Students' Speaking Ability on YouTube Video Project in Online Class during Covid19 Pandemic at Universitas Asahan

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ABSTRACT
In language learning, the learners need to acquire the knowledge of some skills such as speaking, writing, listening, and reading. Among the four skills, speaking is said to be a very important skill. It is a productive skill that people use for communication and used by the language learner more frequently in their activities. During this covid-19 situation, the teaching and learning process has changed from tradition classrooms into virtual classrooms. The teacher's creativity in using learning media should be optimized to get all the students engaged in the learning process. This paper aimed to analyze students' speaking ability on YouTube based video project in online speaking class during covid19 pandemic. The participants of this study were the third year of English Department students of Universitas Asahan 2019/2020 academic year and 19 students were chosen as the samples. This study belongs to descriptive research. The researcher took the sample by using purposive sampling. The data came from the students' final assignment in speaking class in form of short drama. The students' speaking performance videos were used for measuring the students' speaking ability. Four videos had been analyzed based on Harris in Depdiknas proficiency descriptions. It consists of pronunciation, structure, vocabulary, fluency, and comprehension. Having regard to the conclusions, this study showed that the majority of students' speaking ability was in good level (75,16%). However, mastering grammar and fluency became the most influencing factors in improving their ability in speaking based on the data gathered. It means that by uploading their video project on YouTube can be more excellent if the students mastering all aspects of speaking while doing conversation in English, so that their speaking may improve.

Keywords: *Speaking ability, YouTube, video project*

1. INTRODUCTION

Speaking is a primary skill beside writing, listening, and reading. Speaking is said to be a difficult skill for language learners. The learners will speak fluently and accurately if they are able to produce comprehensible input through speaking. Speaking can be defined as a skill to convey any messages by using the appropriate language features through oral language straight away [1]. By mastering the speaking skill, students can speak English fluently and communicate well with the interlocutors. It helps the EFL/ESL learners enhance their careers in their respective fields.

There are some characteristics that the students need to master in learning to speak, such as having good pronunciation, speech function, interaction management, and discourse organization which involves creating coherence and cohesion through structure and word choice[2]. In other words, the lecturers should help the students to improve their ability in speaking accurately and fluently. It means that having a good pronunciation, using the appropriate speech function, interacting well with others, and having a good choice of words in a relevant social context are the goals to be achieved by the students. To achieve these goals, lecturers can choose the appropriate teaching activities in learning process. There are many kinds of speaking activities that the lecturers can use in teaching speaking. It gives the students a chance to improve their speaking, such as role plays, debates, or group discussion with their classmates. Another kind of activities may become a presentation or speech as more challenging activities in the class.

However, the students often faced some obstacles in speaking. Some of them are having lack of using appropriate words, being not confident to speak, having no ideas about what to say that makes the students tend to keep silent, having bad pronunciation[3], and the students do not enough time to practice the skill[4]. It is because of large classrooms

occupancy and the tendency to have the same opportunity to speak for several students.

Meanwhile, online classes are now widely used to replace face-to-face classrooms that cannot be carried out due to the covid19 pandemic. The teachers and students have to do the learning process from home. Then, it makes the lecturers look for the appropriate methods or media, and tools to make communication easier [5]. The government provides learning media through television broadcast every day for early childhood education, kindergarden, and elementary school. While in higher education, the lecturers must be able to select appropriate media for making the students learn in this situation.

The choice of media must be appropriate to facilitate the teaching and learning process. One of the potential platforms that can be utilized for teaching and learning speaking is YouTube. YouTube can be said as an interesting media that is suitable with the demands of 21st century skills[6]. As stated by Burgess and Green in Holland, YouTube is considered as one of the online service platforms that can be used to solve technical problems in spreading videos [7]. It can encourage the student's creativity through the lecturer's instruction by assigning the students to create a video[8].

In addition, accordance with the results of my preliminary investigation, it was found that the lecturer in Universitas Asahan used YouTube platform as the media for the students in showing their speaking performances. The lecturer instructed the students to make videos as their project in *Speaking* subject. The lecturer wanted to see the students' speaking performance by uploading their videos on their YouTube channel improve or not. The lecturer asked the students to give comments after watching their friends' videos.

In speaking class, this platform is the best way to find out the students' ability in speaking, because this platform helps the students in reducing their anxiety while speaking[9]. This platform was chosen by the lecturer because it is more effective and efficient to assess the students' speaking ability. By using this media or platform, the students are hopefully able to speak smoothly and confidently. This platform also provides beneficial things for students. They can watch their work in the future.

