

INCREASING THE STUDENT'S SPEAKING SKILL IN DESCRIBING THINGS BY USING YOUTUBE VIDEO AT THE ELEVENTH GRADE OF SMA NEGERI 3 MANDREHE UTARA IN 2022/2023

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Abstract

Speaking is a way of communicating with the other people orally. In fact, there was a gap between the expectations and the reality. The students were unable to speak the describing things by using YouTube video. The objective of the research is to increase the students' speaking skill in describing things by using YouTube video. This research applied Classroom Action Research in order to improve students' speaking ability in describing things. The subject of the research were students at the eleventh grade of SMA Negeri 3 Mandrehe Utara consist of 20 students. The instruments to collecting the data were observation, evaluation, and field notes. The result in this research showed that there were enhancement of students' speaking skill in describing things. In Cycle I the students failed to achieve the MCC and the average of the student's scores was 55, the average of fluency level score in cycle I was 2+. But in Cycle II the students were successful, the average of the students' score was 75, the average of fluency level score in cycle I was 3+. Because of students' grades in cycle II is higher than cycle I, the researcher concludes that YouTube video can increase the students speaking skills in in describing things at the eleventh grade of SMA Negeri 3 Mandrehe Utara.

Keywords: Speaking, YouTube Video, Describing Things

Abstrak

Berbicara adalah cara untuk berkomunikasi dengan orang lain secara lisan. Pada kenyataannya, ada kesenjangan antara harapan dan kenyataan. Para siswa tidak dapat berbicara mendeskripsikan sesuatu dengan menggunakan video YouTube. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa dalam mendeskripsikan sesuatu dengan menggunakan video YouTube. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas XI SMA Negeri 3 Mandrehe Utara yang terdiri dari 20 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah observasi, evaluasi dan catatan lapangan. Hasil penelitian ini menunjukkan bahwa ada peningkatan keterampilan berbicara siswa dalam mendeskripsikan sesuatu. Pada Siklus I siswa gagal mencapai KKM dan rata-rata nilai siswa adalah 55, rata-rata nilai tingkat kefasihan pada siklus I adalah 2+. Namun pada Siklus II siswa berhasil mencapai KKM, rata-rata nilai siswa adalah 75, rata-rata nilai tingkat kefasihan pada siklus I adalah 3+. Karena nilai siswa pada siklus II lebih tinggi dari siklus I, maka peneliti menyimpulkan bahwa video YouTube dapat meningkatkan kemampuan berbicara siswa dalam mendeskripsikan sesuatu di kelas 11 SMA Negeri 3 Mandrehe Utara.

Kata Kunci : Keterampilan Berbicara, Video YouTube, Deskripsi sesuatu

Introduction

Speaking is a way of oral communication with others. According to (Wijayanti, 2018), speaking is a process of building and sharing meaning by using verbal and nonverbal through various contexts. Whenever a person wants to share some information in daily activities. All people use spoken language to communicate their feelings to others. Therefore, it is important for students to be fluent orally in all the languages they are learning, in order to communicate and share information. Based on the researcher's observations and interviews with English teacher in SMA Negeri 3 Mandrehe Utara the researcher found that many students were unable to acquire basic skills. The teacher also said that this student's speaking ability is very weak. In addition, when the teacher asked the students to do a short conversation in front of the class, only a few people were able to do it. Then, the highest student rating is speaking.

Based on previous observations and experiences, researchers found several problems that resulted in shortcomings and weaknesses in the teaching and learning process in the classroom, namely the use and selection of media used. There are several problems that researchers find with students, especially in speaking skills, namely: Students are still not fluent in speaking English, especially in describing something, students are still lacking in mastering the vocabulary used in describing something, students are still lacking in using good and correct grammar. So, from some of these problems the researcher found a solution, namely the use of good and interesting media that can attract students' attention and motivation, in learning. So far, the learning media used by teachers does not exist, especially to teach students' speaking skills. Therefore, the researcher chose to use YouTube videos.

