

## USING SHORT VIDEO AS A MEDIA IN IMPROVING STUDENTS SPEAKING SKILL AT ELEVENTH GRADE STUDENTS OF SMA KRISTEN SAUMLAKI

Feronika Matruty<sup>1</sup>, Lendy.F.Mailuhu<sup>2</sup>

[veromatruty1@gmail.com](mailto:veromatruty1@gmail.com)<sup>1</sup>

Universitas Lelemuku Saumlaki

### ABSTRACT

*The purpose of this research was to determine whether the use of videos has the effect for the speaking skill of 11th grade students at state Senior High School Saumlaki or not and wheter of using video there are the significant differences to the students" speaking skill at State Senior High School Saumlaki. The researchers used quantitative methods with quasi-experimental design. Researchers took two classes of samples. Class XI MIPA 1 was the control class, and XI IPS 2 was the experimental class. From the sample, there were 24 samples in each class. The data collection instrument of research was by giving a pre-test and post-test. In analyzing the data, the researcher used SPSS v.22 by taking the results of hypothesis testing. The results of hypothesis testing showed a  $t_{table} < t_{count} > t_{table}$  ( $2,014 < 36,26 > 2,01$ ) then  $H_1$  is accepted and  $H_0$  is rejected. It means that there is the differences between students who are taught using short video as a media and students who was used ordinary media (books). The conclusion is that use video as a media can give the effect for the students' speaking skill and there is a significant difference between students who use video as the media and those who were not.*

**Keywords:** Video as a media, speaking skill.

### INTRODUCTION

Nowadays, technology is rapidly develop. The development of this technology is intended to improve facilities that are able to make education better, one of the most widely developed educational technologies is digital learning media. Such us learning by using youtube to access various videos or short films that are used as media according to the material being taught.

Youtube is very easy to be accessed by anyone, both adults and children, it is very easy to find anything according to the desired needs. Easily access videos on youtube than reading books. This is a problem for educators to find the right strategy to increase student interest in learning that triggers student's speaking skill in class. Because by teaching using monotonous or mediocre media such as using books as media this actually makes students feel awkward and passive when learning english in class, because students listen to the teacher more than students express in class.

Students need innovation in learning. So far, lesson have focused too much on books and presenting material in one direction. So it does not involve students in the learning process. This actually makes students feel difficult when asked to speak english in class, there needs to be innovative learning such us the use of short videos as a media or the right strategy in order to explore students interests an talents, and to improve students speaking skills. By presenting different material than usual, it can attract students attention in the process of learning english.

This research problem is taken based on problems that accur in the classroom. After going through a series of observations, the researcher found several problems in the class. The problem found is when students are asked to express opinions. Thus students problems in speaking skills also influence students in expressing ideas, thoughts and information when the learning process takes place. According (Fitriana,2014) states that there are the teacher is still using module or book to teaching speaking. And it is not effective technique

to teaching speaking, because the teacher only read the instruction in the module. So that's why, the students less practice to speak.

The researcher found a technique to solve problems faced by students, namely teaching by using short video as a media. Because most students in the Tanimbar Island Regency are more interested in watching video on youtube. Therefore, learning by using short video is one way that teachers can use to improve students speaking skills because through videos students are asked to express their opinions through what they watch.

Based on condition experienced by students, that is students find it difficult to express opinions in english and students also feel bored with monotonous teaching method, therefore the researcher think about how to make the class communicative, interesting, contextual, and finally improve their speaking skill.

So that is why, researcher use the video on youtube as a media to improve students speaking skill. Based on this case researcher also interested to do my research by the title "Using Short Video As A Media In Improving Students Speaking Skill At Eleventh Grade Students Of SMA Kristen Saumlaki".

## **METHOD**

In this research the researcher used quantitative approach with quasi experimental design. By implementing quasi experiment method by means of the usage of control group and experimental group and did no longer selects the ones group randomly.

