
IMPROVING STUDENTS' SPEAKING SKILLS MOTIVATION USING YOUTUBE VIDEO AND ROLE PLAY

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Abstract: *The objectives of this study are improving the students speaking motivation at Tourism Academy Jakarta, the application of YouTube video role play for improving students' speaking motivation at Tourism Academy Jakarta also the research question is the students' perceptions of the use of You Tube and Role Play. The action research is conducted in one class with 15 students at semester one. This researcher was conducted on 7 March November 2017 until September, 14th, 2018 located in Akademi Pariwisata Jakarta. The researcher used several instrument to collect the data. The other data were obtained from observation, speaking test, interview and questioner The interview was done to 15 students of semester one of Tourism Academy Jakarta and an English teacher (male and female). The method of this research was planning, acting, observation, reflection in three cycles. The first finding of the first objective was the progress of students' speaking score and motivation questioner data had increased in each cycles. The students' interview had a positive result. The second finding of teaching and learning by using You Tube and role play had been successfully increasing the students' motivation and confidence in speaking. The results of this research shown that the use of Role Playing technique was successful to improve the students' speaking ability. They found that this teaching can improve speaking's motivation and skill effectively.*

INTRODUCTION

The universal language of the hospitality industry nowadays is English. It is almost guaranteed that the people who work as hospitality staff will be expected to have not only a passive understanding of the English language, but confidence in actively using it. Communication skills are an important element of hospitality industry. Herford views "Communication is the process by which we exchange information between individuals or groups of people. It is a process where we try as clearly and accurately as we can, to convey our thoughts, intentions and objectives" [1].

Communication skills are important to hospitality staff at different position levels since the major goal of hospitality industry is to provide desired or necessary products and services to travelers. Tourists do not come for attractions and facilities only [2]. One of the 'things that they want to have is to have treated well and right. That is why an acceptable command of English language has always been regarded as an asset for all personnel's who work in the tourism industry, specifically in the hotel industry [3].

LITERATURE REVIEW

Boutkhil, Chellali and Ibtissam in their action research discussed how the use of YouTube tutorial videos helps to develop students' oral skills and also intends to demonstrate the influence of YouTube tutorial videos on EFL learners' motivation and performance in classroom in the second year class of the English department of the University of Mohammed Seddik Ben Yahia, Jijel. The findings show improvement in students' oral skills, as well as motivation to participate in oral classes. The data were collected through a posttest and questionnaire so as to measure the learning received in the class [4].

Lialikhova in her case study in a Norwegian lower secondary school investigated the use of video in English language teaching (ELT). The data for the research was obtained through the use of mixed methods: qualitative, in the form of interviews with four English teachers and observations of three of the interviewed teachers' lessons with videos, and quantitative, in the form of a pupil questionnaire answered by 105 pupils from two 8th grade and two 10th grade classes [5]. The main hypothesis was that teaching with video would develop pupils' communicative skills and, therefore, was appropriate for the communicative approach to ELT. The study showed that the lessons with video in the school were aimed at developing primarily oral and written communicative skills [6].

Yuen investigated the Teachers' and Students' Perceptions towards the Use of YouTube Videos in an English classroom [7]. The study used both qualitative and quantitative research methods to explore the issues related to the students' and teachers' perceptions towards the use of YouTube videos in class. The method used is questionnaires with open-ended questions were used to obtain both qualitative and quantitative data from students, teachers and student teachers. The participants were 73 keys stage 2 Hong Kong students who are from different primary schools but studying in the same tutorial center completed the student version questionnaires. For students' participants: 60% of participants were boys and 40% were girls, 17 in-service English teachers from 6 primary schools participated in the study, for students teacher 49 Student teachers majoring in English education in the University of Hong Kong participated in the study [8]. It believed that the findings emerging

from this inquiry will inform the efforts to improve the use of YouTube videos in English teaching in ESL(English as second language) classrooms [9].

Alwehaibi found the impact of integrating YouTube technology into English as a foreign language (EFL) instruction on enhancing EFL college students' learning of the content of the course. There were forty- five students in the control group and fifty-one in the experimental group of the second year college students at the Department of Curriculum and Instruction in the Faculty of Education at Princess Noura University in Riyadh, Saudi Arabia. A pre-posttest covering the theoretical background of the course. Subjects of the experimental group were instructed the theoretical background of the course through the use of YouTube videos about observing the classroom, combined with discussion and power point presentation. Students of the control group were taught the same content through the usual lecture-based method. Statistical procedures were applied on the data obtained using a t-test, the enjoyable and entertaining atmosphere created by the use of YouTube motivated the students to learn. It was quite obvious that students in the experimental group were highly motivated to watch, read, write, discuss, interact and take part in the various activities throughout the learning process [10].

