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The Effectiveness of Using Authentic English Youtube Media in Improving Students' Oral Reading

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Abstract

This study aimed at finding out whether using YouTube media can significantly improve students' oral reading in three aspects; rate, fluency, and accuracy. A pre-experimental study with one group pretest-posttest design was undertaken by giving the students oral reading test. The sample of this study was 19 students of VIII-1 class of SMP 14 Banda Aceh. The result showed that the students' oral reading scores were significantly improved from 46.93 in the pre test to 71.45 in the post test. The findings of this study revealed that t-test value was 17,832, while the t-table value was 2.120. It means the t-table value was lower than the t-test value ($t_s=17,832 > t_t= 2.120$). In conclusion, there was a significant improvement on students' oral reading ability after they were taught by using YouTube. The result, thus, explains that Youtube can also be useful in improving oral reading in EFL classrooms.

Key Words : Oral reading, YouTube, Descriptive text.

1. INTRODUCTION

English subject has been taught at schools for years. Various teaching methods, techniques, and strategies have been used in teaching English as a foreign language subject in Indonesia (Muslem& Abbas, 2017). However, the quality of language competence among students is still poor. Students also have used varied strategies to learn English in the classroom or outside the classroom. Again, the results of students' quality in using English are still insufficient. They often have problem in pronouncing English lexical terms. They read English word as they read their own native language. They are still influenced by their own mother tongue when reading and speaking English for communication. They cannot pronounce English words correctly when they are asked to read orally and loudly. Oral reading is one of the language aspects in reading. Oral reading can be defined as how people reading books or material to inform people loudly and clearly (Guzzeti, 2002, p. 487).

On September 17th 2017, an oral reading test was conducted at VIII Grader of SMPN 14 Banda Aceh. The researchers asked some students to orally read a

narrative text. The researchers found out that the students read slowly and they were not confident to read loudly. It was because the students felt difficult to read text in English. The researchers also found that the students made many mistakes in pronouncing the words. Moreover, their accuracy, rate and fluency in oral reading aspects were not good.

The other problems in oral reading class found during the preliminary study was the lack of media used in the classroom. The teacher focused on text books. It made students bored during teaching and learning process. Moreover, the English lessons are more emphasized on writing than reading aloud activities. Because of those problems, student's skill in oral reading was not satisfying. According to Khalid (2012, p. 527), YouTube is a video-sharing website where users can upload, share and view videos. There are not only movie trailers, video music, animated cartoon, but also English learning. Videos it depends on what the viewers are searching for at the search bar. According to Stroller in Stempleski (1992), "video provides background information and proper stimuli for subsequent reading, writing, speaking, and listening activities". Moreover, Stempleski (1992) explained that using video as a stimulus for classroom communication usually involves students' interaction in pairs and groups, then, manipulation of the television technology to create an information gap that the learner's must fill. However, Watkins and Wilkins (2011) in their previous research found that video can be useful media in improving students' reading activities, because it is an ideal vehicle to teach English world and expose students to a variety of English dialects. The previous research and theory have proven that use of YouTube media can improve students' oral reading skill. The researcher was interested to employ the YouTube media in improving students' oral reading skill in SMPN 14 Banda Aceh.

2. LITERATURE REVIEW

2.1 Definition of Oral Reading

Guzzeti (2002, p. 487) stated that oral reading involves verbalizing the words while adhering to the intonation, pitch, inflection, stress and pauses that present the language and style that are appropriate for conveying the author's message. Campbell (1989) in Richards and Renandya (2002, p. 297) saying that having students read silently and aloud will send a strong message that reading signifies for teachers and students. Gold and Gibson (2001) cited from Kowsary and Roshani (2013, p. 226) emphasize that oral reading demonstrates the relationship between the printed word and meaning. In the other word, oral reading can provide students with a demonstration of phrased and fluent reading. Reading itself has some aspects. First is fluency. Riddel (2001, p. 118) mentioned fluency as the ability to talk freely without too much stop or hesitation. Second is rate. Rate is the speed with which readers are speaking. Students have to read aloud at an appropriate rate so the listeners understand the story and message. Then, accuracy. It is reading the word in a selection correctly and clearly. It is the ability to decode words without errors.

2.2 Definition of YouTube

According to Khalid (2012, p. 527), YouTube is a video-sharing website where users can upload, share and view videos. Not only movie trailers, video music, animated cartoon, there are also English learning. However, that depends on what the viewers are searching for at the search bar. Wu et al. (2002) examined the effective use of videos on the internet and recommended several directions and

approaches that stressed the effectiveness of using video in education. Alimenaj (2010) argues that videos provide an authentic language used by native speakers, as well as all language genres (songs, debates, talks, poems, etc.).