To conduct this research, the researcher took two classes of the eleventh grade students of SMA Kristen Saumlaki as experimental and control classes to see the effectiveness of short video by comparing gained pre and post-test scores of the two classes. The effectiveness can be seen from the improvement of students' scores of experimental class in post-test after they are given a treatment and from the computation of the gained scores of both classes. The experimental class is given treatment by using short video but the control class is not given treatment by using short video.

## **RESULTS AND DISCUSSION**

### **Result Of Preliminary Study of Control Class**

The action in control class was based on the result of preliminary study through classroom observation. The researcher found that, most of students found the difficulties when they did oral presentation in front of class. The problem here was that the teacher failed to have the students to recall and present the story or the message from the story. The students seem having a hard time to present the story as intended in these activities. They did not have enough knowledge guidance on the activities that enable them to retell the story. In a discussion with teacher, she acknowledged that it was hard to have the students to do a presentation from reading or listening. The students only like to do simple task like responding to comprehension questions after reading or listening.

#### **a. Planning Stage of control class**

The result of preliminary study described above was then used as the basis to plan and design the action. Based on English curriculum of the school, the English subject dealt with describing text. The whole plan for control class could be seen in the table below.

Table 1 The plan for the action

Meeting	Topic	Sub topic	Learnigobjecti e	Instructionl Activities	Implemention Strategy
Meeting 1	Describi ng text	Telling about asking and giving opinion	Student are able to do a presentation from thenotes they took follow the procedure or the generic structure of the text with relevant content , well organization information and understanda ble or few language error include spelling.	1.Students listening about the recording 2.read the dialogue 3. Identify the Generic structure and language features 4. Do the exercises (find the adjectives used in the text)	1.Peer Discussion 2. Split the students into some groups (each group consist of 2 students) 3. Discussion 4. Give feedback (checking for students understanding
Meeting 2	Describi ng Text	1.Introduce (guideline notes in speaking skill ) reconstru ct students own text 2. (See example of guideline notes in meeting 2)		1. Students read the text about asking and giving opinion 2. ask the students to reconstruct the text using guideline notes provided.	1.Split the students into groups 2. Peer Discussion 3.Reconstrut their own text
Meeting 3	Describi ng Text	Studnts tell about aking and giving opinion		Read the dialogue three times and ask the students give expression to about asking and giving opinion using guideline notes provided	1. Split the students into groups 2. Peer Discussion 3.make a dialogue about asking and giving opinion 4. Individual discussion
Meeting 4	Describi ng Text				1.Peer discussion (speaking skill) 2. Split the students into

					some groups (each group consist of 2 students)  3. Individual Discussion  4. Give feedback (checking for Students understanding
--	--	--	--	--	--

**b. Acting Stage of control class**

The objective of this activity was to enable the students to identify the language features and generic structure of give experssion to and deliver the materials using their own words. The activity was split into pre, whilst and post activities. In the pre activity, the researcher read a dialogue about asking and giving opinion. After that, the students read the dialogue about expression asking and giving opinion. The researcher introduced about expression asking and giving opinion. The researcher activated the students' knowledge through asking the students whether they had known the text or not. The researcher asked some of students who knew the generic structure and language features of the text to share their idea. Then, after that, the researcher divided the class into several groups which consisted of two students in each group. The next activity, the students were asked to fill and complete the dialogue provided. In this section the researcher used guideline notes to help students complete the text they heard. After that, the researcher asked the students to discuss in their group about the information they got from the book. The researcher discussed the story with the students in class to find out how far the students understand how to organize the text they heard. After that, the researcher gave some questions related to the text to the students and discussed the answers together in the class.

**c. Classroom Observation**

Data from classroom observation and students' performance were used as a source to evaluate the implementation conventional method in class.

In order to evaluate the implementation media in class, the researcher observed students' behavior and attitude in the class. Students' behaviour and attitude relate to their engagement with the lesson activities. During the implementation of conventional method, all students gave their attention to the book, but still, some of them did not because they preferred to talk with their friends. It could be concluded that the teacher must pay attention.

