

IMPROVING STUDENT'S SPEAKING SKILL AND READING COMPREHENSION IN NARRATIVE THROUGH YOUTUBE AT TENTH GRADE OF MA ALKHAERIYAH RANCARANJI IN THE ACADEMIC YEAR OF 2017/2018

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ABSTRACT

The objectives of this study are to know whether YouTube can improve student's speaking skill and reading comprehension or not and to know the student's response when YouTube is implemented in teaching speaking skill and reading comprehension. The researcher conducted a classroom action research (CAR). The research was done in two cycles and each cycle consisted of two sessions from March to May 2018. The participants of this research were 33 students of grade X at MA Alkhaeriyah Rancaranji in the academic year of 2017/2018. The data were in qualitative and quantitative. The quantitative data were taken by assessing the students speaking skill and reading comprehension through the pretest and the posttest. The qualitative data were obtained by observing teaching and learning process during the implementation of the actions and questionnaire. The result of the research showed that there is KKM improvement in students speaking skill and reading comprehension using YouTube. Students who passed KKM in speaking pretest is 6%, cycle 1 was 57% and cycle 2 was 82% while students who passed KKM in reading pretest was 18%, cycle 1 was 75% and cycle 2 was 97%. As supporting data, a questionnaire was also administered in the end of the last cycle and the result showed positive responses with the implementation of YouTube. Based on the result of the pretest, posttests and questionnaire, it could be concluded that YouTube was very effective in improving student's speaking skill and reading comprehension at the tenth grade students of MA Alkhaeriyah Rancaranji in academic year 2017/2018

Keywords: *Speaking skill, Reading comprehension. YouTube.*

INTRODUCTION

Teaching speaking and reading in the class are not easy. Based on the researcher's experience in teaching process at MA Alkhaeriyah Rancaranji, a lot of students sometime reluctant in practicing speaking. Teachers have to do big effort to encourage student to practice speaking. According to result of student's achievement in daily task, it is only 30 percent's from 33 students who are able to practice speaking both practice a dialogue and tell a story.

Beside it, student's achievement in middle test and final exam were under the standard minimum, most of them still got low score both speaking and reading.

The researcher found some problems along teaching speaking in tenth grade of MA Alkhaeriyah Rancaranji. Students often said that it is difficult to pronounce English words. When speaking English, they considered how to speak with correct pronunciation, so they are afraid to speak. The next problem is vocabulary. Students in MA Alkhaeriyah Rancaranji feel difficult to say something in English because they have less vocabulary. Beside it, they think twice when they want to start speaking english, they afraid if their speaking is not suitable with the grammar, finally they stop speaking. Furthermore, a lot of students often feel nervous and worry about making mistake when they speak English. That is why most of students cannot reach the minimum criteria of mastery whereas it is only 70.

Moving from teaching speaking, teaching reading in tenth grade of MA Alkhaeriyah Rancaranji is also not easy. It needs a specific strategy to guide students to be able to comprehend the meaning of the text. In the reading skill, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information of the text, and infer the text conclusion. In the same time, students in MA Alkhaeriyah rancaranji are not interest in reading long text. As a result, the students' reading achievement is not satisfactory.

Therefore, based on the teacher observation in teaching process, most of students are still on the least satisfying level of proficiency in Reading. This problem was discovered at grade X of MA Alkhaeriyah Rancaranji, where the researcher teaches there.

Those conditions are very contradictive with the demand of this era. Today, Indonesia faces ASEAN Economic Community (AEC). The people movement from abroad can not be stopped. The competition for finding job or scholarship is more difficult. Therefore, to solve this problem, it will be useful if students have English ability.

Based on the explanation above, the reseracher has conducted an action research titled the improving student's speaking skill and reading comprehension in Narrative through YouTube. The researcher specifies using YouTube in Video. So, here, the researcher used video from YouTube to solve out the problem related to speaking skill and reading comprehension. It was conducted in tenth grade of MIA 1 of MA Alkhaeriyah Rancaranji Padarincang Serang. From the explanation above, the researcher arranged the problems of this research below:

1. Can the use of YouTube improve both students' speaking skill and, reading comprehension at MA Alkhaeriyah Rancaranji?

2. How does YouTube improve both student's speaking skill and reading comprehension at MA Alkhaeriyah Rancaranji?
3. How is the student's response in using YouTube in learning speaking skill and reading comprehension at MA Alkhaeriyah Rancaranji?