2.3 Definition of descriptive text

Kane (2000, p 352) explained that descriptive text is about sensory experience how something looks, sounds, tastes. Description is about to describe and reveal a particular person, place, or thing.

3. METHODS

In this research, the researchers used experimental method. This study used pre-experimental design. Pre-experimental design is a design that just uses the single group that means the research will be held without a control group to compare with the experimental group. The researchers used this design because they only wanted to know the effectiveness of teaching oral reading by using YouTube video. Sugioyono (2008, p. 11) mentioned that one group pretest-posttest design usually involves three steps, a pre-test, a treatment and a post-test.

4. RESULT AND DISCUSSION

4.1 Results

The meetings were conducted at the Second grade students of SMPN 14 Banda Aceh. The sample of this study was 19 students of the eight-1 class. The research was conducted within two weeks which started from January 17th to January 31st, 2020. In the first meeting, Friday January 17th, the researcher gave pretest to the students. In the next three meetings, January 21st, 24th and 28th, treatments were carried out to teach the students about oral reading by using YouTube. In the last meeting, the researcher gave posttest to the students was conducted on Friday January 31th, 2020.

4.1.1 The Comparison of Students' Pretest and Posttest Score

In this chapter, the students' pretest and posttest had been calculated by researchers. Then, the researcher compared the students' pretest and posttest means score of each aspect in oral reading rate, fluency and accuracy that can be seen below.

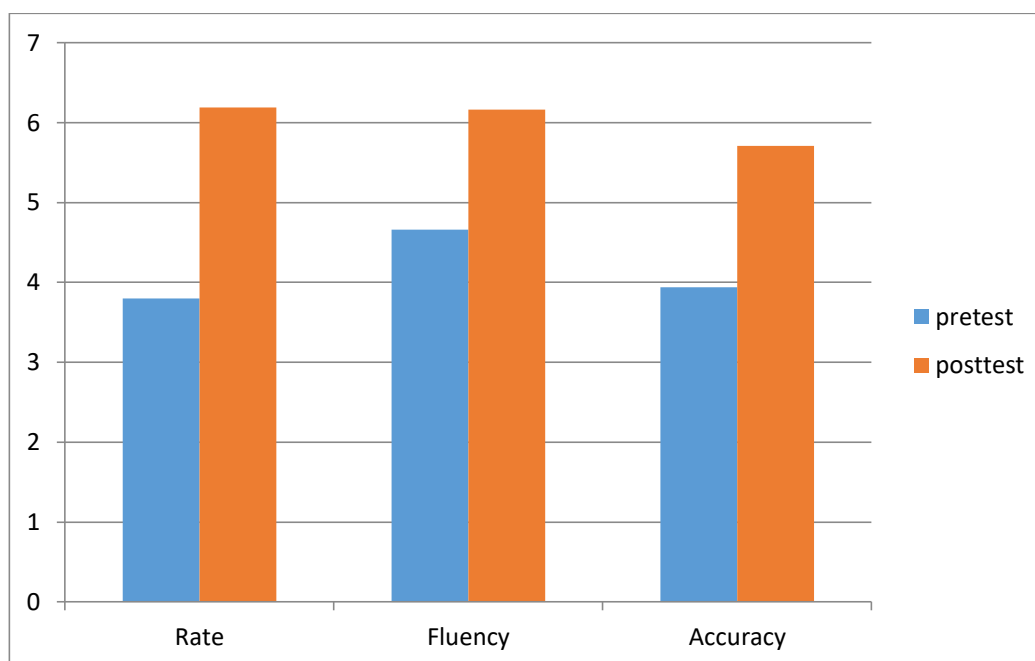


Figure 4.1 Comparison of pretest and posttest score of each aspect in oral reading

Figure 4.1 above showed that the differences between average score of pretest and posttest of each aspect was improved. The result of the oral reading showed that the rate aspect was significantly improved after the students were exposed to the treatments. The pre test score sit at 3.80 sharply rose to 6.19 in the post test. Similarly, the fluency aspect score improved from 4.66 to 6.16. However, it did not note any significant improvement in accuracy aspect. The increase was seen only in 0.69 point, from 3,94 to 5.71.

4.1.2 Hypothesis Testing

In this section, the researcher discussed about the hypothesis testing. There are two hypothesis for this research those are Null Hypothesis (H_0) (The use of authentic English YouTube media cannot improve students' oral reading ability on second grade students at SMPN 14 Banda Aceh) and Alternative Hypothesis (H_a) (The use of authentic English YouTube media can improve students' oral reading ability on second grade students at SMPN 14 Banda Aceh) which had been mentioned in chapter 1. The hypothesis of t-test is clearly proven that significant value is 5% ($\alpha = 0.05$). Therefore, the critical value of t-score that has been calculated from the t-table is 2.110 (see appendix 10).

