

Improving students' speaking achievement through the implementation of blended learning using YouTube media at UPTSMAN 3 Empat Lawang

Nurjihhan Zulfa Dzihni¹, Muhammad Sukirlan², Lilis Sholihah³

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1 Bandar Lampung, Indonesia^{1,2,3}

¹nurjihanzulfadzihni@gmail.com

ABSTRACT

The objectives of this research were to find out the significant improvement of students' speaking achievement after the implementation of blended learning through YouTube media and to investigate the students' responses toward it. This research was conducted at UPT SMAN 3 Empat Lawang and XI Science 1 consisting of 36 students was chosen as the sample of this research. This research used One Group Time Series Design of Quasi-Experimental as the research design. A series of pre-test and post-test was conducted to get the findings and answer the research question. The result of pre and post-tests showed that the students' scores increased with the highest scores came from post-test 3 after the third treatment using YouTube. This result indicated that there was a significant improvement in students' speaking achievement after the use of blended learning through YouTube media since the significant value is lower than 0.05 ($0.00 < 0.05$). Besides, this research also used a close-ended questionnaire with 4 scales (*strongly agree, agree, disagree, and strongly disagree*) to know the students' responses to the implementation of blended learning through YouTube media in speaking class. The findings showed that the percentage of students' choices in most items of the questionnaire was categorized as positive. The positive responses support the result of the improvement in students' speaking achievement and prove the use of blended learning through YouTube is not only help the students to improve but also meet students' need. In conclusion, the implementation of blended learning through YouTube media in speaking class facilitates students to improve their speaking achievement and satisfied them.

Keywords: *speaking, blended learning, face-to-face activity, online learning activity, YouTube, response*

I. INTRODUCTION

English is the second most widely used language and the most common language around the world. Moreover, as an international language, English can be used to link people from one to other countries in many fields like economics, cultures, politics, education, and many other fields. It is widely known that language has four major skills, they are listening, speaking, reading, and writing. From all the four skills, speaking is one of the most crucial skills to be mastered and developed by the students as a means of effective communication. This is in line with the statement by Ur (1996), Speaking is the most important skill of all the four skills (listening, speaking, reading, and writing) since people are referred to as a speaker of the language they learned as if speaking included all other kinds of knowing. Therefore, students need to be purposely trained in speaking skills for good communication.

The aim of teaching a language to the students is to train them to be able to use the language in their everyday activities. As stated by Davies and Pearse (2000) in Leong and Ahmadi (2017), Give students the ability to communicate in English effectively is the main aim of English

language teaching. When talking about effective communication, it means talking about speaking because, in real-life situations, most people are used to communicate orally. Also, through speaking people can share their idea, express their feeling, and produce something orally. Align with the statement, Luoma (2004) states our spoken performance can portrait how we feel, what we are thinking about, and even it can show our personality to others. So, speaking as a language skill plays a significant role in students' English ability.

According to Nunan (1991), The most significant part of learning a second or foreign language is mastering the spoken performance that is measured by the ability to communicate and carry out a conversation in the learned language. Based on the statement, when the students can speak well in English it means they have acquired the language. Consequently, most people measure their English proficiency based on their speaking performance. This is in line with the statement by Richards (2006), learners often evaluate their language ability based on their speaking proficiency.

Challenging and essential, two words that can be used to describe the meaning of speaking. Indeed, speaking English is very challenging for students especially Indonesian students. Moreover, in the Indonesian context of learning English as a foreign language (EFL) gives students a little opportunity to speak in English in their daily life. Align with this statement, Khan (2005) states that EFL students have difficulties using the language because certain psychological and social variables confine the chance of having more effective communication in the target language.

Many researchers have claimed some of the students' problems in speaking on their research. One of them is Khan (2005), who claims that psychological problems like anxiety, hesitation, and inhibition give a negative influence on his participants in learning language communication. The psychological problem is one among many reasons to take into consideration in teaching English. When the students have low motivation, lack confidence, and are afraid of making mistakes in speaking, this is the teachers' task to help them face the problems.

Students' problems are the teacher's problems. To solve the problem, teachers can use several ways in their teaching activities. One of the alternatives is blended learning. Blended learning is a combination of face-to-face and online learning activities (Garrison and Kanuka, 2004). From this view, blended learning provides teaching and learning processes both offline and online which can give more opportunities to teachers and students.