**d. Reflecting Stage of Control class**

In the last meeting, the researcher conducted an oral presentation test for the first cycle. The students were provided with the descriptive text about describing person. In here, the researcher found that the students could understood the text easier because the guideline notes provided by the researcher. The guideline notes help the students to organize the main ideas or the keywords of the text they heard from the dialogue.

**Result of Control Class**

The Result of control class Students "Speaking Competence in Pretest and post test"

Tabel 2 score of control class

No	Name	Pre-tes control	Post-test control
1	R1	60	65
2	R2	60	60
3	R3	60	70

4	R4	60	65
5	R5	70	80
6	R6	75	85
7	R7	60	60
8	R8	65	70
9	R9	60	70
10	10	60	70
11	R11	65	80
12	R12	70	85
13	R13	75	85
14	R14	60	60
15	R15	60	65
16	R16	70	75
17	R17	75	75
18	R18	60	65
19	R19	60	60
20	R20	75	80
21	R21	70	80
22	R22	60	85
23	23	60	60
24	R24	60	60

Based on the pre-test and post-test data in control class, the frequency data can be seen in the table below.

Table 4  
frequency table of pre-test score in control class

Pre-test control class				
		Frequency	Percent	Cumulative Percent
Valid	60	14	58,3	58,3
	65	2	8,3	66,7
	70	4	16,7	83,3
	75	4	16,7	100,0
Total		24	100,0	100,0

As can be seen from the Table 4.5 showed that 16 students in category need improvement in category (60-65) and 2 students in category satisfactory in range (70-75). The highest value on the frequency table is 75.

Based on the post-test data in control class, the frequency data can be seen in the table below.

Table 5  
frequency table of post-test score in control class

Post-test control				
		Frequency	Percent	Cumulative Percent
Valid	60	6	25,0	25,0
	65	4	16,7	41,7
	70	4	16,7	58,3
	75	2	8,3	66,7

80	4	16,7	16,7	83,3
85	4	16,7	16,7	100,0
Total	24	100,0	100,0	

As can be seen from the Table 4.6 showed that 10 students in category needs improvement in category (60-65), 6 students in category satisfactory in range (70-75) and 8 students in category good in range (80-85).

Based on table 4.5 and table 4.6 on the pre-tes and post-test of control class using conventional learning methods it can be seen that there was an increase of 42%.

#### **Result of Preliminary Study of Experimental class.**

The action in experimental class was based on the result of preliminary study through classroom observation. The researcher found that, most of students found the difficulties when they did oral presentation in front of class. The problem here was that the teacher failed to have the students to recall and present the story or asking and giving informasion. The students seem having a hard time to present the story as intended in these activities. They did not have enough knowledge guidance on the activities that enable them to retell the story. In a discussion with teacher, she acknowledged that it was hard to have the students to do a presentation from reading or listening. The students only like to do simple task like responding to comprehension questions after reading or listening.

#### **a. Planning Stage of experimental class**

The result of preliminary study described above was then used as the basis to plan and design the action. The whole plan for experimental class could be seen in the table below.

Table 6 The plan for the action

Meeting	Topic	Sub topic	Learnig objectie	Instructionl Activities	Implementi on Strategy
Meeting 1	Describin g text	Telling about asking and giving opinion	Student are able to do a presentati on from thenotes they took follow the procedure or the generic structure of the text with relevant content , well organizati on informati on and understan da ble or few language	1.Students listening about the recording 2. Watched the video 3.Brainstormi ng the content of the video 4. Identify the generic structure and language features 5. Do the exercises (find the adjectives used in the text)	1.Peer Discussion 2. Split the students into some groups (each group consist of 2 students) 3. Discussion 4. Give feedback (checking for students understandin g

