penggunaan bahasa Inggris secara praktis dalam konteks yang berbeda dalam kehidupan sehari-hari siswa. Namun, ada beberapa siswa yang menunjukkan sikap skeptis dan ketidaksetujuan terhadap penggunaan YouTube dalam membantu mereka untuk meningkatkan kemampuan berbicara. Jadi berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan konten Video YouTube dapat membantu meningkatkan kemampuan berbicara siswa.

Kata kunci: Kemampuan berbicara, konten video YouTube, siswa



CHAPTER I

INTRODUCTION

This chapter covers the introduction of the thesis which includes the background of the study, identification of the problem, scope of the problem, research questions, objective of the study, and the significance of writing.

A. Background of The Study

In this era of globalization, English has become an important language that feels obligatory to be mastered or at least known by an individual. There are several reasons why learning English is very important today. The very first thing is because English is an international language that is widely used as a tool for global communication in almost every country in the world. Secondly, most of the new science or discoveries are found abroad which then makes them recorded in English. Therefore, English is a very important thing to master on this day.

Acquiring the first language is much easier than learning a second language. In many countries where English is learned as the second language, the learners need more time and more effort to learn about it because they rarely use it in their daily life. As a result of this problem, their knowledge of English is depleted, and their speaking ability becomes almost non-existent, or limited to vocabulary or phrases.



Indonesia, as a developing country, has been teaching English since school, which has been going on for a long time. This further convinces us that the government is really concerned about English. The government's commitment to English is shown by making English as one of the subjects tested in the Ujian Nasional (UN) before changing the UN to ANBK (Asesmen Nasional Berbasis Komputer) in 2022.

Teachers in school usually use textbooks in teaching English, and rarely use any other media such as audio, video, picture, etc. This sometimes makes students feel unmotivated due to the lack of attractiveness of the book for students, for example, they cannot listen to the audio from the book. However, since the COVID-19 pandemic, many teachers have started to use media such as power points and videos in the learning process to attract the interest of the student, and also gives students direct exposure to English that is spoken by native speakers.

When it comes to English in senior high school, especially in Indonesia, there are some skills that must be known by the students. Those skills are speaking, listening, writing, and reading. These four elements later have sub-skills like vocabulary, grammar, and pronunciation. All of these elements make teaching English in Indonesian high schools a difficult job, especially when it comes to grammar and every important aspect that is needed in order to speak well.



The significance of English-language proficiency cannot be overstated in contemporary globalized world, where English has become the dominant

global lingua franca, facilitating communication across diverse linguistic and cultural backgrounds. Proficiency in spoken English is essential for a multitude of academic and professional opportunities, as numerous renowned institutions and global corporations utilize English as their primary language. Moreover, proficiency in spoken English provides individuals with access to a vast array of global information, enabling them to interact with a multitude of scholarly articles, books, and online resources. Furthermore, English-speaking abilities are crucial for social integration, particularly for non-native speakers in English-speaking nations, as they facilitate the development of relationships and the navigation of daily life. Finally, the acquisition of excellent English-speaking skills fosters personal growth and confidence, which enhances general communication abilities.

Even though speaking is still a fundamental skill, or in other words, without having to master it, they should have known this skill as high school students. Nonetheless, there are situations when students are still unsure of what to say or what they heard.

There are several main reasons why English-speaking skills should be improved. One of them is to increase effectiveness in oral communication. The more proficient a person is at speaking, the easier it is for them to convey their ideas clearly. In addition, good speaking skills can facilitate social interaction, especially when we are in a multicultural environment, where language plays

portant role as a bridge to connect with other individuals.



There are some issues that can occur when we are talking about students' speaking abilities, such as anxiety and lack of confidence, limited time for practice and using it in society, also with difficult pronunciation, grammar, and vocabulary. These issues create a significant obstacle for students who want to improve their speaking ability. Therefore, it is crucial to have targeted strategies and intervention in place to effectively address them.

Another problem that can occur from students' weak speaking skills is the lack of input in the form of examples of how to say a word in English, given that English is not the mother tongue of most Indonesians.

Other than that, the other problem faced by students in general is the ignorance or inability of students to capture what their interlocutors are saying due to limited vocabulary and lack of exposure to English vocabulary which of course is spelled and pronounced differently.

