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THE EFFECT OF SONG LYRICS ON YOUTUBE VIDEO ON STUDENTS SPEAKING SKILLS AT TEN GRADE SMKN WONOSALAM

Dinda Zuhairotul Isyiya¹
English Department of STKIP PGRI Jombang
dinda.zuhai@gmail.com

URL:

DOI:

Abstract

This study aimed to determine the effect of song lyrics on YouTube videos in teaching speaking skills. The study used a quantitative method focused on a quasi-experimental design with pre-test and post-test. The study population were ten grade students at SMKN Wonosalam with the total population being 240 students in the school year 2022/2023, while the control class and experimental class samples were 72 students. Data was collected through tests as a research instrument. The results of the test were used to score students' speaking skills. The data was analyzed using Inferential statistics. Tests were analyzed with the prerequisite test of normality and homogeneity test. Unfortunately, the parametric test requirements were not fulfilled, so the researchers used a non-parametric test, namely the Mann-Whitney-U test. The result shows that the asymp. Sig. (2-tailed) is .000, which is lower than 0.05. It means a statistically significant difference between the experimental and control classes. In other words, a zero hypothesis (H_0) was rejected, and an alternative hypothesis (H_a) was accepted. This Research confirmed that students who learned English using song lyrics on YouTube videos were affecting the students speaking skills more than students who learned English using conventional techniques.

Keyword: *Speaking skill, Song Lyrics, YouTube video*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh lirik lagu pada video YouTube dalam mengajarkan keterampilan berbicara. Penelitian ini menggunakan metode kuantitatif yang difokuskan pada desain kuasi-eksperimental dengan pre-test dan post-test. Populasi penelitian adalah siswa kelas sepuluh di SMKN Wonosalam pada tahun ajaran 2022/2023, sedangkan sampel kelas kontrol dan kelas eksperimen adalah 72 siswa. Data dikumpulkan melalui tes sebagai instrumen

penelitian. Hasil tes digunakan untuk menilai keterampilan berbicara siswa. Data dianalisis dengan menggunakan Inferential statistics. Tes dianalisis dengan uji prasyarat yaitu uji normalitas dan uji homogenitas. Sayangnya, persyaratan uji parametrik tidak terpenuhi, sehingga peneliti menggunakan uji non parametrik, yaitu uji Mann-Whitney-U. Hasilnya menunjukkan bahwa nilai asymp. Sig (2-tailed) sebesar .000 yang lebih kecil dari 0.05. Hal ini berarti terdapat perbedaan yang signifikan secara statistik antara kelas eksperimen dan kelas kontrol, dengan kata lain hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Penelitian ini menegaskan bahwa siswa yang belajar bahasa Inggris dengan menggunakan lirik lagu di video YouTube lebih mempengaruhi kemampuan berbicara siswa daripada siswa yang belajar bahasa Inggris menggunakan Teknik konvensional.

Kata kunci: Kemampuan Berbicara, Lirik Lagu Youtube video

Introduction

In this era, one of the most important communication skills is speaking. Good speaking skills are the act of generating words that listeners can understand. According to (Mandasari & Aminatun, 2020), speaking is the ability to pronounce articulation sounds or words to express or convey thoughts, ideas, and feelings. By having this speaking skill, the message to be conveyed verbally will be conveyed effectively and efficiently, making communication with other people better (Wahyuni & Utami, 2019). It is an important part of everyday interaction, and most often, the first impression of a person is based on his/her ability to speak fluently and comprehensively.

Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consist of the use of vocabulary, grammar, and pronunciation through several activities, fluency take into account ‘the ability to keep going when speaking spontaneously’ (Derakhshan et al., 2016). According to (Kosar & Bedir, 2014), speaking is an interactive process of constructing meaning that consists of producing and receiving information. It can be concluded that teachers are responsible for preparing the students as much as possible to speak in English in the real world outside the classroom. By mastering good speaking skills, students can communicate their ideas both at school and outside of school, and maintain good relations with others. As a second language, English is considered difficult to learn, especially speaking skills (Zakaria et al., 2019). Speaking as one of the language skills

is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Based on the statement above, speaking requires learners to know how to produce specific points of language, such as grammar, pronunciation, and vocabulary, and also to understand when, why, and what ways to produce the language. So, it can be said that speaking is an important language skill that involves both productive and receptive skill that enables students to communicate with others effectively.

Unfortunately, in Indonesia especially students still show significant weaknesses, especially in speaking skills (Syamsurizal, 2015). It is known that this happens because students' motivation is not raised in the learning process so it is difficult for them to show class participation, they give a passive role in class. Even though Indonesia has implemented regular English learning since primary school, students who achieve the highest level of formal education are high school students. There is little desire for students to take action in class to practice speaking skills (Sayuri, 2016). High school students who are in grade 10 in the 2022/2023 academic year, have studied English since grade 4 in 2016, in which year English lessons followed the 2013 curriculum and were still included in local content. Which can be concluded that students who are in grade 10 in the 2022/2023 academic year have studied English for 6 years. However, the fact that students still refuse to engage with communicative language and classroom interaction, coupled with weak speaking skills in practice and assessment, makes learning speaking skills, in particular, questionable. Therefore, the purpose of speaking skills cannot be achieved if there is no treatment to follow up on this deficiency, such as creating more interactive learning by utilizing existing media.

Media can be used as a tool to expedite the teaching and learning process to achieve its goals (Manik, 2015). Learning media has a role that will significantly influence student learning outcomes, including in improving speaking skills (Wahyuni & Utami, 2019). Learning media is a tool that facilitates the delivery and absorption of learning materials (Diharjo et al, 2020). Using media as a tool in the learning process provides excellent benefits for students, which will positively impact students.

Technology developments have become an important aspect and can simplify daily life activities. This development certainly provides many benefits and positive impacts for everyone. Technological developments help the economy, education, health, and others (Chitamba, 2014). In the field of education, technology provides

benefits for both learners and teachers. The educational process can be more straightforward because there is much information related to learning materials that students can access through technology. Besides that, technology also provides a fun and easy learning process through a variety of interesting media. According to Raja & Nagasubramani (2018) Information and technology (IT) development can improve learners' interactive learning through the interesting features that are provided in it. Information and technology development provides many sources for learning a language, such as improving students' speaking skills (Almurashi, 2016).

One of the technologies that can be used to improve students' speaking skills is song lyrics video on YouTube. Almurashi (2016) states that YouTube is an exciting medium for teaching and learning English. Riswandi (2016) found that YouTube can help students improve their speaking skills, especially in increasing their knowledge about vocabulary, grammar, and pronunciation in English through the videos that are provided. Thus, it can be assumed that YouTube can also be an effective learning media for developing students' language skills that teachers can use, especially in developing students' speaking skills. Senior high school students, in particular, also know YouTube well, It is known as a modern and fun media, so song lyrics video on YouTube is widely used in language teaching to increase student motivation and ability, especially speaking skills. Riswandi (2016), in his research, shows that YouTube-based videos can successfully improve students' motivation and speaking skills. He said that learning could use videos from YouTube to attract students' attention compared to teachers as instructors after a long period becomes monotonous learning. Students can be motivated by learning using YouTube, in line with modern technology-based learning and the internet. The speaking skills learning system can continue to bring variety so that student motivation to learn and participate can continue to increase (Guan et al., 2018).