Husin investigated in his action research of Role play in Video Modeled Conversation which involved 37 students in the first semester students of PPAPK program of English language department at FKIP UNTAN. This study investigated students' motivation by using Dornyei's framework of language learning motivation. A questionnaire and a semi structured interview were also employed as a means of collecting the data through a classroom action research. The results showed that teaching speaking using Role Play in Video Modeled Conversations could successfully improve students' motivation in speaking. The students found this technology can enhance their English learning motivation and effectively boost their English speaking ability [11].

Bosan in his research investigated the effects of role-play activities on students' attitude and motivation towards speaking and interacting in the ESL classroom. The respondents of this research consisted of 28 Year 4 students from one primary school in the Johor Bahru district. This experimental research adopted a mixed methodology where data were obtained by using questionnaire, observation and interview. The questionnaire was adapted from several studies. The data obtained from the questionnaire were analyzed using SPSS 20. Observations were done on both the control and experimental group based on the checklist designed by the researcher. The experimental group which underwent the role-play activities were video-recorded and the recordings were analyzed using Transana 2.22. The findings of the study showed that role-play activities did have significant effects in motivating students to speak and interact in the ESL classroom. Students also perceived role-play activities to be beneficial in helping them to improve their speaking ability through the use of the language and enhancing their interaction in class. Thus, it is recommended that ESL teachers adopt this approach in order to improve students' communicative and interactive skills [12].

RESEARCH METHOD

This research had been taken at Akademi Pariwisata Jakarta, located in Cempaka Putih Tengah, Cempaka Putih, North Jakarta. There were 15 students in the semester I; the class had two meetings in a week every Tuesday and Saturday of teaching and learning time,

in each meeting had 90 – minutes. In this research, the researcher had conducted the research started from the second week of March 2017 and will be ended in the beginning of May 2017.

This research had adopted in research action. This method enables to find out the improvement of students' speaking motivation by using YouTube video in role play at tourism academy Jakarta. Classroom Action Research' consist of three cycles which is each cycle consists of four steps, those are: planning, acting, observing, and reflecting.

To achieve the common goal of producing new scientific knowledge and the collaborator helped the researcher collected the data, took a speaking test's score and the material. The researcher and the collaborator took the speaking score together, because our perception almost same

RESULT AND DISCUSSION

There were three objectives of this present study. The first objective was to know whether the YouTube video used in role play can improve the students' motivation in speaking. The second is the advantages of the utilization of YouTube video in role play and the students' perception related to utilization YouTube in role play. The participants of this study were one English teacher and 8 students (males and females) who filled in motivation questioner and 8 students related to improving students' speaking skill motivation by using YouTube Video in role play.

1. YouTube and role play can improve the students' motivation in speaking.

After analyzing the data comprehensively, the researcher found evidences to be discussed, it was found that the 15 students of semester 1 in API' were getting much more progress to be active and to be motivated not only they motivated but it was increasing their speaking score, during the teaching and learning process in pre cycle, cycle 1, 2 and 3, it was found from on language learning motivation questioner and speaking score as shown as in the following tables:

Table 1. Specification for Students' Motivation Cycle 1, 2, 3

NO	Specification for Students' Motivation	Score	Range of Score
1	Integrative Motivation	95%	High Motivation (70%-100%)
2	Instrumental Motivation	100%	High Motivation (70%-100%)
3	Need For Achievement	95%	High Motivation (70%-100%)
4	Self-Confidence	38%	Low Motivation (0%-39%)
5	Motivational Component	38%	Low Motivation (0%-39%)
6	Course-specific Motivational Components	46%	Moderate Motivation (40%-69%)

Table 2. Students' Speaking Score Pre Cycle

ASSESSMENT	P	G	V	F	C	SPEAKING TEST	KM 70
RESEACHER	48	60	45	47	51	50	
COLLABORATOR	47	60	47	44	49	49	
<i>Speaking Score</i>	2	3	2	2	2	49.7	49.7 < 70

Table 3. Students' Speaking Score Cycle 1

ASSESOR	P	G	V	F	C	SPEAKING TEST	KM 70
RESEACHER	65	76	71	72	69	71	
COLLABORATOR	69	69	69	68	65	68	
<i>KKM</i>	67	72.5	70	70	67	69	69<70
Speaking Score	3.4	3.6	3.5	3.5	3.4		

Table 4. Students' Speaking Score Cycle 2

ASSESOR	P	G	V	F	C	SPEAKING TEST	KM 70
RESEACHER	68	76	72	72	71	71.7	
COLLABORATOR	72	75	69	68	67	70	
<i>KKM</i>	70	75.5	70.5	70	69	71	71>70
Speaking Score	3.5	3.75	3.55	3.5	3.3		

Table 5. Students' Speaking Score Cycle 3

ASSESOR	P	G	V	F	C	SPEAKING TEST	KM 70
RESEACHER	68	76	72	72	71	71.7	
COLLABORATOR	72	75	69	68	67	70	
<i>KKM</i>	70	75.5	70.5	70	69	71	71>70
Speaking Score	3.5	3.75	3.55	3.5	3.3		

1. The application of YouTube video in role play for improving students' speaking skill motivation at Tourism Academy Jakarta

The implementation of role play in role play can improve the students' motivation in speaking. The procedures of conducting the present study to improve the students' motivation in speaking were generally into some tasks.