One solution that we can use to overcome these problems is to utilize YouTube video content as a teaching tool. It provides so many advantages that including the chances for the students to hear a word that pronounced by the native speakers and observing the context. This method can give the students an actual language input, that can help to enhance their speaking skills. Additionally, there are so many topics that available on YouTube that the educators can chose based on the students' needs.

One of the video contents that we can watch on YouTube is podcast. There
many account that provides podcast in English, one of the examples is



“BBC Learning English”. It provides podcast about enhancing the speaking skills called “Better Speaking Podcast” that we can access on Youtube.

Research conducted by Saed et al, 2021, stated that some previous studies have shown that utilizing YouTube video content to increase the speaking abilities of tenth-grade senior high school pupils can be an effective method. YouTube videos have been demonstrated to increase English language learners' fluency, vocabulary, pronunciation, grammar, and content. This is in line with what Yükselir and Kömür, 2017 “Other studies have found that using online videos, including YouTube, can improve speaking abilities in EFL students.”

Research was conducted by Mustikawati (2013) entitled “The Effectiveness of Using Video in Teaching Speaking For The Eighth Grade Students of SMP N 1 Manisrenggo” shows that students who were taught using videos showed a significant difference when compared to students who were not taught using videos. The subjects in this study were junior high school students. While in the current study, the subjects are high school students. It is certainly expected that there will be differences in results given the differences in research subjects.

The second research was conducted by Jannata (2019) entitled “The Effect of Using Video on Senior High School Students’ Listening Comprehension Achievement” shows that the use of videos for high school students had an effect on their listening comprehension achievement. This research focuses more on students' listening skills. Whereas the current research focuses more on

nts' speaking skills which are expected to improve after getting treatment YouTube video content “podcast”.



Another research was conducted by Oktavianita (2022) entitled “The Effectiveness of Using Picture in Vocabulary Learning in Seventh-grade Junior High School Students” shows the effectiveness of using pictures in learning vocabulary in seventh-grade junior high school. In this study, the tools used were pictures and also focused on teaching vocabulary. While the current study will use a tool in the form of a video derived from YouTube video content “podcast”, and will focus on improving the speaking skills of eleventh grade high school students.

Based on the explanation above, where previous studies used videos and pictures in their research, the author is interested in conducting research with the title "*Utilizing Youtube Video Content In Improving Speaking Skill Of The Eleventh-Grade Senior High School Students (A Study Case in SMA N 1 Soppeng)*".

B. Identification of The Problems

1. Lack of the input in the form of examples of how to say a word in English.
2. The ignorance or inability of students to capture what their interlocutors are saying due to limited vocabulary and lack of exposure to English vocabulary which of course is spelled and pronounced differently.
3. Students feel nervous and afraid to speak English because they feel they are not good enough, whether it is in pronunciation or mastery of tenses due to critical and judge mental environment.



C. Scope of The Problem

When we are talking about English language learning, we are going to face so many problems that are almost impossible to explore in a short period of time. Therefore, this study is expected to focus on the improving students' speaking ability by giving them input in the form of YouTube video content, so that the student can gain a new vocabulary and also learn how to pronounce the vocabulary correctly, and maybe they can have tips how to talk fluently in English in order to improve their speaking ability.

D. Research Question

Regarding to the problem that has been identified previously, the researcher formulated questions as followed:

1. To what extent does the speaking ability of the eleventh-grade senior high school students improve after being taught using YouTube video “podcast”?
2. How do the students perceive the use of podcast in helping them improve their speaking skill?

E. Objective of The Study

1. To describe the improvement of the eleventh-grade of senior high school student after learning with YouTube video “podcast”.
2. To explain how do the students' perception about the use of podcast in helping them improve their speaking skill.



F. Significant of The Writing

The significances of this research are divided in to two types. Those are theoretical and practical as describe below.

1. Theoretical significance:

The result of this study is expected to give more insight to the English teachers to improve their teaching technique by using youtube video content. To the other researcher, the result of this study is expected to give a contribution and newest information about the use of YouTube video content in the English teaching-learning process.

2. Practical significance:

The result of this study is expected to increase the students' motivation to learn English, especially their speaking skill.