Since the use of blended learning combined teaching and learning processes in offline and online classes, it provides many benefits for teachers and students. Blended learning aids the improvement of students in the learning outcomes, flexibility access, the use of resources effectively, and meet students' complacency (Poon, 2013). Indeed, blended learning gives some advantages for the students in their learning activities and helps the teacher to find and fulfill students' needs in class. Moreover, Garrison and Kanuka (2004) investigated the benefits of blended learning implementation in the class. They describe the effectiveness of blended learning with the transformative potential it has; allows schools to embrace technology, the ability to facilitates a community of inquiry, and supports active and meaningful learning.

The rapid development of technology in this 21st century provides many advantages for teachers and students. One of which is the existence of social media YouTube. The use of

YouTube as media for teaching is common nowadays. According to Mayora (2009), YouTube is a medium where both teachers and students can discover the materials they need, spoken in various languages with different levels of difficulty. Also, Jones and Cuthrell (2011) stated that YouTube is considered as a person-to-person communication site instead of just a collection of virtual videos since users can share videos and give feedback to other videos. Thus, using YouTube as teaching media can be a great choice for teachers in teaching English language speaking.

Therefore, this research aimed to investigate whether there is a significant improvement in students' speaking achievement and to see how students respond to the implementation of blended learning through YouTube media in speaking class.

II. METHODS

This quantitative study applied one group time-series research design of quasi-experimental in getting the data and answering the first research question related to the students' speaking improvement after the implementation of blended learning using YouTube media. Since there were more than two data that should be measured, this study used one-way repeated measures anova to analyze the data. The data was collected from a series of tests which consist of pretest 1 (T1), pretest 2 (T2), pretest 3 (T3), posttest 1 (T4), posttest 2 (T5), and posttest 3 (T6). All the pretests were conducted before the treatments and each posttest was conducted after a treatment. As its name, this research design only used a group of students. Therefore, a class consists of 36 students was taken as the sample of this study. Then, a closed-ended questionnaire with a 4 Likert scale was used to know the students' responses after being taught by using blended learning through YouTube media in speaking class.

III. RESULT AND DISCUSSION

Result

This chapter reported the result and discussion about the implementation of blended learning through YouTube media in improving students' speaking achievement and students' responses towards it. To know whether the alternative hypothesis (H_1) is accepted or rejected, hypothesis testing was conducted. The hypothesis proposed by the researcher was:

H_0 : There is no significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

H_1 : There is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

The alternative hypothesis is accepted if the significant value is lower than 0.05 (sig. < 0.05).

The result of hypothesis testing is presented in the following table:

Tests of Within-Subjects Effects

Measure: Test

Source		Type III Sum				
		of Squares	df	Mean Square	F	Sig.
Time	Sphericity Assumed	5516.370	5	1103.274	411.702	.000
	Greenhouse-Geisser	5516.370	1.777	3104.734	411.702	.000
	Huynh-Feldt	5516.370	1.865	2957.741	411.702	.000
	Lower-bound	5516.370	1.000	5516.370	411.702	.000
Error(Time)	Sphericity Assumed	468.963	175	2.680		
	Greenhouse-Geisser	468.963	62.187	7.541		
	Huynh-Feldt	468.963	65.277	7.184		
	Lower-bound	468.963	35.000	13.399		

The table shows that the sig. of Greenhouse-Geisser is 0.000, lower than 0.05 ($0.00 < 0.05$). Therefore, H_1 is accepted and H_0 is rejected. The result of hypothesis testing proves that there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

Then, to investigate the students' responses after the implementation of blended learning through YouTube media in speaking class, the questionnaire was distributed. The result is presented in the following table:

Items	Frequency	Scale	Percentage
1	114	Very good	79%
2	120	Very good	83%
3	117	Very good	81%
4	106	Good	73%
5	104	Good	72%
6	118	Very good	81%
7	116	Very good	80%
8	100	Good	69%
9	92	Good	63%
10	110	Very good	76%
11	127	Very good	88%
12	115	Very good	79%
13	124	Very good	86%
14	114	Very good	79%
15	114	Very good	79%
16	113	Very good	78%
17	112	Very good	77%
18	110	Very good	76%
19	114	Very good	79%
20	111	Very good	77%