Based on the researcher's observation and the interview with the English teacher at the eleventh grade SMA Negeri 3 Mandrehe Utara, the researcher found that many students were unable to achieve the basic competencies. The teacher also stated that students' ability in speaking is very low. In addition, when the teacher asked students to perform a short dialog in front of the class, only a few people were able to do it. After that, the students' evaluation results in speaking. are still below the MCC. On the other hand, the students are not able to achieve the curriculum expectations so they fail in speaking skills. To overcome the above problems, the author uses YouTube videos as a means to teach the learning process, especially speaking skills.

Speaking is one of the most challenging abilities for a language learner to master. The speaking action involves speakers communicating their message to the listener. The speaker and listener should be able to comprehend each other in this circumstance. Speaking skill is a skill that must be practiced continuously in daily activities, academic terms and etc., (Anggraini, 2021). It means that speaking teaches us how to communicate successfully, and that speaking teaches us how to utilize acceptable terms. This enables the speaker to clearly explain their ideas. So that the listener can understand what the speaker is saying. Cameron asserts in (Fadhillah & Rusmiati, 2022) states that speaking is an activity to convey the speaker's intention in order to elicit a response from the listener." Furthermore, Thornbury, (2005) as cited by (Siyami et al., 2020), speaking is a kind of speech production that becomes a part of our daily activities.

Videos on YouTube are one of the mediums that can be used in the teaching and learning process, especially learning to speak. According to (Kbooha & Elyas, 2018), YouTube is an Internet medium that makes a great contribution to education in general. They explain that using YouTube as a teaching medium in education can make a good contribution in general and to learning English speaking skills. Before beginning to educate, the teacher should select one visual media medium, such as a genuine video. Students can actively practice the language being taught by using these materials. Students can talk more about the new lesson and practice with engaging materials. According to (Hadijah, 2016), teachers must have rich techniques in teaching by using video. It means that the video must be presented in several interesting and meaningful ways.

One major aspect that contributes to the success of a learning process in the classroom is media. The media serves as a conduit for information between the source and the recipient. According to Ristyani et al (2019), as referenced by (Fadhillah & Rusmiati, 2022), the media is a tool used by teachers in learning and makes the teaching and learning process effective." Furthermore, in (Fadhillah & Rusmiati, 2022), (Hikmah, 2019) indicates that learning media are tools or tools used to help convey information in teaching and learning activities. This means that media is extremely crucial in the classroom learning process. The media utilized by the teacher in teaching can influence the success of the learning process. As a result, teachers must be able to adapt and select appropriate educational material based on the skills to be learned.

YouTube is a public-access Web-based platform that allows people to easily upload, view, and share video clips across the internet through www.YouTube.com, other websites, mobile devices, blogs, and email, (Meinawati et al., 2020). Furthermore, according to (Riswandi, 2016), YouTube is a video-sharing website where users can publish, share, and view videos. YouTube is used as a medium in teaching English, particularly to improve students' speaking skills, because YouTube provides many interesting videos and students prefer audio-visual displays in the learning process, and YouTube videos can be accessed at any time and from any location, making them easier for students to use in the learning process. So, the objective of this research is to increase the students' speaking skill in describing things by using YouTube video at the Eleventh Grade of SMA Negeri 3 Mandrehe Utara in 2022/2023".