Moreover, there were also some previous research related to the use of YouTube in teaching and learning English. [10], [11], and [12]. They investigated the use of YouTube to increase the students' ability in speaking. The result revealed that there was an improvement by using YouTube videos to the students' speaking ability.

On the other hand, some researchers did research which focused on using YouTube video project in learning speaking such as [9],[13],and [14]. They investigated the students' anxiety, the students' perceptions, and the factors which impacted the students' reflective process through video projects. The result showed that the students are more interested in doing YouTube video projects to other speaking activities, the students have positive feelings on the use of YouTube in learning English, and the factors which impacted the students' reflective process were behavior, competencies, beliefs, environment, identity, and mission. Another research was done by [15] who investigated the students' encouragement in learning pronunciation by submitting their final assignment video to YouTube channel. But the researcher did not check the other elements of speaking besides pronunciation.

In line with the explanation above, this study intended to analyze the students ability in speaking consisting of pronunciation, fluency, grammar, vocabulary, and comprehension as proposed by Brown [16]. It can be seen from their videos that have been submitted to their channel.

2. METHOD

This research belongs to descriptive research. This research was conducted at Universitas Asahan, Kisaran. The subjects of this study were the third year of English Department students of Universitas Asahan 2019/2020 academic year and 19 students were chosen as the samples. The researcher took the sample by using purposive sampling. The data came from the students' final assignment in speaking class in form of short drama. Four videos had been analyzed based on Harris in Depdiknas proficiency descriptions[17]. This speaking rubric consists of five indicators, namely pronunciation, fluency, grammar, vocabulary, and comprehension. Inter-rater was used in this study. There are two raters in analyzing the students' speaking ability, namely English lecturer of Speaking class subject and the researcher herself. Assessing speaking is not something easy to do because the point may be different from one scorer to others. To avoid this problem, the raters are necessary to assign several scores for each category. The researcher used the formula proposed by Sudijono [18].

3. RESULT AND DISCUSSION

Speaking without hesitations or errors is the objective of learning speaking. Then the students are expected to improve their ability in speaking by making video project inside or outside the class. It helps the students to be creative and confident to speak in front of a camera. They can prepare themselves well before recording. The final score of the students' speaking ability was from the assessment of the lecturer and the researcher. In the light of the findings, the data from both raters could be simplified as in the following table based on each aspect of speaking ability.

Table 1 Percentage of Students' Speaking Ability on YouTube video project

Score	Categories	Frequency	Percentage
81-100	Excellent	6	32%
61-80	Good	11	58%
41-60	Medium	2	10%
21-40	Poor	0	0%
0-20	Very Poor	0	0%
	Total	19	100%
	Average Score	75,16	

The table shows that the ability of students in speaking skill at the third semester of Universitas Asahan lies in the category of being *Good* to *Fair*. It can be seen that the average score is 75,16 which is categorized as *Good*. In addition, for no 11 of 19 got score ranging between 61 and 80 which are in the category of being *Good*. Meanwhile, 32% of students (6 students) are in the category of being *Very Good*. Two students got score ranging between 41 and 60 which can be categorized as *Fair*. From the table, no one got the score below 40 which means that none of the students are categorized as *Poor* and *Very Poor*. This implies that no students obtain the score in the category of *Poor* and *Very Poor*. From the above explanation, the finding spilled that the students' speaking ability on the YouTube video project at the third English department students of Universitas Asahan was in the category of *Good*. In other words, it can be said that the students were able to speak English well.

Students' score in Pronunciation

Pronunciation is the first aspect of speaking ability to be assessed. Pronunciation refers to the way of students in producing the language sounds accurately. The percentage of students' scores is shown in the following table.

Table 2 Percentage of students' ability in Pronunciation

Score	Frequency	Percentage
5	3	16%
4	9	47%
3	6	32%
2	1	5%
1	0	0%
Total	**19**	100%

Accordingly, the table above showed that the students still got the problem in pronouncing the words correctly. Their pronunciation is easy to understand although having a certain accent.

Students' score in Fluency

Fluency is the second aspect of speaking ability. Fluency refers to the ability in delivering information smoothly and easily. The percentage of students' scores is shown in the following table.

Table 3 Percentage of students' ability in Fluency

Score	Frequency	Percentage
5	0	0%
4	9	48%
3	9	48%
2	1	6%
1	0	0%
Total	19	100%

The table above explained that the students' fluency is not in the higher score. It seems that the fluency is not so fluent like native speakers, and mostly of fluency is disturbed with the problems of language use.