			error include spelling.		
Meeting 2	Describing Text	1.Introduce (guideline notes in speaking skill ) reconstruct students own text 2. (See example of guideline notes in meeting 2)		1. Play the Video three times and ask the students to reconstruct the text using guideline notes provided.	1.Split the students into groups 2. Peer Discussion 3.Reconstruct their own text
Meeting 3	Describing Text	Students tell about asking and giving opinion		Play the video three times and ask the students give expression to about asking and giving opinion using guideline notes provided	1. Split the students into groups 2. Peer Discussion 3.make a dialogue about asking and giving opinion 4. Individual discussion
Meeting 4	Describing Text				1.Peer discussion (speaking skill) 2. Split the students into some groups (each group consist of 2 students) 3. Individual Discussion 4. Give feedback (checking for Students understanding

#### **b. Acting Stage of Experimental Class**

The objective of this activity was to enable the students to identify the language features and generic structure of asking and giving information and deliver the materials using their own words. The activity was split into pre, whilst and post activities. In the pre activity, the researcher play the video about asking and giving opinion twice. After that, the students watched the video (the researcher introduced about asking and giving opinion. The researcher activated the students' knowledge through asking the students' whether they had

known the text or not. The researcher asked some of students who knew the generic structure and language features of the text to share their idea. Then, the researcher play the videos about describing close friend twice. After that, the researcher divided the class into several groups which consisted of two students in each group. The next activity, the students were asked to fill and complete the text provided. In this section the researcher used guideline notes to help students complete the text they heard. After that, the researcher asked the students to discuss in their group about the information they got from the video. The researcher discussed the story with the students in class to find out how far the students understand how to organize the text they heard. After that, the researcher gave some questions related to the text to the students and discussed the answers together in the class.

### **c. Evaluation Stage**

Data from classroom observation and students' performance were used as a source to evaluate the implementation of short video as a media in class. In order to evaluate the implementation of used short video as a media in class, the researcher observed students' behavior and attitude in the class. Students' behaviour and attitude relate to their engagement with the lesson activities. During the implementation of short video as a media, all students gave their attention to the video, but still, some of them did not because they preferred to talk with their friends. It could be concluded that the teacher must pay attention. To observe the students' activities in the class even the teaching learning process had already used interesting material.

### **d. Reflecting Stage of Experimental Class**

In the last meeting, the researcher conducted an oral presentation test for the first cycle. The students were provided with the describing text about asking and giving opinion. In here, the researcher found that the students could understood the text easier because the guideline notes provided by the researcher. The guideline notes help the students to organize the main ideas or the keywords of the text they heard from the video.

### **The Result of experimental class Students' Speaking Competence in Pre-test and Post-test**

Table 7  
Score of experimental class

No	Name	Pre-test Experimen	Post-test Experimen
1	R1	70	65
2	R2	75	60
3	R3	60	70
4	R4	60	65
5	R5	60	80
6	R6	80	85
7	R7	70	60
8	R8	70	70
9	R9	65	70
10	10	75	70
11	R11	70	80
12	R12	60	85
13	R13	75	85
14	R14	60	60
15	R15	70	65
16	R16	70	75
17	R17	80	75
18	R18	80	65



<b>19</b>	R19	75	60
<b>20</b>	R20	60	80
<b>21</b>	R21	80	80
<b>22</b>	R22	65	85
<b>23</b>	23	80	60
<b>24</b>	R24	75	60

Based on the pre-test and post-test data in experimental class, the frequency data can be seen in the table below.

Table 8  
Frequency table of pre-test score in experimental class

<b>Pre-test experimen</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	6	25,0	25,0	25,0
65	2	8,3	8,3	33,3
70	6	25,0	25,0	58,3
75	5	20,8	20,8	79,2
80	5	20,8	20,8	100,0
Total	24	100,0	100,0	

Based on table 4.8 showed that 8 students in category need improvement in range (60-65), 11 students in category satisfactory in range (70-75) and 5 students category good in range (80). The highest value on the frequency table is 80.

