IMPROVING STUDENTS' SPEAKING SKILL THROUGH RETELLING TECHNIQUE BY USING YOUTUBE VIDEO

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ABSTRACT

The aim of this study was to find out whether or not there was any significant difference speaking skills between students' who were taught through retelling technique by using YouTube videos and those who were not at tenth graders of SMK Muhammadiyah Pagar Alam. The population of this research was 370 students which divided in to eleventh classes at tenth graders of SMK Muhammadiyah Pagar Alam. The sample was taken from 35 students of OTKP 1 and 35 students from OTKP 2 by using purposive sampling. This research used Quasi-experimental design as the research design. The data was taken from oral test which used 2 raters, and the data was analyzed by using SPSS. The result of this study was revealed that there was significant difference between students who were taught through retelling technique by using YouTube videos and those who were not at tenth graders of SMK Muhammadiyah Pagar Alam. It proves that the use of YouTube videos (narrative story) and retelling technique as strategy to support the main action was effective and could improve students speaking skills.

Kata Kunci*: speaking skill, retelling techniques, YouTube videos*

I. INTRODUCTION

Speaking is used to share ideas, thought, opinion and knowledge. To gain those aims, both of the speaker or the listener must have a good speaking skill. Commonly, those who use English as their first language will have less difficulties to speak English correctly. In the opposite, many countries which adopt English as their second language like Indonesia have more difficulties to speak English correctly. Irawati (2014, p.26), defines that speaking is the action where peoples producing word orally to communicate with others people. To process the information, convey the idea, and communicate with others.

There were few problems which often found and faced by the EFL (English Foreign Language) students. According to Jenkins (2000), One of the biggest communication errors are the mispronounced and misunderstood phonemes in English by two non-native speakers. From the statement that given by her. We can conclude that mispronunciation is one of the biggest problems that faced by non-native speakers. As long as the pronunciation is the elements of speaking skills. It's also means that speaking English properly is really important in communicate and learn English. If both of the speaker and listener have a good pronunciation, there will be no misunderstood from both of the speaker or listener.

Furthermore, in his study Rababa'h (2005), The ability of EFL students to communicate in English are affected by some of the factors. These factors are the teaching strategies, the curriculum, the environment and even the learners themself. In addition, Jaya, dkk. (2019) found that the factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation.

Based on the interview to two of the English teachers of tenth grade in SMK Muhammadiyah Pagar Alam. It was found that 40% of total sample are hesitated to speak up in front of the class because they are afraid of being ridiculed by their friends when they make a mistake. Then, 40% of total sample have limited vocabulary which caused the difficulties to express the idea and convey their opinion. Moreover, 30% from total sample are confused on grammatical structure and 30% of total sample are frequently making some mispronunciation. In line to the problems, the researcher is interested to find a way to resolve those problems by using YouTube videos as teaching media and retelling technique as the strategy.

In this era, YouTube is one of the most accesses online videos platform in the world. According to Kabooha & Elyas (2015), defines that YouTube is the multidimensional resource which contain knowledge from all field and also have easy way to be accessed. Generally, someone used YouTube only for entertain purpose. But on the context of education, the process of teaching English as a foreign language could use YouTube videos as the best option for teacher to consider. The use of YouTube to improve students' speaking skill can be categorized as effective. According to Nurkholida (2016), by using YouTube videos, the students are able to access the native speaker in natural way on the ESL classes. It shows that from YouTube, students are not only learn from people who are non-native speakers. But they have the opportunities to learn from the real native speakers as their media to learn English. Bunus (2010), gives explanation that in learning process that social media has been shown to be effective. By the use of the social media, the learners are able to develop higher level thinking skills. In short, there is a potential for YouTube to be one of many options that teachers should use.

The use of YouTube videos as the media to improve students' speaking skill still needs a strategy. The researcher is interested to use retelling technique to apply the research about the use of YouTube videos in SMK Muhammadiyah Pagar Alam. According to Jennings, Caldwell, & Lerner (2014, p. 268), The process and method of determining how well students could comprehend a story could be called as retelling. Retelling can improve students' English comprehension effectively. Whether on speaking, reading, or even listening skills. Generally, the use of retelling technique can also be done by reading the stories from books. In fact, most of the students on this day are not interested to read stories from books. Some of the students tend to thinks that reading is a boring activity to do. Instead of reading from books, most of the students are now interested to watch the stories in a videos or films. This is one of the reasons why the researcher uses YouTube videos as the media. Because it is

impossible to improve students' speaking skill while the students are not even interested to the media that given.