THEORETICAL FRAMEWORK

Speaking Skill

One of the ways to express an opinion or thought is through speaking. No wonder many studies are discussing about it. According to (Brown, 1994, p.1) cited by (Agustia & Amri, 2013), stated that speaking is an interactive process of constructing meaning that involves producing, accepting and processing information. The meaning depend on the context where it occurs, including the participants, collective experience, and the physical environment. In constructing meaning, the speaker make big effort, so his or her speech is understandable for addresser.

According to (Gert & Hans, 2008, p.207) in (Efrizal:2012) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. The success of communication is when the addresser can understand the speaker intention.

Based on the definition of the experts above, it can be concluded that speaking is the process of constructing meaning in oral form to deliver information, thought or feeling to another people. Speaking is a skill needs to be developed and practiced independently. It is undoubtedly urgent in a communication, especially in foreign language.

Reading comprehension

There is proverb explained that reading is window of world. Indeed, through reading, the reader can get a lot of knowledge. Reading is main concern for all schools in Indonesia. That is why the government initiated "Budaya Literasi". Many experts also concern in reading, here are some expert explained what reading is, Ruddell in (Alfajar, 2015:2) stated that

...Reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information from the writer to the reader as a form of communication. The reader's ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known.

Reading is a very important activity in human's life. This is due to the fact that people mostly get information through reading. It is more than simply activity of pronouncing the written text. It is a process of constructing meaning from a text.

According to (Linse, 2006, p.69), reading is a set of skills that involves making sense and deriving meaning from the printed word. To get used to reading, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text. .

From those definitions, the researcher concluded that reading is a complex process which includes guessing the written symbol and activating background knowledge related to the text in order to get message or information from a written text.

Narrative text

In English Curricula, narrative text has been taught since Junior High School. Students usually find that narrative text is fun to learn because it is entertain them. According to (Anderson, 2003, p.18) a narrative is a text that tells a story and entertains the audience. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. According to (Grace & Sudarwati, 2007, p.154) narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways. (Anderson,1997, p.8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

Based on the definition from the experts above, it can be concluded that narrative text is a text which tells the story, usually imaginary story, to entertain the reader with the story. It enrich of full moral and value. It usually come from a certain region and delivered from one generation to another generation.

YouTube

Nowadays, there are a lot of phenomena that some people can speak English fluently only through YouTube. This is because you tube consists various resources of real English. Student can learn how to speak with clear pronunciation, correct grammar and rich vocabulary. This makes YouTube has become more popular, especially among adults. This platform provides learners with authentic material that help student to get better understanding of their lessons.

Through you tube; student can improve their English not only in the class but anywhere they want. Kelsen in (Khalid & Muhammad, 2012, p.526) stated that using YouTube as a motivational tool, and students can use this website as a medium in studying English outside of class. He conducted a study as a survey of using YouTube as supplementary material with College EFL Students in Taiwan, and he found that YouTube motivates students inside and outside the classroom and it helps them in English classes, but this study deals with using YouTube and its effect on students' English performance in general without focusing on a specific topic in the English language.

RESEARCH METHODOLOGY

This research methodology was a classroom action research by using qualitative and quantitative approach. The quantitative data were taken by assessing the students speaking skill and reading comprehension, the researcher used the speaking assessment from Brown (2004), the criteria were comprehension, vocabulary, grammar, fluency, pronunciation. While in reading, the researcher used multiple choice consisted 30 questions. The result of the researcher was presented in the form of Mean. The qualitative data were obtained by observing teaching and learning process during the implementation of the actions and questionnaire. Then, the researcher compared the score of pretest and posttest to know whether any improvement or no. This research was focused to change the current condition to the better condition (oriented improvement). It was to improve student's speaking skill and reading comprehension at tenth grade of MA Alkhaeriyah Rancaranji Padarincang by using YouTube platform. It involved the researcher, the collaborator, and the students. The participants of this research were 33 students of grade X at MA Alkhaeriyah Rancaranji in the academic year of 2017/2018. The researcher has chosen Stephen Kemmis and McTaggart Model. It was because this model is easy to be implemented. The research was conducted two cycle, each cycle consist three meetings include post test. This research scheduled on 31st of March-09th of May. Here is the table for explaining the steps of the research.