Method

Classroom Action Research was used to perform the study. There are four steps in implementing classroom action research, they are planning, action, observation, and reflection. (Saputra, 2020) Saputra (2020) states that there are four steps in conducting classroom action research that consist of planning, action, observation, and evaluation. Then, not much different with Saputra, (Susanti et al., 2022) also formulate that classroom action research has four stages consisting of planning, acting, observing, and reflecting. On this accusation, the researcher composed set the planning of learning by utilizing YouTube video strategy and found the relevant materials based on the syllabus used. Next, researcher started to utilize the YouTube video in teaching speaking skill in describing things by following steps provided by the lesson plan that had been prepared together with the teacher, called collaborator. Then the collaborator observed the class activities during the learning process. The collaborator filled both the observation sheet of students' activities and the observation sheet of the teacher's activities during the learning process according to his observation. When the action had been done, they evaluated the action by discussing the students' task result that was taken at the end of the class, the observation result, and other relevant source data. If there were some mistakes or weaknesses found, the researcher tried to find solutions to solve the problem. After making the revised planning for the second cycle, the researcher continued his action research. The research was done such as the first stage and the researcher try to reduce the same mistake. This research was conducted at SMA Negeri 3 Mandrehe Utara that focused on eleventh-grade. Subjects of this research were students of eleventh-grade of the MIA major (XI-MIA) consisting of 20 students.

In the study, the researcher organized the action implementation technique in the form of cycles. The procedures for action implementation will be carried out in one or more cycles, depending on the outcome of the first cycle. If the first cycle fails, the process will be repeated until the pupils meet the minimum competence criterion. Each cycle is made up of two (two) meetings. Each meeting is scheduled for two 45-minute sessions. Because CAR is a process of teaching that aims to increase the students' abilities, the schedule for executing action research and the frequency of the teaching process were prioritized. In terms of time spent conducting the research, it took roughly two months.

The subject of this research is the students from XI SMA Negeri 3 Mandrehe Utara. The researcher will conduct this study with 20 students in class XI-MIA. The researcher collects data;

quantitative and qualitative data are required. Quantitative data is information about pupils' speaking abilities, but qualitative data is uncountable information that must be evaluated and analyzed.

1. Quantitative data

- a. Oral Test

Speaking tests are also used to assess students' speaking abilities, in which questions are rendered and answered orally by the pupils.

- b. Sounds Record

Speaking tests are also conducted to assess students' speaking abilities, in which queries are rendered and responded to verbally by the pupils.

After recording the students' activities, the researcher must measure the students' sounds. The guideline for researchers to measure the students' accent, grammar, vocabulary, fluency, and comprehension in comparison to the accurate sound from the native speaker native alike sound.

2. Qualitative data

- a. The observation sheet

During the teaching and learning process, the observation sheet records the activities of the students and the researcher. It is used to track student progress and researcher activities that are monitored by the teacher collaborator. The purpose of the observation sheet in this study is to observe the researcher's and students' activities while carrying out actions in the classroom.

- b. Field Notes

Field notes contain unexpected incidents that cause the teaching-learning process to go awry. During the teaching-learning process, the note is completed by a teacher collaborator.

Researchers gathered all data gathered throughout study activity. In classroom action research, both quantitative and qualitative data were collected. The quantitative data consists of students' tests of learning outcomes at each stage of the cycles. The qualitative data is information that describes the pupils' responses, pupils' attitudes toward the learning paradigm that is used, as well as pupils. Students' views regarding learning model which is applied, and students learning activities. After the researcher collected the data, the researcher analysed the data by evaluating each information obtained from the action of the implementation in each cycle. At the end of each meeting and cycle, the researcher did reflective results to see the weaknesses and the improving of implementing YouTube video of describing things.

Result and Discussion

The study was conducted at SMA Negeri 3 Mandrehe Utara. The school is in Balodano Village, North Mandrehe District, West Nias Regency. The time to arrive at the location is about 120 minutes by motorbike and covers a distance of 50 Km from the centre of Gunungsitoli City. SMA Negeri 3 Mandrehe Utara consists of six classes. The tenth grade consists of two classes, the eleventh grade consists of two classes, and the twelfth grade consists of two classes. The subject of the study was the eleventh grade of the MIA major (XI-MIA) consisting of 20 students. Researchers choose Class XI-MIA because this class is one of the classes that has the lowest ability to speak English. This class requires serious efforts to improve their speaking skills so that students can speak English fluently. Researchers conducted the study with the approval of the Principal of SMP Negeri 5 Gunungsitoli. In conducting research, researchers have several stages. They are planning, action, observation, and reflection.

