

## ANALYSIS OF COLLEGE STUDENTS' SPEAKING SKILL IN VIDEO PROJECT PUBLISHED ON YOUTUBE

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### ABSTRACT

This study aimed to analyze the impact of video projects on YouTube to improve students' speaking skills. This study used descriptive quantitative research. The population of this study was 42 second semester students of English Education Study Program at University of Nias. To determine the sample researchers used simple random sampling then the sample of this study was 20 people. The data were collected by using documentation and observation techniques. The data was in the form of videos made and uploaded by the students with three different topics. Students' videos have three different topics namely registration, giving opinions and arriving late. The videos were observed and scored based on the speaking assessment rubric by Helmanda & Nisa (2018). After that, the scores obtained by students from each video were categorized. The researchers examined the video projects uploaded by second-semester students to analyze the impact of video uploading on improving students' speaking skills. The result showed that students' video project can improve students' speaking skill. Thus, it is suggested for future researchers to conduct a longitudinal study to examine the long-term impact of using YouTube video projects in improving students' speaking skills.

*Keywords:* Speaking Skills, Video Projects, YouTube

### A. INTRODUCTION

Speaking is the process of transferring, conveying, transmitting or responding the information to others (Zega & Hulu, 2022). Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols (Kayi in Ilham et al., 2020). It is claimed that speaking is a challenging ability for language learners. If the students can generate understandable speech, they will be able to communicate clearly and fluently (Amira & Amri, 2022). There are three areas of knowledge that students need to be equipped with to master speaking skills, which are (1) language elements including pronunciation, grammar and vocabulary, (2) language functions. Spoken language involves oral expression. Performance in the form of transactions and interactions (3) sociocultural norms such as turn-taking, speaking speed, pauses between speakers, relative roles of people participate, understand how to take into account who is speaking to whom, under what circumstances,

about what and for what reason. According to these areas of knowledge, learn students will test how it becomes easier for them to master speaking skills. They not only know how to pronounce a word, how to arrange words into a good sentence, and how to enrich their minds with more vocabulary. On the other hand, they need to know the function of language and its context. Sociocultural scene. Standards for communicating well with others (Maji et al., 2022).

However, getting English skills is not easy, especially in speaking skills. The ability in speaking is very difficult especially in the pronunciation and fluency in saying something. Being able to write does not necessarily mean being able to pronounce, because in English different ways of writing are different ways of pronouncing, there are also those who master pronunciation but are not fluent in pronouncing it, and there are also those who understand the meaning conveyed but do not know or cannot respond back maybe because they are not brave or afraid of being wrong, as researchers found from the results of observations of second semester English education study program students at University of Nias where they have difficulty when talking to other people using English.

These speaking difficulties are also supported by the results of research conducted by Heriansyah in Maji et al. (2022) which revealed 5 problems and their causes such as: 1) not having enough courage to speak. The reason is due to fear of making mistakes and lack of confidence when speaking. 2) Not confident when speaking, the reason is fear of making mistakes. 3) Fear of speaking is due to fear of making mistakes. 4) Anxiety when speaking and 5) not used to speaking in class for fear of making mistakes. In short, the difficulties that students encounter are outstanding. Lack of confidence, shyness, fear of making mistakes are psychological factors that hinder students' ability to express themselves. These factors can be addressed by establishing an English club, teachers always encouraging students to speak, practicing more with peers, etc.