P	✓ Observation (conducted before research)
R	Meeting 1:
E	✓ Teacher taught narrative text (Malin Kundang, The story of Lake Toba) with discussion method
T	✓ Teacher asked student to tell story about malin Kundang in front of the class next meeting then she recorded it
E	
S	Meeting 2: conducting pre test
T	✓ Student presented a story about Malin Kundang
	✓ Student answered reading questions related narrative text.

	<ul style="list-style-type: none"> ✓ Teacher recorded students performing ✓ Teacher analyzed student's result of speaking and reading.
C Y C L E 1	<p>Meeting 1 :</p> <ul style="list-style-type: none"> ✓ Teaching narrative text (Snow White & Hansel and Gretel) using video from YouTube. ✓ Before show the video, teacher showed motivational video about how to learn English through YouTube ✓ Students watched snow white video from YouTube ✓ teacher and students discussed about the definition and generic structure of narrative text ✓ Student discussed the content of the story ✓ Teacher asked student to read the story to check their pronunciation ✓ Teacher asked student to retell the story about snow white <p>Meeting 2 :</p> <ul style="list-style-type: none"> ✓ Teacher taught narrative text (Cinderella) using video from YouTube ✓ Students discussed the content of the story ✓ Teacher explained how to answer reading questions students to read the story ✓ Teacher told student that they have to tell a story about Sura and Baya next week, teacher also told them that she want to record their performance. <p>Meeting 3 : Post Test 1</p> <ul style="list-style-type: none"> ✓ Student presented a story about Snow White ✓ Student answered reading questions related narrative text. ✓ Teacher recorded students performing ✓ Teacher analyzed student's result of speaking and reading. <p>Success Indicator: Cycle 1 is success if student's speaking score in cycle 1 better than pretest's result. Student can tell a story with less error than pretest's result. Beside it, reading comprehension is considered success if student can answer 70 % right of the answer.</p>
C Y C L E 2	<p>Meeting 1 :</p> <ul style="list-style-type: none"> ✓ Teaching narrative text (the story of Surabaya and The legend of Sangkuriang) using video from You tube ✓ Drilling student pronunciation and intonation using video from You Tube. ✓ Showing student's performing in previous study (cycle 1, so they can fix their performing in the future. ✓ Teacher applied snow ball throwing to make students fun in learning <p>Meeting 2 :</p> <ul style="list-style-type: none"> ✓ Teaching narrative text (Timun Emas) using video from You tube ✓ Asking students to practice speaking about Timun Emas ✓ Teacher tells students that they have to perform telling a story about Surabaya and the teacher will filming it. The best performing will be up loaded on YouTube <p>Meeting 3: Post Test</p> <ul style="list-style-type: none"> ✓ Students presented a story about the Story of Surabaya one by one in front of the class. ✓ Teacher recorded student's performance

	<ul style="list-style-type: none"> ✓ Students answered reading comprehension ✓ Teacher analyzed student's result of speaking and reading ✓ Teacher up loaded the best video <p>Success Indicator: Cycle 2 is success if student's speaking score in cycle 2 better than cycle 1's result. Student can tell a story with less error than pretest's result. Beside it, reading comprehension is considered success if student can reach the KKM.</p>
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FINDING AND DISCUSSION

The result of the research showed that there is improvement of the students speaking skill and reading comprehension using YouTube. it can be seen from students who passed KKM in speaking pretest is 6%, cycle 1 was 57% and cycle 2 was 82% while students who passed KKM in reading pretest was 18%, cycle 1 was 75% and cycle 2 was 97%. From this data, student who passed KKM is increased.

As supporting data, a questionnaire was also administered in the end of the last cycle and the result showed positive responses with the implementation of YouTube. Based on the result of the pretest, posttests and questionnaire, it could be concluded that YouTube was very effective in improving student's speaking skill and reading comprehension at the tenth grade students of MA Alkhaeriyah Rancaranji in academic year 2017/2018. Here are chart of speaking improvement.