Based on the explanation above, and to encounter some factors which causes the difficulties for students to speak English correctly. The researcher tends to used YouTube as teaching media and the Retelling technique as the strategy to support the main action. And also, to find out whether using this strategy could be consider as effective or not.

II. METHOD OF RESEARCH

This research used Quasi-experimental design. The data were collected through oral test which used 2 raters from English teachers of SMK Muhammadiyah Pagar Alam. Those data were analyzed by using SPSS to answers the research questions. The population of this research was 370 students at tenth graders of SMK Muhammadiyah Pagar Alam. The sample was taken from 35 students of OTKP 1 and 35 students of OTKP 2 class which divide into two groups (Experiment and Control). The SMK Muhammadiyah Pagalam was chosen by the researcher to implement this strategy to find out whether this strategy could be one of many options that teachers should use in teaching and learning English process.

In this research, there was 2 steps in collecting the data. The first steps were taken from Pre-test which before implementing the treatment and the second was in Post-test which done after the implementation of the treatment on the Experimental class. To score the students achievement in speaking skills, both raters used the expert scoring categorize which consist of 5 speaking aspects, such as fluency, grammar, pronunciation, vocabulary and comprehension. To knowing the difficulties which students faced in teaching and learning English process, the researcher did an interview to two of English teacher at SMK Muhammadiyah Pagar Alam.

This research used Qualitative method to describe the data which were analyzed by using SPSS. The SPSS was used to calculate the mean score obtained by the experimental class and control class. And to describe how significant difference score between students who were taught through retelling technique by using YouTube videos (narrative story) and those who were not.

III. FINDING AND DISSCUSSION

Identifying the Problems

Based on the interview to two English teachers of SMK Muhammadiyah Pagar Alam. The researcher found that there are some factors which caused the difficulties for students to speak English. It was found that 40% of total sample are hesitated to speak up in front of the class because they are afraid of being ridiculed by their friends when they make a mistake. Then, 40% of total sample have limited vocabulary which caused the difficulties to express the idea and convey their opinion. Moreover,

30% from total sample are confused on grammatical structure and 30% of total sample are frequently making some mispronunciation.

After finding the problems faced by students in speaking English, the researcher did Pre-test to both OTKP 1 (experiment) and OTKP 2 class (control). The Pre-test was done before the treatment to know the student's speaking ability. In Pre-test, the mean scores obtained by students in Experimental class was 44, while in control class was 45,48. Based on the Pre-test which the researcher conducted, the student's ability was in low level according to the qualification of speaking achievement.

Implementing the Research Action

The table below shows the qualification and interval of students mean score at Pre-test and Post-test which obtained by students in Experimental class and Control class.

Table 4.2.1

The score distribution of Pre-test and Post-test in Experimental class.

Level of Speaking Achievement	EXPERIMENTAL CLASS					
	Pre test			Post test		
	F	Sd	Mean	F	Sd	Mean
Verry Good (100-80)	-	-	-	-	-	-
Good (79-70)	-	-	-	5 (14%)	2,28	73,2
Enough (69-60)	-	-	-	26(80%)	3,21	64,23
Poor (59-50)	4(11%)	1,15	52	2(6%)	0,00	52
Verry Poor (<50)	31(89%)	3,49	43,9	-	-	-
TOTAL	35 (100%)	4,64	95,9 (44)	35 (100%)	5,49	189,4 (64,22)

Level of Speaking Achievement	CONTROL CLASS					
	Pre test			Post test		
	F	Sd	Mean	F	Sd	Mean
Verry Good (100-80)	-	-	-	-	-	-
Good (79-70)	-	-	-	-	-	-

Enough (69-60)	-	-	-	6(17,4%)	1,96	62
Poor (59-50)	5 (14%)	1,00	52,8	19(54,28%)	2,15	53,89
Verry Poor (<50)	30(86%)	3,52	44,26	10(28,57%)	2,7	46,2
TOTAL	**35 (100%)**	**4,52**	**97,6 (45,48)**	**35 (100%)**	**6.81**	**100,09 (53,14)**

Based on the table above, from total 70 sample which divided into 2 groups (Experimental and Control class). At Pre-test, students in experimental class obtained mean score 44 and the control class mean score was 45.48. While in the Post-test, the experimental class obtained mean score 64.22 and the control class obtained mean score 53.14.