During this research, the researcher was accompanied by an English teacher at SMA Negeri 3 Mandrehe Utara. The English teacher acts as a collaborator for student activities and researchers. Researchers get help from English teachers to observe the activities of researchers and students during the teaching and learning process in class. All students are present during the lesson. Researchers conducted research for two cycles consisting of four meetings; Each cycle consists of two meetings.

The problem in this study is "How does YouTube video increase the student's speaking skill in describing things at SMA Negeri 3 Mandrehe Utara in 2022/2023?" According to the findings of this study, using YouTube video techniques can increase students' speaking skills. All pupils passed the MCC, as evidenced by their grades. This study was carried out in two cycles, with each cycle consisting of two meetings. Students' speaking abilities developed from meeting to meeting and cycle to cycle. The researcher discovered an increase in pupils' ability to speak from cycle to cycle based on their ability to speak. As a result, the study determined that watching YouTube videos improves pupils' speaking abilities.

Based on field research, researchers acquire data through student and researcher observation sheets, oral tests, and field notes provided by collaborator teachers. Furthermore, researchers analyzed the data collected by evaluating students' speaking abilities throughout two cycles. The problems discovered thus far can be overcome when implementing the use of this media. Students may express themselves, particularly when explaining things. Students can communicate fluently, which increases their vocabulary. This result can be shown in the previous section, on the research findings. According to the researcher's evaluation results from the first cycle, four (20%) students received "Good," four (20%) students received "Adequate," and twelve (60%) students received "Deficient." Furthermore, the evaluation findings indicate that the typical student reached fluency level 2+. During the learning process, the researcher administered an oral test and noted in field notes that the first cycle had some flaws and inadequacies. As a result, the evaluation results were unsatisfactory.

In this manner, the researcher continued in the second cycle in the hope that pupils would pass the MCC. Researchers, perform the procedure as thoroughly as feasible. In the second cycle, an evaluation was carried out to see whether or not pupils' speaking abilities had improved. In the second cycle, 19 (95%) students received a "Good Level" and 1 (5%) student received a "Very Good" Level. According to the evaluation results, the typical student reached fluency level 3+. Furthermore, the researcher examined the student observation sheets, and the results were greatly improved. With the help of existing oral tests and field notes, it is possible to infer that the results of the second cycle are satisfactory.

As a result, the researcher continued in the second cycle, hoping that pupils would pass the MCC. Do the operation as thoroughly as possible, researchers. Conduct an evaluation in the second cycle to determine the pupils' progress in speaking. In the second cycle, 19 (95%) students received "Good Level" and 1 (5%) student received "Very Good" Level. According to the evaluation data, the typical student acquired a fluency level of 3+. In addition, the researcher examined the student observation sheets, and the results were greatly improved. Accompanied by existing oral exams and field notes, the results can be determined to be extremely good.

According to research study, using YouTube Video as a learning material can increase students' speaking abilities. Researchers carried out YouTube Video processes very successfully, resulting in good outcomes. Furthermore, this medium is an audio-visual media that is incredibly entertaining to use. Based on the data and interpretation, the researcher found that using YouTube videos can increase students' speaking abilities.

According to the research findings, YouTube videos can help pupils enhance their public speaking skills. The researcher discovered the following implications of the study based on the research findings: researchers used YouTube video as a guideline and media comparison tool in their training. English teachers can use this as a guideline to help students develop their abilities in the teaching and learning process, the pupils used YouTube videos to overcome their concerns, and hopefully, the syllabus has been completed and the problem has been resolved.

