

The Effect of Using Card Media on Students Speaking Skills at Senior High School Muhammadiyah Gadingrejo

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ABSTRACT

YouTube is one of the most popular social media and is liked by all groups, from the general public to students. Classroom learning techniques using YouTube videos aim to change a boring classroom atmosphere into fun and make students enjoy learning English. This study aims to improve students' speaking skills by using YouTube. This study used quantitative research with a one-group pretest-posttest design. The population is all students of Senior High School Muhammadiyah Gadingrejo and the sample is 16 people. Data were taken from test results and analyzed with quantitative data using data collection procedures in the pre-test (written test), treatment (learning) using YouTube media, and post-test (written test). The test given is a written test in the form of multiple choices related to the theme to be presented, namely about congratulation and complement. on the initial test (pre-test) to get an average of 55.63, then given treatment in the form of delivering material using YouTube videos and practicing dialogue on the material that has been delivered and getting the results of the final test (post-test) with an average of 70.12. so that it increased by 14.49. Therefore, it can be concluded that the use of YouTube which is applied to learning can affect students' speaking abilities. The results of this study indicate that YouTube can be applied in the teaching and learning process, especially in improving the speaking skills of Senior High School student Muhammadiyah Gadingrejo.

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I. INTRODUCTION

Speaking is the ability possessed by a person to be able to communicate between speakers and interlocutors in order to convey information, feelings, or ideas. Speaking is a person ability to pronounce the articulation of sounds or words to express and convey thoughts, ideas and feelings (Tarigan, 2008). There are several reasons why learning to speak English is important, including; English is one of the international languages and is the official language of 53 countries in the world. As an international language, English is the most important language that most people from various countries must master (Purnamawati et al in I Gusti,

2015). When talking about the verbal ability of a speaker, this is not solely meant as an eye on the ability to understand the sound of a word, but the message or meaning of the word. According to Chaney (1998) cited by Leog and Ahmadi (2017: 35) speaking is the process of creating and sharing meaning using verbal and non-verbal symbols in different contexts.

Speaking English is considered difficult by most people, especially students who study English at school. This happens because in reality there are several obstacles that students experience when taking English lessons. Lack of self-confidence is one of the factors that hinders students' speaking ability, apart from that there is a fear of speaking because when students experience errors in pronunciation, many students ridicule so that this fear arises. Several psychological factors hinder students' speaking ability, namely fear, embarrassment, lack of confidence, disappointment, and low motivation (Juhana, 2012). In addition to psychological factors, there are also some problems encountered in reality, namely the weak practice of speaking inside and outside of school so that students cannot improve their speaking skills.

Based on observations at senior high school Gadingrejo Muhammadiyah, it was found that the majority of students experienced difficulties in learning English. Factors that make students reluctant to learn English are the lack of practice and practice of English monologues or dialogues and the low motivation of students. They say that learning English is considered difficult and not important so they are not interested in learning it. In fact, often when changing hours of English lessons, some students do not come into class. Researchers asked the reason why they did not enter and they only answered that they were bored. In addition to conveying and explaining learning material, the teacher's role can also be the only source of motivation for students to be able to attract students' attention to learning English, especially for students' speaking skills. However, sometimes the learning activities carried out by the teacher in the classroom tend to be passive, the teacher explains then the students listen to the explanation until the lesson ends. This activity is carried out repeatedly because the teaching materials in schools are inadequate so that teachers feel limited (Rena, 2020). Although several techniques, approaches and media have been used by the teacher to help improve speaking skills, these are still not very helpful. Students still feel bored so teachers need new ways to provide interesting lessons, especially in English lessons.

Media is one important component that can be used by teachers to teach. According to Steffi Adam and Muhammad Taufik Syastra (2015) that learning media is everything both physical and technical in the learning process that can help teachers to make it easier to convey subject matter to students so as to facilitate the achievement of learning objectives that have been formulated. In teaching English, the media is known as a tool to assist teachers in delivering material to students. Using media in teaching engages students and can help motivate students to learn. The importance of the role of learning media in the learning process requires an educator to be able to use interesting media and create an effective and fun learning atmosphere. Fun learning can make it easier for students to understand the material presented by the teacher. Often students are not interested in learning a material because the subject matter is boring.