Based on the result of experimental class, the frequency data can be seen in the table below

Table 9  
Frequency table of post-test score in experimental class

<b>Post-test experimen</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	4	16,7	16,7	16,7
65	3	12,5	12,5	29,2
70	1	4,2	4,2	33,3
75	5	20,8	20,8	54,2
80	2	8,3	8,3	62,5
85	1	4,2	4,2	66,7
90	3	12,5	12,5	79,2
95	5	20,8	20,8	100,0
Total	24	100,0	100,0	

Based on table 4.9 showed that 7 students in category needs improvement, 6 students in category satisfactory in range (70-75), 3 students in category good in range (80-85) and 8 students in category excellent in range (90-95).

After scoring the frequency and percentage of rating from pre-test and post-test, the researcher subsequently calculate the standard deviation, mean, median, mode, minimum and the maximum of the speaking pre-test and the post-test ratings of sample have been 48 students and calculated respectively by means of the use of IBM SPSS 22. table 4.6 below represented the end result.

Based on table 4.8 and table 4.9 on the pre-test and post-test of experimental class using short video as a media it can be seen that there was an increase of 58%.

From the two learning methods used, namely conventional learning methods and learning using short video as a medium is more effective, this can be seen from the percentage increase in student scores in the experimental class using short video as a media by 58%, while in the control class learning using conventional methods is 42%.

Table 10  
Descriptive statistics of pre-test control class

<b>Control class</b>	<b>Pre-test</b>
Maximum	75
Minimum	60
Mean	64,5833
Standard deviation	6,06427

Based on table 4.10 the results of the pre-test carried out in the control class obtained student learning outcomes with the highest score of 75, lowest 60, mean 64,5833 and standard deviation 6,06427

Table 11  
Descriptive statistics of post-test control class

<b>control class</b>	<b>Post-test</b>
Maximum	85
Minimum	60
Mean	71,25
Standard deviation	9,354

Based on table 4.11 the results of the post-test carried out in the post-test class control after using konvensional model in the learning process obtained student learning outcomes with the highest score of 85, lowest 60, mean 71,25, and standard deviation 9,354.

Table 12  
Descriptive statistics of pre-test experimental class

<b>control class</b>	<b>Pre-test</b>
Maximum	80
Minimum	60
Mean	70,21
Standard deviation	7,442

Based on table 4.12 the results of the pre-test carried out in the experimental class obtained student learning outcomes with the highest score of 80, lowest 60, mean 70,21 and standard deviation 7,442

Table 13  
Descriptive statistics of post-test experimental class

<b>experimen class</b>	<b>Post-test</b>
Maximum	95
Minimum	60
Mean	77,92
Standard deviation	12,931

Based on table 4.13 in the experimen class using short video as a media in the teaching and learning process, the maximum post-test value for the experimeal class maximum is 95, minimum is 60, mean 77,92 and standard deviation 12,931.

### Variable Discussion

In this component, the researcher provided the discussion approximately the data

evaluation on the studies that has been presented within the previous chapter. The cause of this research were to find out whether video because the media can improve students' speaking skill or not and to look the significant different between students who have been taught the use of video as the media and those who aren't.

Based on the reason in previous analysis the end result confirmed that the use of video as the media can improve speaking skill and there is significant difference among students who taught the use of video as the media and those who aren't. It can be proved by using the result of pre-test and post-test in each experimental and control class. But, earlier than the researcher elaborated the result of the research the process might be discussed first in this component. In conducting this studies, step one was carried out pre-test through giving speaking test. Pre-test was given to the 24 students from experimental and 24 students from control class to measure their capability before the researcher deliver them treatment through using video as a media of You-Tube. Up on getting the end result of pretest the two groups are given different treatment. The experimental class got a treatment video as a media of You-Tube. in the meantime in control class the students have been taught by means of the usage of the conventional approach that is write the material and pay attention to the explaining by the researcher. The last step, the researcher carried out the post-test. The post-test in which students are asked to make conversation. The tes is used to measure students abilities after being given the posttest treatment to be implemented at the final meeting.