Table 4.1 the pretest and posttest score and t-test result

Tests	Total score	\bar{x} (mean)	d (gain)	t- table	t-test
Pretest	892	46,93	56	2.110	17.832

Posttest	1358	71,45			
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So, as the calculation above, the t-score is 17,832 which is higher than t- table ($t_s = 17,832 > t_t = 2.110$). It is clearly that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected.

4.2 Discussion

The result showed that the mean score of posttest is 46,93 which is higher than pretest, 71,45. It means the students' oral reading performance is significantly improved after they were exposed to the YouTube media. It, thus, can be concluded that using authentic English YouTube media is effective in improving students' oral reading in teaching learning process. The significant difference in the scores of the pretest and posttest shows that using YouTube has improved students' oral reading. YouTube is a good technique in improvement students' oral reading including rate, accuracy and rate aspects of oral reading. It is because YouTube has a lot of videos access toward English which are spoken of native speaker. The students followed as native speaker sounds. The students followed how the native speaker rate, fluency and accuracy sounds. It is similar with the findings of the previous study by Watkins and Wilkins (2011) and Wael Abdul Rahman Almurashi (2016).

The scopes of this research are three aspects in student's oral reading that researcher found out. There are rate, fluency and accuracy. After collecting and processing all of data taken from the test, it can be seen that rate is the one of oral reading aspects that significantly improved. Rate is how the students read with speed. Oral reading can allow the students to wonderfully hear well-written stories, accurately pronounced with the right expression and at the appropriate speed (Schumm, 2006. p. 206). The researchers found that in the pretest students read slowly, but in the post test the students read faster. It is because the students confidently read the text after the researchers exposed the YouTube videos. Meanwhile, the other aspect was improved too, but there was only a little improvement on two aspects, there were accuracy and fluency. It is because some students still make mistakes on accuracy and fluency.

Meyers (1999) agrees that seeing language use spurs student's oral production and confidence in their speech. By watching the native speakers reading story in the videos, it means that YouTube help the students focus on the content of the text that the native speaker pronounced each words clearly. However, when the students read the text in front of class they are confidently read words pronounced loudly and they are not afraid of making mistake because their oral reading had improved by using media YouTube. Then, they are not shy anymore while read the text in front of class. YouTube made the students being fun and was interested to learn English. It happened when the researchers were playing the video in the class. The students sit silently and watched the video. It was because the video was about animal that had audio-visual effects. Then, while in learning oral reading by using YouTube the researchers found that YouTube assists the students to remember the content of the lesson. In this situation, YouTube helps the students discuss the

content of the lesson how their oral reading produce correctly and loudly with their classmates. Therefore, YouTube motivated students to learn faster and better. This also happened when in the class student sat in group and discussed with their friends how to pronounce the word correctly and they followed the video in fun way. Balcikanli (2011) believes that YouTube provides several videos on any given subject; the students are able to retain the words that they learn in their memory without having got bored.

In addition, Hannifin (1986) reports that watching a video enables EFL learners to pay attention to the language used by native speakers, and heightens their awareness to subject matter. It happened when the researchers were playing the video in the class. The students sat and watched the video silently. It is because the video was interesting to watch. So, it was made the students pay attention to learning oral reading. In the last of discussion section, YouTube is a good material in teaching oral reading. It is because YouTube has a lot of videos of native speaker that students can learn. The native speakers are pronounced each word so clearly which help students easy to understand the content. However, the researchers proved that using authentic English YouTube media in improving students' oral reading is effective.

5. CONCLUSION AND SUGGESTIONS

The objective of this result was to find out whether or not using YouTube can improve students' oral reading in three aspects. They were rate, fluency and accuracy. Based on the research result and discussion, the researchers conclude that using YouTube in improving students' oral reading at VIII Grader of SMPN 14 Banda Aceh was successful. Regarding to this research, the writer would like to propose some suggestions. For the teachers, YouTube can be easier for teacher to teach. There so many videos that can be downloaded as materials. For the students, while the treatments, the students learned and watched the video of native speakers seriously and they read loudly and clearly after watching the videos. So, YouTube would get more attention for the students to learn oral reading. For the readers, this research can be useful as references. The reader has known how YouTube can be useful to improve students' oral reading. Therefore, the researchers hope that the reader can apply the YouTube.

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