The journal written by Fanniar Nissrina with the research title "Improving Students' Speaking Skills Through Watching Youtube" is one of the journals that is used as a reference for this research. This article aims to provide interesting learning by watching YouTube videos. This article uses a quantitative method, namely collecting data by doing tests for several students. The results of this article say that when students use YouTube media as a learning medium to

develop students' speaking skills, this is less efficient if done to elementary school students. The weakness with this research is using YouTube media as an additional teaching material with the aim of increasing skills and increasing curiosity so that students can be motivated to learn English. While the difference from this study is the subject and place used are different, previous researchers used elementary school students as research subjects while researchers used high school (SMA) students as research subjects. Research place. Previously, researchers conducted research in Tangerang, Banten Province. Meanwhile, researchers conducted research in Gadingrejo, Lampung Province. The next difference lies in the media used. If the previous research used YouTube media, this research used card media (which contains content about praise and congratulations).

So the researcher considers using a different media of assistance, the media is card media. Learning by using card media can provide a stimulus during learning takes place. This learning media aims to change the boring class atmosphere to be fun in understanding the material and make students enjoy learning English. Researchers hope that this media can help improve students' speaking skills and increase student motivation. Therefore, researchers are interested in using learning media in the form of cards.

II. METHODS

This research method uses quantitative research methods with the type of pre-experimental research design. The form of the pre-experimental design is in the form of a one-group pretest-posttest design. In this one-group pretest-posttest design, there is a pretest before being given treatment or a solution that will be carried out after knowing the results of the pretest. Thus, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was held (Sugiyono, 2019: 74). The research subjects were 16 students at Senior High School Muhammadiyah Gadingrejo. This research was conducted using Card media as a media learning medium for students' speaking skills. Data collection techniques used in this study were tests and assessment rubric. Tests were given to find out how far students' speaking skills were before and after being taught using Card media. Then this assessment rubric serves to measure students' scores in speaking. This research was conducted on 26 August-16 September. The duration of this study was 5 meetings consisting of pre-test, treatment and post-test. In each meeting the researcher has 90 minutes.

III. RESULT AND DISCUSSION

In this section, the researcher presents students' speaking skills before being taught using YouTube. The subjects of this study were 16 students at Gadingrejo Muhammadiyah High School. The purpose of the researchers was to determine the speaking ability of students at Gadingrejo Muhammadiyah High School by using YouTube. The test serves to determine students' speaking ability before students receive learning.

Pre-test

After the researcher got the student data, the next step was to conduct a pre-test on students. The test given was a learning achievement test in the form of a written test in the form of multiple choices related to the theme to be conveyed, namely about complement which was done by 16 students. The test was carried out with the aim of knowing the students' initial abilities. Students are given 90 minutes.

Table 1.1 The results of students' pretest learning

| NO | NAME | PRE-TEST |
|----|------|----------|
| 1 | AS | 55 |
| 2 | AA | 50 |
| 3 | AAP | 76 |
| 4 | DSP | 50 |
| 5 | IN | 45 |
| 6 | LH | 45 |
| 7 | MKA | 75 |
| 8 | OR | 55 |
| 9 | PKU | 63 |
| 10 | RR | 58 |
| 11 | RM | 57 |
| 12 | TA | 63 |
| 13 | VS | 45 |
| 14 | VPS | 50 |
| 15 | VA | 45 |
| 16 | ZNA | 58 |

Table 1.2. Pre-test results

| NO. | Class | Total Students | Mean |
|-----|-------|----------------|-------|
| 1 | MIPA | 16 | 55,63 |

From the results of statistical calculations, it is obtained that the average value of the initial test (pretest) is 55.63 (fifty five point sixty three).

Table 1.3 Data on student pre-test results are presented in table

| No. | Data | Frequency (student) | Percent (%) |
|-----|-------|------------------------|----------------|
| 1. | 45 | 4 | 25 |
| 2. | 50 | 3 | 18,8 |
| 3. | 55 | 2 | 12,5 |
| 4. | 57 | 1 | 6,2 |
| 5. | 58 | 2 | 12,5 |
| 6. | 63 | 2 | 12,5 |
| 7. | 75 | 1 | 6,2 |
| 8. | 76 | 1 | 6,2 |
| | Total | 16 | 100 |

From the table above, it can be seen that the lowest score is 45 (forty five) and the highest score is 76 (seventy delicious). From the data presented in table 1.3, it can be seen that there are 4 students who get a score of 45, 3 students who get a score of 50, 2 students who get a score of 55, 1 student who gets a score of 57, students who 2 people got a score of 58, 2 students got a score of 63, 1 student got a score of 75, and 1 student got a score of 76.