Students' score in Grammar

Grammar is the third aspect in speaking ability. Grammar also becomes an important component in language learning to support the way to master communicative competence. The percentage of students' ability in grammar is shown as follows

Table 4 Percentage of students' ability in Grammar

Score	Frequency	Percentage
5	1	5%
4	10	53%
3	7	37%
2	1	5%
1	0	0%
Total		100%

From the table above, it can be seen that only one student who rarely made grammatical mistakes and word order errors. Then, one student also felt difficult to make sentences with good grammar and word order that may the interlocutor difficult to understand.

Students' score in Vocabulary

Vocabulary is the fourth aspect in speaking. It can be considered as the main problem in speaking, it gives many contributions in language acquisition. It has a remarkable effects on students' vocabulary mastery and speaking ability[19]. Then the percentage of students' score in vocabulary can be viewed in the following table.

Table 5 Percentage of students' score in Vocabulary

Score	Frequency	Percentage
5	1	6%
4	13	68%
3	5	26%
2	0	0%
1	0	0%
Total	19	100%

The table above reflected that the students mostly use inappropriate vocabulary and should expand the idea because of limited vocabulary. It makes the students find quite difficult to understand the conversation. Only one student used vocabulary and expression like native speaker.

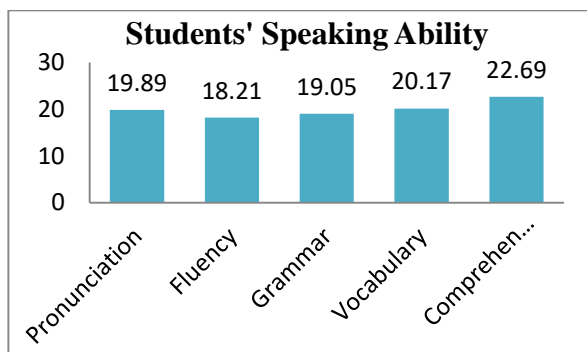**Students' score in Comprehension**

Comprehension is the last aspect of speaking that must be acquired by the students. Comprehension refers to the competence in understanding what the speakers says. It means that the learners fully understand of what the content of speaking. The percentage of students' ability in comprehension was illustrated in the following table.

Table 6 The percentage of students' ability in Comprehension

Score	Frequency	Percentage
5	7	37%
4	10	53%
3	2	10%
2	0	0%
1	0	0%
Total	19	100%

The table above showed that the students' ability in aspect of comprehension was good enough. It can be seen from the percentage above around 53% which reflects to the students were able to understand the content of speaking without difficulty.

To sum up, the students' speaking scores were viewed in the following diagram.

Figure 1. Students ability in speaking on YouTube video project

The above diagram shows that the students' score are varied. The higher score is on the aspect of comprehension. In view of the results, the students were able to understand the content of speaking without any difficulties. Then the second aspect refers to the students' vocabulary mastery. Some of them using vocabulary and expressions or idioms like a native speaker. But there are also some students used inappropriate vocabulary because they have limited vocabulary. They often said the literal meaning of the words without seeing the context.

On the other hand, pronunciation aspects became in the third position. From the data, the students' pronunciation reflects to the ability in producing the words correctly. But in fact, the students still have the problems with their mother tongue. It means that the students having the certain accent while speaking. Some of them made the listener should concentrate and sometimes lead to misunderstanding.

In line with the aspects of pronunciation, grammar became the fourth position in the lower score. In this aspect, in some parts of the conversation, the students still made a lot of mistakes of grammatical and word order errors. While the last aspect as the lower score is fluency. Students' fluency reflects to the ability in expressing something orally without any interruption and hesitation while speaking. But then, it is the big obstacles for the students. They cannot speak smoothly and fluently. They tend to speak slowly to avoid mispronouncing the words.

4. CONCLUSIONS

To summary the discussion above, it is indicated that the average score of students' speaking ability on the YouTube video project was 75,16% categorized as *Good* after all speaking components in the rubrics were combined. It means that the students' speaking ability on YouTube video project can be said succeed in having speaking performance. Then, this platform facilitated students to speak confidently. It can be conclude that by using a YouTube video project in speaking class can be used as the alternative way in learning speaking inside or outside the class. The lecturer must consider some aspects to make this platform gives a great contribution to the students' speaking ability such as the aspect of grammar and fluency.

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