Chart 1.
Student's speaking improvement

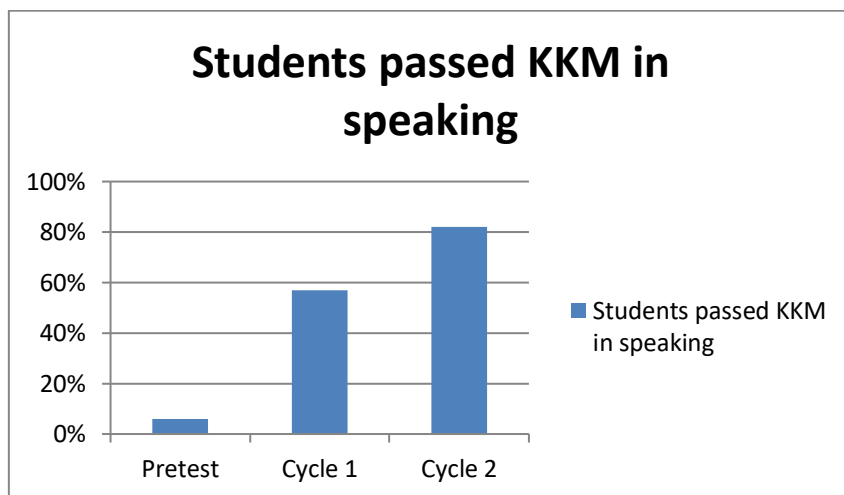
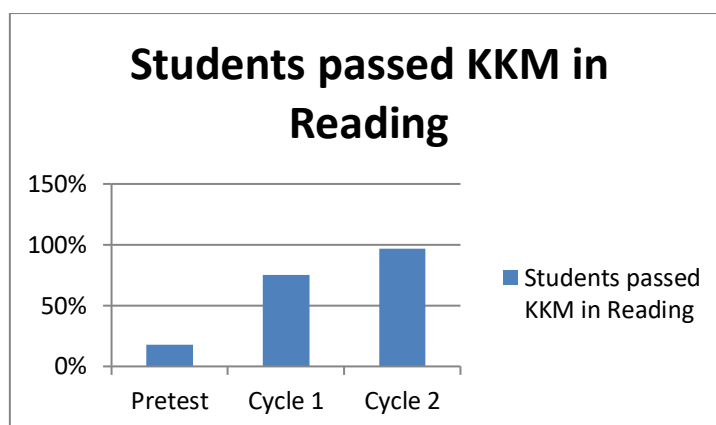


Chart 2
Student's reading improvement



To analyze the result of questionnaire, the researcher use Likert scale formula and here are the results: 88, 48 % students agree that learning narrative text is fun by using YouTube. 83 % agree that they feel excited when teacher teach use video from YouTube. 89 % agree that they feel motivated because the teacher up loads their speaking. 86 % agree that learning English by using Video from YouTube improve their skill. 81,8 % agree that their skill is increase by using video from YouTube. 89 % agree that their skill skills is increase by using video from YouTube. 91,5 % agree that learning process is more interesting when teacher use video from YouTube. 87 % agree that their reading skill is improve when they read the text in video from You Tube. 89 % agree that they can answer the questions easily because the video from YouTube help them more understand the text. 86 % students agree that YouTube platform is very benefit for learning English. 87 % students do not agree that learning speaking using video from YouTube make them confused. 89 % students do not agree that their speaking skill and reading comprehension do not improve after learning using YouTube. 87% students do not agree that learning English using YouTube is not effective. 92 % students do not agree that video from YouTube is not interesting to be media for learning. 96 % students do not agree that video from YouTube platform is not benefit for learning English.

CONCLUSION AND SUGGESTION

The implementation of YouTube in improving student's speaking skill and reading comprehension was generally successful. Video from YouTube made the students more interested in the class. It was given in two cycles. Most of students were actively engaged in the activities. Based on the result of questionnaire, students were enthusiastic and felt motivated in the activities of speaking skill (telling a story) and reading comprehension. Other benefit is students are able to listen the right pronunciation through video from YouTube because the video which the researcher use consist of English subtitle so students can read and listen in the

same time. Students also do not feel bored because the video was entertaining them by the plot, the character of each role and also the visualization.

Additionally, students also agreed that YouTube is very benefit for learning English. They realize there are so much English resources in YouTube. When the researcher told the student for up loading their best performance in story telling, students were really excited. Student said that they are very proud if their video were chosen. So that is why they will do the best for their post test. The researcher suggests to all English teachers to use YouTube especially the video in learning English because it is very benefit for the students.

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