In the table above, it can be seen that all of the items of the questionnaire were good and very good. However, to know whether the students gave positive or negative responses to the implementation of blended learning through YouTube media, the data of questionnaire was analyzed by using the formula as follows:

Criteria of questionnaire

Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70 \leq P_c \leq 84$	Positive
$55 \leq P_c \leq 69$	Moderate
$40 \leq P_c \leq 54$	Negative
$P_c \leq 39$	Very negative

Based on the result, the students gave very positive responses in items number 11 and 13 since the percentages of the two items were more than 85%, positive responses in items number 1, 2, 3, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, and 20 since the percentages of the items were more than 70% and less than 84%, and moderate responses in items number 8 and 9 since the percentages of the two items were more than 55% and less than 69%. Thus, it can be concluded that most of the students gave positive responses to the implementation of blended learning through YouTube media. A positive response means that the students agreed and were satisfied with the implementation of blended learning through YouTube media in speaking class. On the other hand, the negative response means that the students were disagreed and were unsatisfied with the implementation of blended learning through YouTube media in speaking class.

Discussion

The findings of the speaking test as has been mentioned before proved that there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media. It happens because this implementation influenced the students' speaking achievement. Also, this finding confirmed that blended learning through YouTube media facilitates the students to improve their speaking achievement. It is in line with the statement by Cleveland-Innes and Wilton (2018) related to the advantages of using blended learning. They said that blended learning provides opportunities for the students to increase their learning skills, access even more information, improve satisfaction and learning outcomes, opportunities to learn with others and teach others. It showed from the result where the students' speaking achievement significantly improved after the implementation of blended learning through YouTube media. That means the use of it in speaking class is advantageous for the students.

From the result of the questionnaire, the percentages of students' responses were used in categorizing the items. The percentage shows that 2 items are categorized as very positive, 16 items are categorized as positive, and 2 items are categorized as moderate. Therefore, it can be concluded that most of the students were giving positive responses to the implementation of blended learning through YouTube media in speaking class. It is in line with the findings on the previous research by Kirna et al. (2015) who state that most students give a positive response to the use of blended learning in the class, whether from the aspect of attention, relevance,

confidence, or even the use of technology, also the expectation from students about the development of blended learning is to make it suitable for students' need.

However, not all of the students gave positive responses to every item of the questionnaire. This happens because the responses of the students depend on how individually processing the provided stimulus. As stated by Paris and Byrnes (1989) in Ertmer et al. (1996), Each student has their way to respond to the learning activities since they come from different background knowledge, achieved different levels of cognitive, and have different motivations in learning the materials.

CONCLUSION AND SUGGESTION

Conclusion

After collected and analyzed the data, the researcher concludes that (1) there is a significant improvement in students speaking achievement after being taught by using blended learning through YouTube media. This happens because the implementation of blended learning through YouTube media influenced the students' speaking achievement. This means the use of it facilitates the students to improve their speaking achievement. Also, (2) the students give positive responses to the implementation of blended learning through YouTube media in speaking class. Most of the students are satisfied with the implementation of blended learning through YouTube media. It shows on their answer to the questionnaire by choosing *sangat setuju* (strongly agree) and *setuju* (agree) in most items. This means the use of it meet the students' need in speaking class and helpful for them.

Suggestion

The researcher would like to present some suggestions concerning the conclusion that has been mentioned before. The suggestion was presented as follows:

First, for the teacher, it is suggested to implementing blended learning through YouTube media in class, especially in speaking class. Since the students are usually being taught traditionally, the use of blended learning through YouTube will give a new experience for the students and also help them to improve their speaking achievement. The teacher can utilize many different applications or mediums in both face-to-face and online learning activities. One of the examples is YouTube since this application has so much content that can help students to understand more about their studies. Besides, the teacher also needs to pay attention to the students' improvement in each aspect of speaking.

Second, for the further researcher, it is suggested to try another topic, treatment, skills, and application in conducting the research related to blended learning. It is also suggested for the further researcher to have more than two meetings in every treatment to have more accurate data and findings. If the research use questionnaire in collecting the data, the researcher suggests using an open-minded questionnaire to know the students' reason for saying so and get an even better description.

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