Furthermore, the use of YouTube as a medium for these assignments offers several advantages. YouTube offers a large collection of educational content, including language courses, authentic English videos, and practical language exercises (Amalia et al., 2023). It provides students with exposure to a global audience and encourages them to adopt a communicative approach to language learning. According to Melisa et al., (2023), YouTube becomes a comprehensive facilitator, actively involving students in real-world language use and contributing significantly to the subtle development of their speaking skills. By using YouTube, students have the opportunity to observe how native speakers express themselves through videos. Students can also practice imitation, expression, intonation and vocabulary correctly, with pleasure and confidence in vocabulary (Meinawati et al., 2020). Video creates deep learning opportunities by simultaneously presenting a variety of learning data such as images, movements, and sounds (Kosterelioglu, 2016). Additionally, YouTube offers a variety of content, including tutorials, interviews, and presentations, that provide a variety of contexts for language practice. Thus, it can be concluded that by integrating YouTube videos into language learning therefore complements traditional methods such as role-playing and illustrative stories by providing authentic and accessible speaking practice opportunities. Thus, the researchers are interested to analyzing the impact of these assignments on student speaking skills.

## B. METHOD

This research uses descriptive quantitative research. Descriptive quantitative research to describe, explain, predict or control the phenomena studied in connection with this study in terms of statistics or numerical data (Gay in (Purba, 2021)). This research was conducted at Nias University. The population of this study were second semester students of English education study program at Nias University totaling 42 people. Researchers used random sampling for sampling, because all students from the population had the same opportunity to be selected as samples. According to Kerlinger in (Nurhidayat, 2018), random sampling is a method of taking from people or the entire community in such a way that everyone or the entire community has the same opportunity to be selected or taken. The data were collected by using documentation and observation techniques. The data was in the form of videos made and uploaded by the students with three different topics. There are 20 videos that become the data of this research. This video contains three different video topics. The first video talks about registration, the second video talks about giving opinion, the last video talks about coming late. The videos were observed and scored based on the speaking assessment rubric by Helmanda & Nisa (2018) that consists five indicators such as pronunciation, grammar, vocabulary, fluency, and comprehend.

## C. FINDINGS AND DISCUSSION

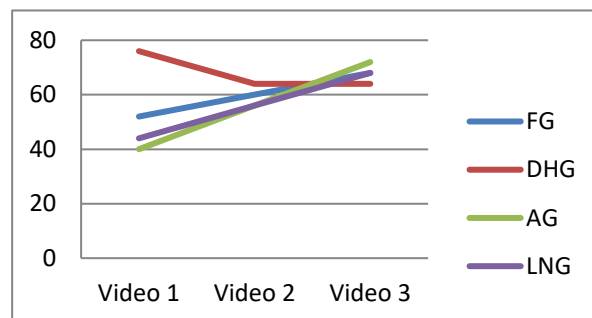
This study demonstrates the potential benefits of incorporating video assignments into language learning curricula as a means of improving students' speaking skills. Table 1 further reveals that some students showed significant improvement in their speaking ability over the three video tasks, while others did not show any significant progress. This variation highlights the different levels of development among students with different levels of proficiency. Below is a figure of the improvement of students' speaking skills.

**Table 1.** The Scores of Students' Speaking Skills

No	Initial Students	The Marks of Students' Speaking Skills					
		Video 1		Video 2		Video 3	
		Mark	Category	Mark	Category	Mark	Category
1	FG	52	Very poor	60	Enough	68	Pretty Enough
2	DHG	76	Pretty good	64	Enough	64	Enough
3	AG	40	Bad	56	Poor	72	Pretty
4	LNG	44	Bad	56	Poor	68	Pretty enough
5	INZ	52	Very poor	56	Poor	60	Enough
6	AL	44	Bad	52	Very poor	56	Poor
7	MPZ	44	Bad	60	Enough	56	Poor
8	DENG	36	Bad	56	Poor	64	Enough
9	MZ	60	Enough	72	Pretty	80	Good
10	ACZ	48	Bad	64	Enough	72	Pretty
11	SSDZ	52	Very poor	68	Pretty enough	76	Pretty good
12	JOW	56	Poor	64	Enough	68	Pretty enough
13	BZ	56	Poor	56	Poor	56	Poor
14	MLZ	40	Bad	52	Very poor	72	Pretty
15	EB	60	Enough	60	Enough	60	Enough
16	EAYH	28	Bad	56	Poor	68	Pretty enough