From mean score which students obtained in both classes. The finding of this study was concluded as follows:

1. There was significant difference between students who were taught by through retelling technique by using YouTube videos and those who were not.

2. Based on the average score obtained by students in both Experiment (Post-test = 64,22) and Control class (Post-test = 53,14). It means that the use of this method was effective to improve students speaking skills.

3. The computation of students' data by using SPSS (Independent Sample T-test and Paired Sample T-test) shows that T-obtained by students was 7,880 at significant level 5%. While the T-table was 1,995.

Discussion

The result of this study shows that there was significant difference between students who were taught through retelling by using retelling technique by using YouTube videos and those who were not. Each aspect of speaking skills was also improved by using this method. Such as fluency, grammar, pronunciation, vocabulary and comprehension. It can be seen from the mean score which students obtained. By using this technique, the used of YouTube videos could gain students interest and motivation to speak English more fluently. These some explanation why this method also improved each aspect of students speaking skills; 1). The students could imitate how the real-native speaker pronounce the English words. 2). Students can learn a new word from the videos they have watched which could improve students' vocabulary mastery. 3). Students could learn how the word were arranged to make a good sentence which could improve students' grammatical structure. 4). If the three aspects above (vocabulary, pronunciation and grammar) were improved. The student Comprehension

also could be improved. 5). And for the Fluency was covered by the use of retelling the story in front of the class.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The objective of this study was to find out whether there is any significant difference of students speaking skills through retelling technique by using YouTube videos and students who were not at tenth graders students of SMK Muhammadiyah Pagar Alam.

The result of this study showed that the students in experimental class got better average score than students in control class in speaking test. The difference of the development in average score is statistically significant at the (0,05) alpha of significant. It was found that there is significant improvement between students who were taught through retelling technique by using YouTube videos and those who were not at tenth graders of SMK Muhammadiyah Pagar Alam. The differences were shown by students average score in the Pre-test and Post-test. Before the treatment, students in experimental class got 44 in average score. And after the treatment the average score obtained by students was 64,2. While in the control class, the average score obtained by students before the treatment was 45,48 and after the treatment was 53,14. It also proves that, in control class there were also an improvement but not as significant as in the experimental class.

The T-score obtained by students was higher than T-table (7,888>1,995). It means that there were significant differences between students in experimental class who were taught through retelling technique by using YouTube Videos and students who were not in control class. The result of T-score obtained by students became the reason why the Alternative hypotheses (Ha) was accepted. And the null hypotheses (Ho) were rejected. It means that the hypotheses had to be change to "the differences between the experimental class and control class equals not to 0".

The researchers concluded that applying retelling technique by using YouTube videos method could gain students interest, motivation and also helps students to learn English more effectively at tenth graders students of SMK Muhammadiyah Pagar Alam.

Suggestions

After the researcher did a study in SMK Muhammadiyah Pagar Alam. There are some problems or weaknesses which still occurred in implementing this strategy. Such as: 1) The unstable network/signal which sometimes caused problems in teaching and learning process. 2). The students sometimes didn't know what to do after they watched the YouTube videos. 3) The students still confused because the speaker in the videos sometimes talking too fast.

In order to solve those kinds of problems above, there are some suggestions for the teacher, future researcher and also the students. Such as: 1). The future researcher and the teachers could download the videos from YouTube first before the teaching and learning process begin to anticipate

the unstable network. 2). The future researcher and the teachers should give a clear instruction for the students after they watch the YouTube videos. 3). The confusion of the students when they cannot understand the videos can be anticipated by students, the students should frequently practice and they also should bring their own dictionary before the teaching and learning process begin.

However, YouTube Videos helps teachers and students to be engaged during the learning process. Therefore, it is suggested for the teacher to use the media to their teaching and learning activity.

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