Research Findings

Cycle 1

The first meeting took place on Monday, May 22, 2023. This meeting began with pre-teaching-learning activities, progressed to while teaching-learning activities, and concluded with post-teaching-learning activities. Researchers resumed efforts from the first meeting during the second meeting of cycle I. It will take place on Tuesday, May 30, 2023, with a time allocation of 2x45 minutes. In this step, the researcher asks the students to orally respond to questions about characterizing things from the video provided by the researcher.

Cycle I researchers provide a variety of materials, including a lesson plan, YouTube videos, materials, observation sheets, field notes, and voice recorders. Lesson plans serve as a guideline for the implementation of the teaching and learning process; YouTube videos serve as a medium for improving students' abilities; materials serve as tools for integrating students' abilities in speaking; observation sheets of researchers and students serve as self-reflection of the activities carried out by researchers and students; and field notes of student activities serve as reflection material for researchers to organize the weaknesses and advantages of teaching and learning. Planning procedures are taken to avoid errors in the actions to be performed in the classroom.

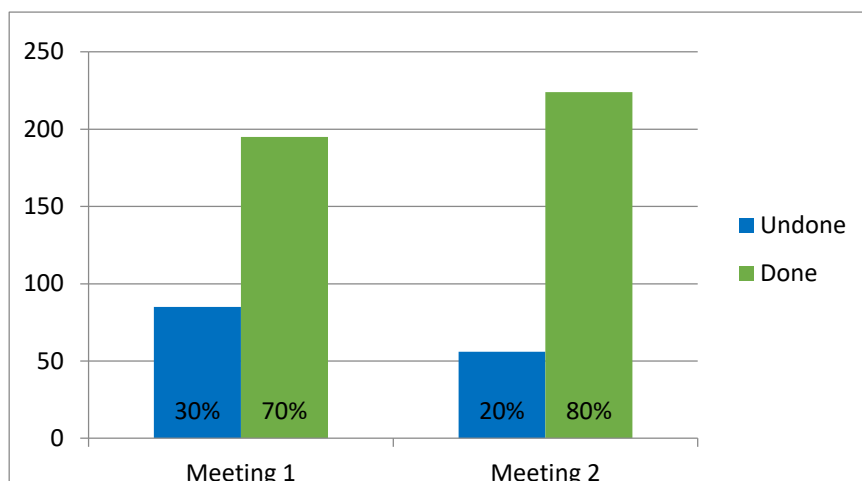
The researcher carried out the action in class after arranging it. The researcher booked an appointment with the English teacher at SMA Negeri 3 Mandrehe Utara before attending the classroom. The researcher came to school for the first meeting to collect documentation on speaking skills, particularly the theme of describing things. The researcher visits the classroom and instructs students on how to comprehend the video and study material on describing objects. Previously, the researcher inquired about students' prior knowledge of the content, introduced the topic, gave the material to students, and then explained material about describing things to students. Following the explanation of the topic, the next stage is to use the YouTube video process, in which the researcher presents the video or provides an example of describing things by playing the video in front of the students, who must listen intently, and then the researcher questions the students. Respond to the questions posed by the researcher based on the film that was viewed. The researcher will record the responses, or all student performances will be recorded using a sound recorder.

Finally, the researcher instructed the students to complete the subject before concluding the class and greeting the students. Due to a shortage of time, the researcher did not evaluate the students during the first meeting of Cycle I. Based on the result of the student's observation sheet, the students' activities in the first meeting of Cycle I, as follows:

- 1) The average of students who had done all the activities were 195 activities (70%) of 280 activities.
- 2) The average of students who had not done all the activities were 85 activities (30%) of 280 activities.