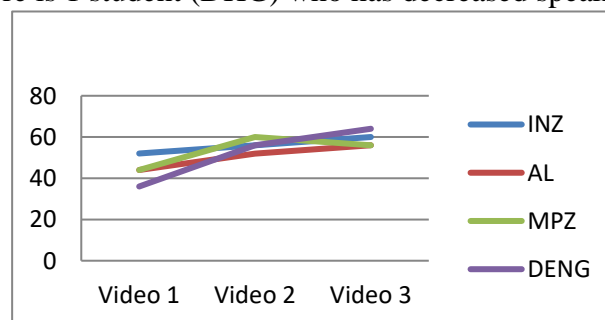
17	YZ	48	Bad	56	Poor	52	Very poor
18	IR	48	Bad	52	Very poor	48	Bad
19	PW	40	Bad	48	Bad	64	Enough
20	AH	44	Bad	44	Bad	44	Bad

To facilitate a clearer understanding of students' progress in speaking ability, the data from the table could be depicted in a more visual format, such as a graph or chart. This visual representation would allow for an easier comparison of each student's progress across the three tasks. It would also provide an easier way to observe trends and patterns in speaking development among different ability groups. It can be seen on figure 1:



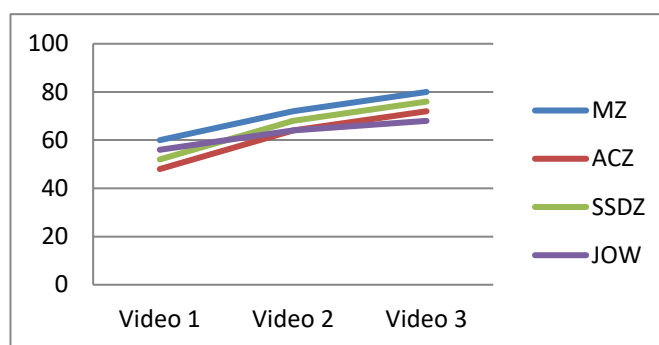
**Figure. 1** Students' Speaking Ability score

From the figure, it can be seen that students' speaking ability varies greatly. FG's speaking ability showed consistent improvement from video 1 to video 3. The picture of FG's speaking ability improvement in video 1 had a very poor level of competence, video 2 had enough level of competence and video 3 had pretty enough level of competence. On the other hand, DHG's speaking ability declined in videos 2 and 3, with obvious difficulties in grammar and vocabulary. DHG's speaking ability in video 1 had pretty good level of competence; while in videos 2 and 3 it had enough level of competence. In contrast, AG has shown significant improvement from video 1 to video 3 with significant progress in grammar and fluency. In video 1 has bad level of competence, video 2 has poor level of competence and video 3 there is progress towards pretty level of competence. Similarly, LNG students experienced improvement in speaking ability from videos 1 to 3 with significant progress in vocabulary and pronunciation. In video 1, the competency level was bad, video 2 had poor competency level and video 3 had pretty enough competency level. Based on Figure 1, it can be concluded that there are 3 students who have improved their speaking skills, namely FG, AG and LNG. There is 1 student (DHG) who has decreased speaking skills.



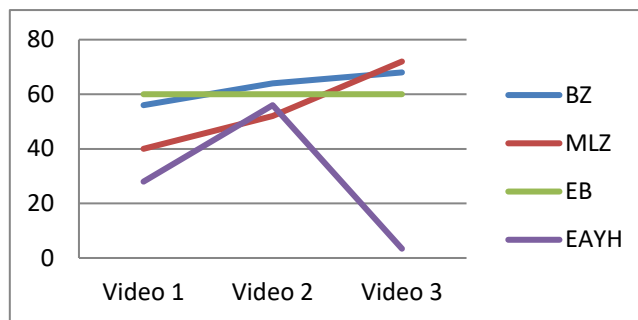
**Figure. 2** Students' Speaking Ability score