After the initial test (pre-test) has been completed, the steps taken by the researcher then provide treatment in the form of delivering material using YouTube videos and practicing dialogue on the material that has been delivered. The treatment was carried out for four weeks in two sub-themes learning activities consisting of 4 learning activities, namely 2 materials and 2 practices.

Treatment

The treatment was carried out on students in this study in the form of delivering material using YouTube videos and practicing dialogue on the material that had been delivered. The things that the researcher did before carrying out the treatment were making a learning implementation plan (RPP) for the material to be delivered which was then consulted with the class teacher. After that prepare the things that will be used and determine the implementation time. The researcher gave treatment times in 4 learning activities.

Post-test

At this stage, the final test is again given to students after being given treatment. The implementation of this final test aims to determine the effect of using YouTube on students' speaking abilities at Senior High School Muhammadiyah Gadingrejo.

Table 1.4. Student post-test learning outcomes will be presented in the table

| NO | NAME | POST-TEST |
|----|---------------------------|-----------|
| 1 | Aisah Sarwanda | 70 |
| 2 | Azan Alifiansyah | 60 |
| 3 | Azzahra Aulia Putri | 85 |
| 4 | Destia Samara Putri | 60 |
| 5 | Irma Nurmawati | 60 |
| 6 | Lulu Hannifah | 70 |
| 7 | Muhammad Kholifatur Akbar | 80 |
| 8 | Okta Romadhona | 75 |
| 9 | Prayoga Khotibbul Umam | 78 |
| 10 | Rahmad Rifa'i | 63 |
| 11 | Reza Maulana | 70 |
| 12 | Tri Anggun | 75 |
| 13 | Vega Saputra | 60 |
| 14 | Vika Puspita Sari | 70 |
| 15 | Vani Anggraeni | 68 |
| 16 | Zahva Naela Anjafala | 78 |

Table 1.5. Final test results (post-test)

| No. | Class | Total Students | Mean |
|-----|-------|----------------|-------|
| 1. | MIPA | 16 | 70,12 |

Based on the table above, the difference in the average scores achieved by students. The test results increased by 14.49, namely from the initial test 55, 63 increased to 70.12.

Table 1.6. Data on the results of the students' post-test are presented in the table

| No. | Data | Frequency (student) | Percent (%) |
|-----|-------|---------------------|-------------|
| 1. | 60 | 4 | 25 |
| 2. | 63 | 1 | 6,2 |
| 3. | 68 | 1 | 6,2 |
| 4. | 70 | 4 | 25 |
| 5. | 75 | 2 | 12,5 |
| 6. | 78 | 2 | 12,5 |
| 7. | 80 | 1 | 6,2 |
| 8. | 85 | 1 | 6,2 |
| | Total | 16 | 100 |

From the table above, it is known that the post-test score for the lowest score is 60 (sixty), the highest score is 85 (eighty five). From the final test data (post-test) in table 1.6, it can be seen that there are 4 students who get a score of 60, 1 student who gets a score of 63, 1 student who gets a score of 68, students who get a score of 70 4 people, 2 students who get 75, 2 students get 78, 1 student get 80, and 1 student get 85.

IV. SUGGESTION AND CONCLUSION

Based on the findings above, it can be concluded that YouTube influences students' speaking ability. The results of the post-test showed that there was a significant difference for students who learned by using YouTube videos in teaching speaking. Then the methods and learning used in the class create an active and interesting class for students. The use of YouTube has a significant positive effect on students' speaking ability. This is shown from the results of the pre-test and post-test, the average value of the pre-test is 55,63. After doing the pre-test, the class was given a treatment using a YouTube video. Based on the results of the post-test showed that the average value of the post-test was 70,12. Therefore, it can be concluded that YouTube which is applied in learning can affect students' speaking abilities. The results of this study indicate that YouTube can be applied in the teaching and learning process, especially in improving students' speaking skills.

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