Meanwhile, based on the findings of the researcher's observation sheet, the following activities have and have not been completed by the researcher:

- 1) Activities that have been carried out by researchers as many as 10 activities (79%) from 14 activities.
 - 2) Activities that have not been carried out by researchers are 4 activities (21%) out of 14 activities.
- The percentage of students activities from meetings 1 and 2 in cycle 1, we can see in the graphic below:

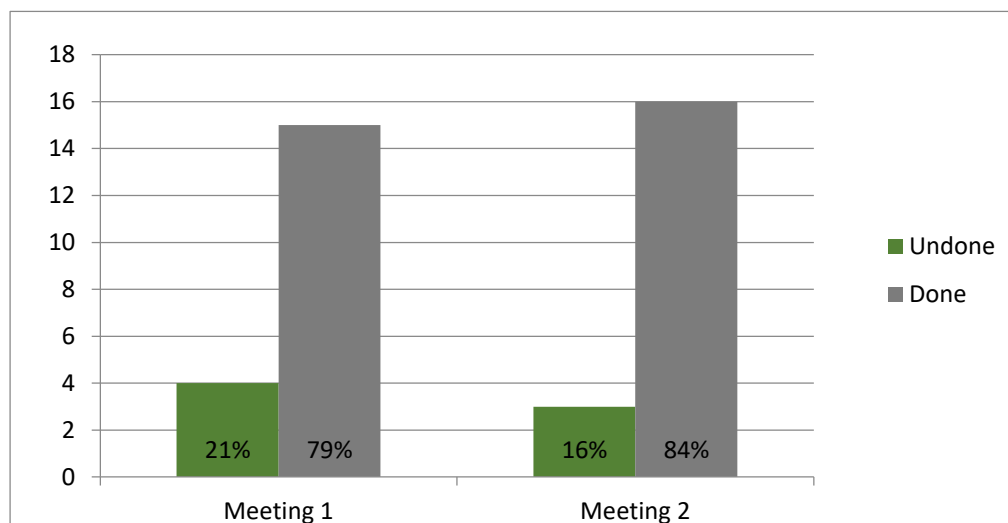


Graphic 1 The Percentage of the Students' Activities in the Cycle I

While based on the result of the researcher's observation sheet, the activities which were done by the researcher, as follows:

- 1) The activities had been done by the researcher were 11 activities (94%) of 14 activities.
- 2) The activities had not been done by the researcher was 3 activities (5%) of 14 activities.

The percentage of researcher activities from meetings 1 and 2 in cycle 1, we can see in the graphic below:



Graphic 2 The Percentage of the Researcher Activities in the Cycle I

Almost all of the activities in this cycle were carried out by students and researchers during the teaching and learning process. As a result, researchers have two vulnerabilities in the first and second meetings of Cycle I. According to the graph, the meeting improved the activity of students and researchers in the teaching and learning process. However, researchers discovered several shortcomings in cycle I that must be addressed in the next cycle, as well as some strengths that must be maintained throughout the teaching-learning process.

Table 1
The Students' Speaking Skill In Describing Things By Using Youtube Video At The Eleventh Grade Of SMA Negeri 3 Mandrehe Utara In Cycle I

No	Value	Level	Frequency	Percentage
1	85 -100	Very good	-	-
2	75 – 84	Good	4 students	20 %
3	60 – 74	Adequate	4 students	20 %
4	40 – 59	Less	12 students	60%
5	0 – 39	Fail	-	-
Total			20 students	100 %

According to the statistics from the previous table and graph, students' ability to speak after using YouTube videos as learning media in cycle I is still insufficient and has not been able to pass MCC. There were 12 students (60%) who received the "less" level, which meant that they could handle ordinary social contacts and had enough speaking language to communicate themselves with only a few circumscisions; accents, while sometimes incorrect, could be understood. Handles basic constructions accurately and precisely, but lacks confidence in grammatical control. Only four students received the "adequate" level (20%), which means they can speak with appropriate structural accuracy and vocabulary to participate effectively in most formal conversations on practical and social topics, and only four students received the "good" level (20%), which means they can understand and participate in any conversation within their range of experience with a high degree of fluency and vocabulary accuracy.