CHAPTER II

LITERATURE REVIEW AND PREVIOUS STUDY

A. Previous Study

In this section, the researcher will try to explain some previous studies that are related with the research conducted by the researcher. Previous studies here can be used as support in carrying out this research about utilizing YouTube video content to improve speaking ability of the students. In accordance with this, numerous studies have been committed to assessing the use of video as a tool for delivering instruction, but in this study, we are going to focus about the utilizing YouTube video content.

Wahyuni & Utami (2021), on their research with the title “The Use of YouTube Video In Encouraging Speaking Skill” focusing on the use of YouTube video in encouraging speaking skill by using questionnaire to collect the data thru online sampling. This research using qualitative method in conducting the research because according to them, this method is the most relevant. They found that the participants are agree that YouTube is a media to improve the student’s English ability in speaking classes.

On the other side, another research conducted by Mutiarani & Rusiana (2021), with the title “Stimulating Students Speaking Using English Speeches Youtube Channel” with the main purpose was to find that deo can be a stimulant for the student to learn English, especially speaking. The researcher using pre-test and post-test in measuring the result.



The result shows that the scores of student's pre-test and post-test were different. The mean score of the pre-test and post-test was 65, the lowest was 50, and the highest score was 73. While the mean score of the post-test was 79, with the lowest score was 75, and the highest was 85. Based on the result, the writers concluded that utilizing English Speeches YouTube channel made the students more interested in speaking.

Another research by Syafiq, et al (2021) about increasing speaking skill through YouTube video in pandemic covid-19 stated that this study found that using YouTube videos as English learning material enhanced students' speaking skills in terms of fluency, vocabulary, pronunciation, grammar, and content. As a result, it can be stated that using YouTube videos during online learning in the Covid-19 can increase students' speaking skills. In accordance with that, they conclude that the use of YouTube videos in teaching English really improves students' speaking ability and their motivation during online learning in the pandemic Covid-19. This later supported by the result of the speaking test that held in some cycles.

On the other side, Heriyanto (2015) stated that the goal of his study was to look at how students at SMK Ma'arif 1 Kebumen improved their vocabulary understanding and kept up their English as a foreign language when YouTube was integrated into their reading lesson. The results of the study clearly demonstrate that YouTube had a statistically significant impact on the students' vocabulary acquisition because the group that



watched the YouTube clips outperformed the group that was not exposed to any videos during the posttest. The researcher divided the procedures used to analyze the data into two groups at random and employed tests and questionnaires to gather data. Experimental pre-post testing and a control group were used as the study methodology.

Research conducted by Yaacob, et al (2021) with the title “Impact of YouTube and Video Podcast on Listening Comprehension Among Young Learners” examines the impact of using YouTube and Video Podcasts on listening comprehension among the young learners, specifically on the 4th grade elementary school students. The main objective is to see how digital platforms like YouTube and video podcasts can help the students improve their listening comprehension in an English as a Second Language (ESL) classroom. The study used both quantitative and qualitative methods in analyzing the data through observation and focus group interviews. The study is part of a larger action research project aimed at improving teaching practices and student outcomes in language learning.

Another research conducted by Shunnar & Altweissi (2022) under the title “The Effect of Using Podcasts and Vodcasts on Developing Ninth Graders’ Speaking Skills of the English Language” aimed to determine the effect of using Podcasts and Vodcasts in improving speaking skills for Ninth-graders in King Abdullah II Schools for Excellence. This study was used the quasi-experimental approach by dividing the sample study in to three groups. The results showed that utilizing podcasts into the learning



environment considerably enhanced Ninth-grade students' English-speaking skills as compared to their counterparts in the control group who received traditional training. Similarly, the statistics revealed that employing Vodcasts resulted in a significant improvement in students' speaking proficiency compared to traditional training techniques. Furthermore, the study found that Vodcasts had a stronger positive influence on improving students' speaking skills than Podcasts.

Based on the previous study above, writer found out that there were a few studies that aims to improve students speaking ability. But, in this study, the writer decides to use senior high school students, especially the eleventh-grade as the subject of study. Furthermore, this research will use a quantitative method in analyzing the data.

The most basic similarity between the current research and the previous research is the use of media in improving students' speaking skills. On the other hand, the most obvious difference is in the research subject. This study used 11th grade high school students as research subjects, while the previous study used vocational students. Apart from that, the use of research methods in this study used quantitative methods, while in the previous study used qualitative methods.