Several previous studies are used to support this study. One of this research conducted by Kurniawan, (2019), This study used a qualitative method, the data was obtained from a questionnaire and short interview about students' perceptions. Then (Authar et al., 2021) did a study entitled The use of YouTube video as media in multigrade English department students to improve conversational competence in speaking class. In this Research, students can take any kind of references that can help them to improve their English skills is better. Such as; watching a daily vlog from YouTuber outside Indonesia, listening while singing English songs by watching several lyrics video, weather news reports, stand-up comedy, gossip news which

telling about the Hollywood celebrity, etc. This study used qualitative methods, and the researcher has tested the effectiveness of using YouTube videos. The two studies have similarities including the methods and use of the interview in their Research. Both of these studies got positive results from using video on YouTube which was considered adequate and could improve speaking skills.

In the following research (Meinawati et al., 2020) conducted a study about increasing speaking skills through YouTube. The study aimed to investigate using YouTube to improve students' speaking skills. The subject of the study were 10th-grade students of SMA IT Rahmadiyah. The result of the study showed that YouTube was a good alternative teaching media, especially in teaching language. The researchers also found that students were able to speak expressively and confidently. They were able to imitative the pronunciation that they heard in the video of the native speakers.

Based on all previous research, this research can find gaps that have not been done by previous researchers who found the same topic and theories adopted in different ways. In previous Research, researchers did not select specific types of videos on YouTube and tended to make videos on YouTube for free. In addition, the process of collecting research data using quantitative methods is still limited. Most of the Research on using YouTube for English language skills among students is well-founded and familiar. But some researchers use a lot of qualitative methods rather than quantitative ones. And for Research that uses songs or song lyrics videos mostly tests listening skills, it is very rare to choose songs or song lyrics videos for speaking skills. In the current Research, researchers chose specifically song lyrics on YouTube video and used quantitative methods to obtain more valid research results when collecting research data. The researcher wants to explore how Song lyrics on YouTube video can be beneficial for students to improve their English speaking skills.

Based on the observation (See Appendix 1) of the researcher at SMKN Wonosalam, especially in ten grade SMKN Wonosalam, the teacher usually only uses books and pictures as media to learn to speak. For technology-based media, the teacher has used song media, but only audio, and students listen together in class. And based on short interviews conducted by researchers with several students, they stated that they were less interested in learning to speak in class. The reason is that the students were afraid to speak English because they had difficulty pronouncing it. In the teaching-learning process of speaking, the teacher asks the

student to make dialogue then the student must practice. The teacher never asked the students to practice monologue speaking. The teacher also only uses the same and less varied media when teaching speaking.

Based on the explanation of the background, to help students pronounce English words or sentences better and correctly in ten grade SMKN Wonosalam, the researcher used the media of Song lyrics on YouTube video as an alternative media to help the student improve their speaking skills in the classroom. The teacher wants to conduct Research under the title "The effect of song lyrics on YouTube video on students' speaking skill at ten grade SMKN Wonosalam."

Research Methods

In this research, the researcher uses experimental Research. Experimental research is used to know the design set up present cause and effect relation. It means experimental research is the research that is done to measure the effect of treatment on the students. The researcher used this research design because the researcher wants to know whether the student who teach using song lyrics videos showed better learning outcomes than those who were not.

According to Ary et al, (2010:302), an experimental research design is divided into three types there are pre-experimental, true experimental, and quasi-experimental. The researcher chose one of them, and researcher used a quasi-experimental design. Quasi-experimental select a non-random sample of the population of students by choosing two different classes (Latief, 2015:97). Quasi-experimental doing by selecting two different classes, a control class and an experiment class. The Quasi-experimental design aims to determine the effect on learning in class by giving specific treatment in the experimental class while the control class is not given treatment. The population is tenth-grade students of vocational high school in SMKN Wonosalam in the academic year 2022/2023. With a total population of 240 students. From 550 students at SMKN Wonosalam, researcher took 72 students as a sample. The writer chooses two classes in the ten grades of SMKN Wonosalam, X Tbg1, and X Tbg2, XTbg1 was the control group, and XTbg2 was the experimental group. The sampling technique used in this study using a purposive sampling technique. Purposive sampling technique is a technique to obtain samples that represent the objectives of the research being conducted and meet the criteria in providing information. Therefore, this study will

determine the sample with certain criteria in accordance with the standard criteria of the researcher. Of the two classes taken, the researcher chose the experimental class with students who had higher English scores than students in the class as a control class. The researcher used a research instrument to collect the data. In this case, the researcher used test as a research instrument. Test given to the students to measure their speaking skills in a verbal test form or oral test. the test includes pre-test and post-test. The pre-test is made to measure students' speaking skill levels before treatment. The pre-test is given to both the control and experimental groups before giving the treatment. Post-test is given to both of the groups after giving treatment.