Based at the evaluation received from the students' post-test manage the imply rating is 60. Even as the mean rating of the students' submit-check experiment class is 95. It suggests that once giving treatment by using the use of video as the media the scholars have better achievement.

The end result showed that using video from YouTube can enhance students' speaking ability and there's significant difference between the students taught by using using video from YouTube media and those who taught with the aid of evaluation book. it could be compare with the international journal from Jalaludin (2016) primarily based on his research its observed that teaching speaking in English by means of the use video as a media of You-Tube can impact students' speakme due to the fact in YouTube students' would found the diverse content which can made the would be creative. However based on Almurashi (2016) confirmed that from 80% participant choosed that YouTube can improve students' speaking skill and has many advantage for the students'. according Yunita (2015) states that video of YouTube is one in all media that can enhance students' talking ability.

From the data explained earlier than, it can be seen that students' rating in experimental class is higher than students in control class. It approach that the use of video as a media can enhance students' speaking skill and there may be big difference among students who taught the use of video those who taught through the use of conventional study. in the meantime, on this research the researcher carried out a quasi experimental researcher to look the effects of the use of video for students' speaking skill grade elevent.

From explanation above, it could be concluded that the the use of video from in teaching and mastering technique is powerful, particularly in teaching speaking. The score of speaking become very substantial have been from vocabulary and pronunciation. in step with Putrawansyah (2020) states that Vocabulary and pronunciation is effectiveness if the usage video from YouTube . Primarily based on studies finding on this studies, it could be visible that there's an giant impact and there's the significant difference on speaking skill who were using video and there a large difference of talking capability between those of the students' without the use of video as a manage institution and people the use of video. for that reason, it could be concluded that using video can enhance college students' speaking skill of elevent grade students at SMA Kristen Saumlaki year 2022/2023.

## Hypothesis Testing

### a. Paired Sample T-Test

Paired sample t-test turned into accomplished to evaluate the two paired associated groups. in this take a look at the sample used was same. however each of the samples have been given different treatment. To calculate the facts on this research, the researcher used SPSS 22.

Tabel 14  
Paired sample test  
**Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test control - Post-test control	-6,667	6,197	1,265	-9,284	-4,050	5,270	23	,000
Pair 2	Pre-test experimen - Post-test experimen	-7,708	7,068	1,443	-10,693	-4,724	5,343	23	,000

Based on table 4.14 It can be visible from the table above that rating of sig (2-tailed) from pair 1 and pair 2 turned into 0,000 and it became smaller than 0,05 so it may be concluded that the use of video can improve students' speaking skill.

After seeing that the data is normal then the researcher analyzes it to find out how much the treatment contributes to students speaking abilities.

If  $-t_{table} < t_{count} < +t_{table}$  then  $H_0$  is accepted and  $H_1$  is rejected

Table 15 One sample test

### One-Sample Test

Model	Test Value = 2					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pembelajaran konvensional using short video as a media	36,268	23	,000	69,250	65,30	73,20
	36,268	23	,000	69,250	65,30	73,20

- 2,014 < 36,268 > 2,014 then  $H_1$  accepted and  $H_0$  rejected

Based on the table above there is an influence on students speaking skill after

implementing the use of video as a media. The result of data calculation show that  $t_{count}$  is greater than  $t_{table}$ , which means that  $H_0$  is rejected and  $H_1$  is accepted.

## CONCLUSION

Based totally at the calculating result presented inside the chapter IV, there are some conclusions which are can be drawn as observe:

1. Based totally at the paired samples test, it indicates that there was a statistically large impact on students' speaking skill with use of video of control class (mean = -6,667) (Std Deviation= 1,265), and for experimental class usage of video (mean= -7,708) (Std Deviation= 7,068).
2. Furthermore, based totally at the paired samples test indicates that the significant 2-tailed from pair 1 and pair 2 = 0,000 < 0,05. therefore, it may be concluded there is the significant difference impact of students' speaking among experimental and control class. even though there may be improvement in control class but not more than experimental class. To sum up, the researcher determined that there was any significant effect and widespread difference of college students' speaking skill between college students who had been taught through using video and students who have been taught by way of the usage of book at SMA Kristen Saumlaki.