B. Theoretical Background

1. Technology in teaching

Teaching a language certainly requires adequate technology. This is supported by “Educational technology is a systematic and organized process of applying modern technology to improve the quality of education” (Lazar, 2015). The use of technology in teaching has been used for many years. As electrical equipment became more popular in the early twentieth century, motion pictures (movies), films and filmstrips, slides, and phonograph records stepped into the ranks of technology in the classroom. Then, in the middle of the century, the tape recorder changed foreign language learning by allowing regular people (and language students) to record and play back both their own and other people's voices. (Brown, 2007). This shows that technology really does play a role in the teaching-learning process.

Based on Lazar (2015), technology in teaching has three important rules, including:

- Technology as a tutor (computer delivers instructions and guides the user),
- Technology as a teaching aid, and
- Technology as a tool for learning.



One of the technologies that we can applied in the learning process is YouTube. It is providing so many videos that we can use as a supporting material or as a main material in the class.

2. YouTube video content

YouTube is a media that people can use to share many things in the form of video. Jalaluddin (2006) stated that YouTube is a video-sharing website that features video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original films, and instructive videos. And in line with that, according to Albahlal (2019), YouTube videos allow the learners to figure out the meaning of unknown phrases and enhance their speaking skills, as well as lessen students' anxiety, help students learn quicker, and keep students' attention during the class.

We can use YouTube video content as a media of teaching that provide sounds for students to hear and visual, in this case video, for the students to see. There are many native speakers who provide a wide variety of videos on YouTube, ranging from product reviews to learning videos that can be used to help improve students' speaking skills.

One of the YouTube contents that can be used to improve speaking skills is by watching podcasts that are available for free on YouTube. One example is on the BBC Learning English YouTube channel where they provide a podcast entitled "Better Speaking Podcast".



3. Speaking

There are so many definitions of speaking that is stated by the expert. Based on Fulcher (2003) “Speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating.” Another definition comes from Cameron (2001:40), “...speaking is the active use of language to express meanings so that other people can make sense of them.” While in Bailey (2005), Speaking is an interactive process of meaning construction which includes creating, receiving, and processing information. As a supporting for this, Hughes (2016) in Masbirran (2017) stated that the components of speaking consist of accent, grammar, vocabulary, fluency, and comprehension.

a. Accent

Based on Derwing & Munro (2015, p.24) accent refers to a distinctive way in which a person pronounces sounds, stress patterns, and also intonation in a given language. Accent can be influenced by so many factors, but usually, it comes from the external factors such as the influence of the native language of the individual.



b. Grammar

When someone is about to speak, they will definitely pay attention to how the language structure is good and correct so that what they want to say can be conveyed properly and without causing confusion to the partner or the audience. This is later in line with a statement stated that "Grammar plays a crucial role in spoken language as it provides the structure and rules for forming meaningful sentences and conveying ideas. In speaking, grammar enables speakers to organize their thoughts and express them coherently" (Lightbown & Spada, 2013, p. 190).

c. Vocabulary

According to Schmitt (2000), vocabulary refers to "the total number of words known and used by a person" (p. 2). It covers the range of words that a person owns and uses in oral communication. This in line with what stated by Nation (2001) that the ability to speak a language fluently depends heavily on vocabulary. From this explanation, it can be concluded that vocabulary plays a very important role in speaking. Therefore, if someone wants to speak fluently, they should increase their vocabulary.



d. Fluency

Fluency in speaking, as described by Bygate (1987), refers to the capacity to speak spontaneously and smoothly in conversation without unnecessary pauses or hesitations while keeping a suitable level of grammatical precision and comprehensibility is referred to as fluency in speaking (p. 23). It involves more than just speed; it also involves being able to speak clearly and coherently.

e. Comprehension

Comprehension in speaking can be defined as "the ability to understand and make meaning from spoken language input, including both the literal and inferential comprehension of spoken messages" (Anderson & Lynch, 1988, p. 45). Effective communication can be achieved by a good speaking comprehension. It can help people to participate in meaningful conversations, react correctly, and express their ideas and thoughts verbally.

From the explanations above, we can clearly understand that speaking is the use of language verbally that is important for communication. By speaking, people show the ability in expressing their ideas to other people in order to understand each other. It is an important skill that must have in order to communicate with people.