The students were motivated to speak English by showing 4 YouTube videos of conversations by native speakers that downloaded by the researcher in the first cycle but in the third cycle the videos had been downloaded by the students, the implementations techniques were conducted as follow:

a. You Tube Videos Implementation

Another technique is viewed by Cakir¹ Some practical techniques for video implication in classroom that there were some techniques that had been implemented such as repetition and role play, reproduction Activity, freeze frame at any stage during a video sequence and the researcher asked the students to use their own dictionary or

¹ Cakir. İsmail.2006. The Turkish Online Journal of Educational Technology – TOJET October 2006 ISSN: 1303-6521 volume 5 Issue 4 Article 9.

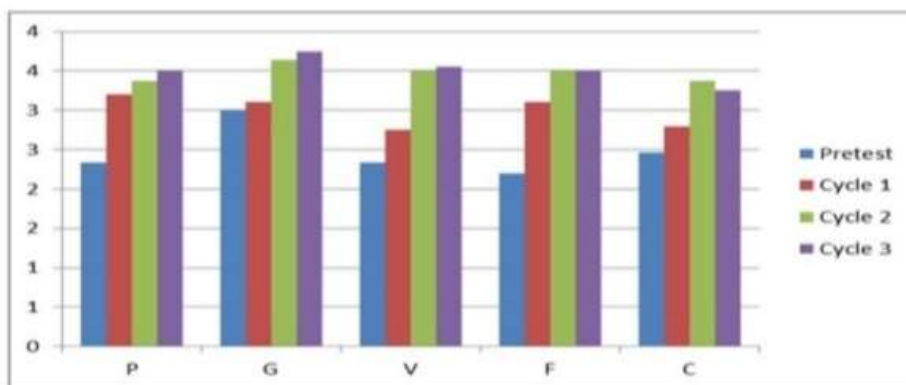
prepare their online dictionary and let them translate their difficult vocabulary by themselves to make them more independent.

b. Role Play Implementation

Role play the dialogs in their group, next the students in group performed the role play in front of the class.

2. The students' perceptions related of utilization YouTube in role play

The finding in cycle 1, 2 and 3 of the study showed that role-play activities did have significant effects in motivating students to speak and interact in the ESL classroom. Researcher found that also, the role play technique can motivate students to speak English confidently and It had been supported by the collaborator perception about this technique by interview he mentioned that the students showed a considerable improvement on their speaking. They were not only confident to express their speaking, but also motivated to speak.



Graphic 1: The progress of speaking score cycle 1, 2 and 3

CONCLUSION

This research project answered three research questions that were covered on chapter 1 of this thesis.

1. The first, the finding in this research is YouTube video used in role play can improve the students' motivation in speaking skill, based on the question of 15 students in semester 1, the researcher found out there were positive feedback of You Tube video in role play, and it can improve the students' motivation in speaking. The speaking's average score of the students in cycle one was 61, cycle two was 69, and cycle three was 71, it was shown that in cycle 3 the students' achievement 71 (KKM 70) and the maximal passing score was 80% had been reached and there were twelve students or 80% students' passed the minimal mastery level criterion. Based on the language learning motivation questioner' result from cycle one to cycle each items had in 70% score it means in high motivation. The students interview and collaborator's interview supported that YouTube video and role play can improve the students' speaking skill motivation, most of the students said that this technique made them active to speak and motivate them in speaking, books were not the only sources used in the classroom in this study stated that videos were useful for learning, it helped to learn pronunciation, the collaborator in his

- interview the students showed a considerable improvement on their speaking, as they were not only confident to express their speaking, but also motivated to speak.
2. The second, there were two steps about the implementation of YouTube in role play can improve the students' speaking skill motivation the first was YouTube video implement and the second was role play implement, there were some practical techniques for improving students' speaking skill Motivation by using YouTube video and role play. There were some techniques that had been implemented namely repetition and role play, reproduction activity, freeze frame freeze and unscripted role play in video of handling complain.
 3. The third, besides the improvement on the teaching and learning process of speaking, the researcher had interviewed from 8 students of semester 1 of APJ to answer her research questions about their perception of YouTube video in role play. Most of in every cycle that, the utilization improving students' speaking skill motivation by using improving students' speaking skill motivation by using YouTube video and role play can help the students motivate their learning and it was interesting to do. It had been supported by the collaborator perception about this technique by interview he mentioned that the students showed a considerable improvement on their speaking. They were not only confident to express their speaking, but also motivated to speak.

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