Figure 2 shows the students' speaking scores. From the figure, it can be seen that students' speaking ability varies greatly. INZ's speaking ability improved in videos 2 and 3, with significant progress in grammar and comprehension. INZ's speaking ability in video 1 had a very poor level of competence, in video 2 had a poor level of competence and in video 3 had enough level of competence. Likewise, AL showed consistent improvement from videos 1-3. The picture of improvement in AL's speaking ability in video 1 had bad level of competence, video 2 had a very poor level of competence and video 3 had a poor level of competence. Furthermore, MPZ students had improvements in vocabulary and fluency aspects. MPZ's speaking ability on video 1 had bad level of competence, on video 2 had enough level of competence and on video 3 had a poor level of competence. In contrast to DENG who showed consistent improvement from video 1 to video 3 with progress on the aspects of pronunciation. The picture of DENG's speaking improvement in video 1 has bad level of competence, video 2 has poor level of competence and video 3 has enough level of competence. Based on Figure 2, it can be concluded that there are 3 students who have improved their speaking skills, namely INZ, AL, and DENG. There is 1 student who experienced a decrease in speaking ability, namely MPZ who clearly had difficulty in pronunciation.



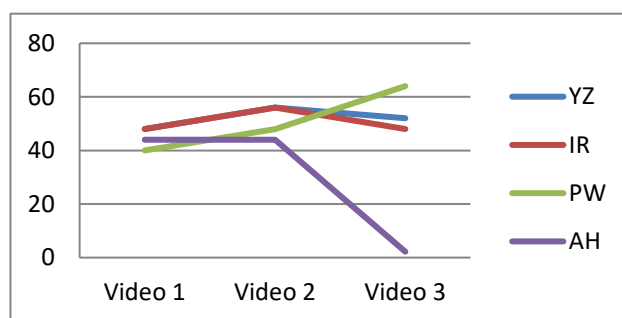
**Figure 3.** Students' Speaking Ability score

Figure 3 shows the students' speaking scores. From the figure, it can be seen that students' speaking ability varies greatly. MZ's speaking ability showed consistent improvement from video 1 to video 3. The picture of MZ's speaking ability improvement in video 1 had enough level of competence, video 2 had a pretty level of competence and video 3 had a good level of competence. On the other hand, ACZ's speaking ability improved in videos 2 and 3, with obvious difficulties in grammar and fluency. ACZ's speaking ability in video 1 had a bad level of competence; while in videos 2 and 3 it had a enough level of competence. In contrast, ACZ has shown significant improvement from video 1 to video 3 with significant progress in grammar and comprehension. In video 1 he had a poor level of competence, video 2 had enough level of competence and video 3 there was progress towards pretty level of competence. Similarly, SSDZ students improved in speaking from video 2 to 3 with significant progress in vocabulary and pronunciation. In video 1, the level of competence was poor, video 2 had a poor level of competence and video 3 had a pretty enough level of competence. Based on Figure 3, it can be concluded that there are 3 students who have improved their speaking skills, namely MZ, ACZ and SSDZ. There is 1 student who experienced a decrease in speaking ability.



**Figure 4.** Students' Speaking Ability score

Figure 4 shows the students' speaking scores. From the figure, it can be seen that students' speaking ability varies greatly. BZ's speaking ability has neither an increase nor a decrease in speaking ability. BZ's speaking ability in videos 1 to 3 has a poor level of competence. Likewise, MLZ showed consistent improvement from videos 1-3 with significant progress in vocabulary and comprehension. The picture of improvement in MLZ's speaking ability in video 1 has a bad competency level, video 2 has a very poor competency level and video 3 has a pretty competency level. In contrast to EB students, there was no increase and decrease in speaking ability. In videos 1 to 3 had a competency level of enough. On the other hand, EAYH students showed consistent improvement from video 1 to video 3 with progress on grammar aspects. The picture of EAYH speaking improvement in video 1 has a bad competency level, video 2 has poor competency level and video 3 has a pretty enough competency level. Based on Figure 2, it can be concluded that there are 2 students who have improved their speaking skills, namely, MLZ and EAYH. There are 2 students who have neither improved nor decreased their speaking skills, namely students BZ and EB.