Cycle 2

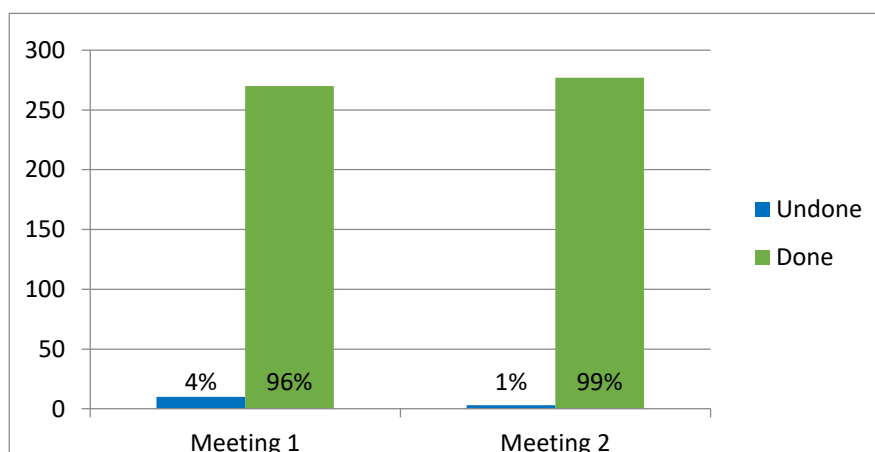
The first meeting was held on Monday, June 5, 2023, and lasted around 2 hours and 45 minutes. The content is about describing individuals or something. In the second meeting, the researcher continued the activities from the first meeting. It was conducted on Monday 12 June 2023, and the time allocation used was 2x45 minutes. In this step, the researcher only reviewed and reminded the students about their lesson which had been learn before end. At this stage, researchers prepare various things, such as: learning implementation plans as guidelines for the implementation of the teaching-learning process, material as a tool to integrate students' abilities in speaking, media used by researchers namely videos, observation sheets of researchers and students as self-reflection on activities carried out by researchers and students, and sound recording devices.

In this step, the researcher conducted the teaching-learning process in the classroom which consisted of pre-teaching activities, temporary teaching-learning activities and teaching-learning activities. In class, the researcher greeted the students and checked the attendance list. After that, the researcher proceeded to tell the purpose of the meeting, then the researcher reviewed and reminded students about the last material. After reviewing, the researcher again explained about the material that the next step was for students to take a test. Then, the researcher explained the material again to the students, the researcher asked the students about their prior knowledge of the material. The researcher asked students to make a description of a person and tell it to their friends in front of the class. The researcher recorded all student performance using a voice recorder. Finally, after all students had taken the test, the researcher motivated students who were still passive, then the researcher greeted the students and left the class.

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle II can be described as follows:

- 1) The average of students who had done all the activities were 277 activities (98%) of 280 activities.
- 2) The average of students who had not done all the activities were 3 activities (1%) of 280 activities

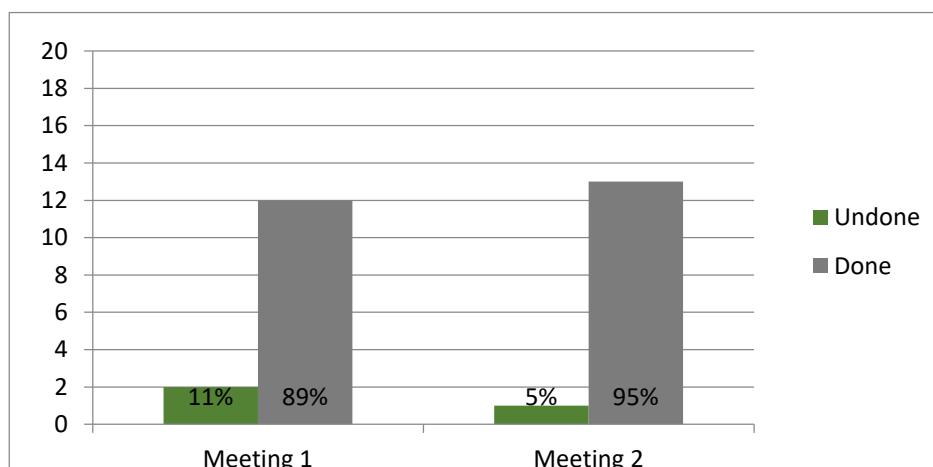
To clearly, this the percentage of students activities from meetings 1 and 2 in cycle II, we can see in the graphic below:



Graphic 3. The Percentage of the Students' Activities in the Cycle II

Meanwhile, based on the results of the researcher's observation sheet, the activities that have been carried out by the researcher are as follows:

- 1) The activities had been done by the researcher were 13 activities (95%) of 14 activities.
- 2) The activities had not been done by the researcher was 1 activities (5%) of 14 activities. To clearly, this is the percentage of researcher activities from meetings 1 and 2 in cycle II, we can see in the graphic, next page:



Graphic 4. The Percentage of the Researcher Activities in the Cycle II

From the graph above, it shows that the researcher's activity at the first and second meeting of Cycle II is 99% which can be categorized at "Very Good Cycle" while the student activity is 98% which can be categorized at "Very Good Cycle".

Table 2

The Students' Speaking Skill In Describing Things By Using Youtube Video At The Eleventh Grade Of SMA Negeri 3 Mandrehe Utara In Cycle 2

No	Value	Level	Frequency	Percentage
1	85 -100	Very good	1 Students	5%
2	75 – 84	Good	19 Students	95%
3	60 – 74	Adequate	-	-
4	40 – 59	Less	-	-
5	0 – 39	Fail	-	-
Total			20 students	100 %

The data from the table explains that students' ability to speak after applying YouTube videos is good and improves students' ability to speak. There are 1 student who got the "Very Good Level (5%), and 19 students who got the "Good level" (95%) it means that if students can use language fluently, accurately, and precisely at all levels usually related to conversational needs. Can understand and participate in any conversation within his/her range of experience with a high level of fluency and accuracy of vocabulary, will rarely be taken for a native speaker, but can respond appropriately even to unfamiliar topics, pronunciation and grammatical errors are quite rare can handle informal interpretations from into the language.

The result of the students' ability in speaking with YouTube Video in Cycle I and Cycle II is seen the below:

Table 3

The Students' Improvement In All Cycles

No	Cycle	Level	Frequency	%	The Total Number of Students
1	I	Fail	-	-	20
		Less	12	60%	
		Adequate	4	20%	
		Good	4	20%	
		Very Good	-	-	
2	II	Fail	-	-	20
		Less	-	-	
		Enough	-	-	
		Good	19	95%	
		Very Good	1	5%	

Based on the table, it showed that the students' ability were increased in cycle II. All students were got Very good and Good level in speaking. All the students' problems have been overcome in Cycle II. It could be solved because of modifying the procedures of YouTube video followed by implementing the media YouTube Video in the classroom.

Conclusion

Based on the results of data analysis the researcher draws the following conclusions, In Cycle I, after analysis the data there were 12 students (60%) who scored between 50-59 and classified as 'low

level'; 4 students (20%) who scored between 60-73 and classified as 'fair level' and there were only 4 students who scored between 74-79 and classified as 'good level'. In Cycle I, the highest score was 79 and the lowest score was 50. The average score of students in Cycle I was 55. Furthermore, the average fluency level score in cycle I was 2+. Then, In Cycle 2, there were 19 students (95%) scored between 75-84 and classified as "Good Level". There was 1 student (5%) scored 86 and classified as "Very Good". The highest score in Cycle 2 was 86 and the lowest score was 76. The average score of students in Cycle 2 was 75, which was classified as "Good". Then, the students' fluency level was 3+. It can be concluded that students' speaking skills improved in Cycle 2. Based on the above research findings, the researcher concludes that the use of YouTube video increase students' speaking ability in Class XI-MIA, SMA Negeri 3 Mandrehe Utara.

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