Results and Discussion

a. Results

The research was conducted to investigate the effect of Song lyrics on YouTube video on students speaking skills at Ten grade SMKN Wonosalam. This research involved Song lyrics on YouTube as the independent variable and students' speaking skills as the dependent variable. The researcher analyses the data from both the experimental group and control group statistically by using Mann Whitney U test, as an alternative of independent sample t-test if the requirements not fulfilled. It was due to the fact that this research was not use random sampling and use groups that were already selected by the teacher.

The researcher gave the pre-test and post-test to both of experimental class and control class. Pre-test was given to the students before they get treatment and post test was given to the students after they get treatment. Based on Pre-test score, it could be use to calculate the homogeneity and normality of both of the classes using IBM SPSS version 25.

1. Normality and Homogeneity

Before calculating the result, the researcher calculate homogeneity and normality use pre-test and post-test score. The researcher calculated homogeneity and normality using IBM SPSS version 25. The criterion of testing is based on the significance of variance (Sig.) if the value of sig > α (alpha= 0.05) it is significant or homogeneous. If the

value of sig < α (alpha= 0.05) it is not homogeneous. The output of homogeneity and Normality test as follow:

a. Pre-test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil_pretes t	tbg1	.217	36	.000	.880	36	.001
	tbg2	.202	36	.001	.861	36	.000

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil_pretes t	Based on Mean	.115	1	70	.73
	Based on Median	.036	1	70	.85
	Based on Median and with adjusted df	.036	1	69.724	.85
	Based on trimmed mean	.087	1	70	.76

a. Lilliefors Significance Correction

b. Post-test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil_Posttest	tbg1	.174	36	.008	.887	36	.002
	tbg2	.131	36	.122	.940	36	.049

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil_Posttest	Based on Mean	.005	1	70	.943
	Based on Median	.000	1	70	1.000
	Based on Median and with adjusted df	.000	1	67.156	1.000
	Based on trimmed mean	.007	1	70	.935

Based on the result, From the table test of normality in pre-test, it show that sig of class Tbg1 is .001 (< 0.05) And Tbg2 is .000 (< 0.05) that means that the distribution of the data is not normal. Because the data is normal when the value sig. is > 0.05 . Then, From the table test of normality in post-test, it show that sig of class Tbg1 is .002 (< 0.05) And Tbg2 is .049 (< 0.05) that means that the distribution of the data in Tbg1 and Tbg2 is not normal. Then, the homogeneity test, based on the table result of the homogeneity test, the result of significance value of pre-test is .736 (> 0.05) and post-test is .943 (> 0.05) that means the data is homogeneous. Because the result have conclusion that the data is not normal and homogeneous, the non-parametric test is a test that can be used to process data. This research use Mann-Whitney U test as an alternative to the t-test if it does not meet the requirements of the parametric test.