**Figure 5.** Students' Speaking Ability score

Figure 5 shows the students' speaking scores. From the figure, it can be seen that students' speaking ability varies greatly. YZ's speaking ability showed a decline from video 1 to 3. The picture of the decline in YZ's speaking ability in video 1 has bad level of competence, video 2 has poor level of competence and video 3 has a very poor level of competence. On the other hand, IR's speaking ability declined in video 3 with obvious difficulties in pronunciation and fluency. IR's speaking ability in video 1 had bad level of competence; video 2 had very poor level of competence; while in video 3 it had bad level of competence. Similarly, student PW improved in speaking from video 2 to 3 with significant progress in pronunciation. In video 1 had bad level of competence was poor, video 2 had bad level of competence and video 3 had enough level of competence. There are also AH students who have no improvement and decline in speaking ability, where videos 1 to 3 have a bad

competency level. Based on Figure 3, it can be concluded that there are 3 students who have improved their speaking skills, namely MZ, ACZ and SSDZ. There is 1 student who experienced a decrease in speaking ability namely AH.

### **Discussion**

From the results above, it was found that out of 20 students, there were 13 students who from videos 1 to 3 experienced an increase in speaking skills, there were also students who did not experience any changes at all as many as 3 students. As for students who experienced a decrease, namely 4 students based on the results of the rubric calculations used by researchers. Based on the above results it can be concluded that uploading videos on YouTube can improve students' speaking skills. It is in line with Purwanti et al. (2022) who found that YouTube videos positively improve students' pronunciation, improve intonation, develop grammar, enrich vocabulary, improve fluency and promote comprehension at the same time promoting their autonomy. Moreover, Savitri & Ardi (2021) argued that when carrying out videos tasks, teachers must take into account certain aspects so that videos really makes a great contribution to students' speaking ability, such as factors that affect speech, like grammar, vocabulary, pronunciation, fluency, and comprehension. Using videos from YouTube may be successful since it creates materials that communicate accurately and clearly while enhancing students' speaking abilities (Nuha & Saputri, 2021). Thus, watching videos on YouTube may improve their speaking abilities (Kurniawan, 2019).

### **D. CONCLUSION**

The results of this study indicate that using video projects in a Speaking course for formal interactions can effectively improve students' English skills. Analysis shows a steady improvement in students' speaking skills between the first video exercise and the third video exercise. Data shows that students' speaking skills, as measured by assessment grid, which improves regularly across five indicators: pronunciation, grammar, vocabulary, fluency and comprehension. The average score increased from video 1 to video 3, demonstrating that video project exercises have a positive impact on students' speaking development.

One limitation of this study is the relatively small sample size of 20 students, which may limit the generalizability of the findings. Expanding the study to include a larger and more diverse group of students could provide a broader perspective on the impact of video projects on speaking skills. Additionally, the study focused on a specific group of students from the English Education Study Program at the University of Nias, and incorporating students from different programs or educational levels could offer additional insights. Furthermore, the study relied on the researchers' observations and assessments of the students' video projects, which may be subject to potential bias. Incorporating additional assessment methods, such as peer evaluations or expert judgments, could enhance the reliability of the findings. Furthermore, the findings of this study suggest that incorporating video projects as a teaching and learning strategy can be an effective way to improve students' speaking skills. Educators may consider adopting this approach in their language learning curricula to provide students with opportunities to practice and enhance their spoken English proficiency. The study also highlights the potential of using YouTube as a platform for student video projects, as it can engage students and foster a sense of audience awareness, which can further motivate them to improve their speaking skills.

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