## REFERENCES

- Anggraini. (2021). Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research. Scope:Journal Of English Language Teaching- Vol. 05 Issue 02, 57-62.
- Ary, et al. 2010. Introduction To Research In Education. Wodsworth : Cengage Learning
- Creswell, J. W (2012). Research Design Qualitative, Quantitative, and Mixed method.
- Jati, I. P., et al. (2019). Teaching Using YouTube Tutorial Video to Improve Students' Speaking Skills. Jurnal Pendidikan Humaniora, Volume 7, Number 3, ISSN: 2338-8110/2442-3890, 101-116.
- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. Journal of Ultimate Research and Trends in Education, Vol. 1, No. 1, 34-38.
- Khasinah, S. (2013). Classroom Action Research. Jurnal Pionir, Volume 1, Nomor 1, 107-114.
- Kristiani, P. E. (2021). The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. The Art of Teaching English as a Foreign Language, Vol . 1 No.2, p-ISSN : 2656-8942, e-ISSN : 2684-8546, 8-12.
- Kurniati, A. E., et al. (2015). A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru.Riau: Faculty of Teachers Training and Education, Riau University.
- Latief, M. Adnan (2015). Research Methods on Language Learning An Introduction. Universitas Negeri Malang.
- Muslem, A. M., et al. (2020). The Application Of Video Clips With Small Group And Individual Activities To Improve Young Learners' Speaking Performance. Teaching English with Technology, 17(4) , 25-37.
- Nuha, U. M.& Saputri, T. (2021). Improving Students' Speaking Skill Through Youtube Video: Systematic Review. Konstruktivisme : Jurnal Pendidikan dan Pembelajaran, Vol. 13, No. 1, 25-36.
- Purwanti, R. K. (2022). Youtube Videos For Improving Speaking Skills: The Benefits And

- Challenges According To Recent Research In Efl Context. *Jurnal Pendidikan Teknologi dan Kejuruan*, Vol. 19, No. 1, 66-75.
- Qomaria, D and Zaim, M. (2020). The Use of YouTube Video to Enhance Students' Speaking Skill in Senior High School. *Social Science, Education and Humanities Research*, volume 579, 119-122.
- Rahmi, R. (2014). *The Implementation Of Media In English Language Teaching*. Banda Aceh: STKIP Bina Bangsa Getsempena .
- Solidjonov, D. Z. (2021). The Impact Of Social Media On Education: Advantage And Disadvantage. *Ekonomika*, NO. 3, VOL. 82, ISSN 2225-1545, 284-288.
- Suadi. (2019). Improving Students' English Speaking Skill By Using Their Speaking Video Recording. *SALEE: Study of Applied Linguistics and English Education*, Vol. 1, No. 1, 1-10.
- Suban, S. T. (2021). Teaching Speaking: Activities To Promote Speaking Skills In Efl Classrooms. *Journal of Language and Language Teaching*, 1 (1), 41-50.
- Sugiyono. (2013). *Research Method Quantitative, Qualitative, and R&D*. Bandung: Alfabeta Publisher.
- Syafiq, N. A., et al. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya : Journal of English Language Studies*, Vol. 3, No. 1, 50-55.
- Wirawan, F. (2020). A Study On The Teaching Media Used By The English Teacher At Smp Muhammadiyah 2 Malang. *Jurnal Ilmiah Profesi Pendidikan*, 5 (2), 89-95.
- Yunita, L. S. (2015). The Effectiveness Of Using Video Youtube Toward Students' Speaking Ability. *Lingua Scientia*, Volume 7, Number 2, 157-164.