The result of Mann-Whitney U test table between experimental class (X-Tbg2) and control class (X-Tbg1) presented in the table below:

Test Statistics^a

		Hasil_Posttest
Mann-Whitney U		330.500

Wilcoxon W	996.500
Z	-3.590
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelas

From the table above, it showed that Asymp.Sig.(2-tailed) is .000 (<0.05). It means that there is a statistically significant difference between experimental and control class, when adjusted of covariate that is post-test score. In other words, it can be concluded that Song lyrics on YouTube video can significantly affect the students' Speaking skills. The finding of this research showed the result on Mann Whitney U test that the Asymp. Sig.(2-tailed) is .000 (<0.05) it means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. So, it means that there was a significant effect of using Song Lyrics on YouTube video on the students' Speaking skills at ten grade SMKN Wonosalam

b. Discussion

The study was conducted to find out whether there was any significant effect on the students speaking skills before and after being given the treatment. Based on the research findings, it showed that the students who were taught descriptive text by using Song Lyrics on YouTube Video had significantly different speaking skills compare to those who were not taught by using Song lyrics on YouTube video. Students who were taught by using Song Lyrics on YouTube video was group in experimental class, and those who were not taught by using Song Lyrics on YouTube video was group in control class. After the treatment given to the experimental class and after the control class was teaching with different media, both group were given post test about the descriptive text material in speaking skills.

This research proves that Song Lyrics on YouTube video is an effective media for improving students' speaking skills because the two classes show different results between the control class and the experimental class. The result had similarities with the research conducted

by Meinawati et al., (2020) who studied increasing speaking skills through YouTube. The study aimed to investigate the use of YouTube to improve students' speaking skills. The subject of the study were 10th-grade students of SMA IT Rahmadiyah. Their research stated that The result of using YouTube as a media can be a good alternative media for teaching speaking in the class. In conclusion, YouTube video can be applied as an alternative media in language teaching process include for teaching speaking. However, previous research conducted by Meinawati et al., (2020) used the qualitative descriptive method as the method of research and The writer collects the data from every meeting. Different from the current research, where researchers used quantitative research and took data from pre-test and post-test scores.

Furthermore, The findings of this study have similarities with previous research conducted by Authar et al. (2021) the findings of previous research showed that YouTube video give much beneficial for learners. There is a significant effect of teaching multigrade English students in speaking class using YouTube as the media in learning process.

In addition, The result of this study are in line with Riswandi (2016) who examines 5 same aspects of speaking like in this current research namely; vocabulary, grammar, comprehension, fluency, and pronunciation. But, Of the five aspects, vocabulary and grammar aspects are the aspects whose students score low on average compared to the other three aspects. In contrast to this current study where the grammar and vocabulary aspects have higher scores than the other 3 aspects. Even though this research uses qualitative research methods, and researched in junior high schools. This study showed results that were as positive as the current study. The findings showed that Based on the research findings conducted in this study, it could be concluded that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills The nature of the video, which provides picture and audio at the same time, is able to help the students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing sentences while speaking. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their comprehension. In addition, watching

videos also unconsciously help the students learn grammar in an automatic way. The students got the input so well from the speakers, who are mostly native English, in YouTube-based videos. This ties in well with the results reported in the current study.

Furthermore, Many researchers affirmed the benefit and usefulness of YouTube in teaching speaking skills to students. This finding is confirmed by Syafiq et al. (2021) that emphasized that YouTube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content. This as well is in agreement with the findings of this piece of research, this research also obtained an increase in students' scores on the aspects of Vocabulary, grammar, pronunciation, fluency, and comprehension.

Conclusion

Regarding the study's problem statement, the current study's purpose was to investigate the effect of Song Lyrics on YouTube videos on the students' speaking skills. The researcher could conclude the result of the data analysis on the Mann Whitney-U Test; it can be seen that Sig. for the method obtained was 0.000, which is lower than 0.05. It means there was a statistically significant difference between learning outcomes using Song Lyrics on YouTube videos in the pre-test and post-test. So, the (Ho) null hypothesis was rejected, and the (Ha) alternative hypothesis was accepted. The means calculations indicate that the result of a post-test score of the experimental score was 45.32, and the control class was 27.68. To conclude, based on the result of the Mann Whitney-U Test, and since the effect refers to the significant difference between the mean score of the experimental group and control group, the researcher avers that there was a significant effect of Song Lyrics on YouTube Video on students speaking skills.

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