THE EFFECT OF AUDIO-VISUAL EXPOSURE (YOUTUBE) TOWARDS LEARNERS' SPEAKING SKILL

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ABSTRACT

This research is intended to investigate the effectiveness of Audio-Visual Exposure (AVE) in which YouTube as the platform adopted being compared to the use of another media, i.e. Audio-Picture Series Exposure towards learners' speaking skill. In order to achieve the purposes of the study, this study entails subjects taken from the population of SMK Budi Mulya Pakisaji by selecting 20 samples and 18 samples for control and experimental group respectively in which the former group was taught using Audio-Picture Series Exposure, while the latter one using AVE (YouTube). The researcher provided similar treatment and topic during the implementation of each exposure. The results show that both groups proved major improvement. Despite the performance improvement, since the result of independent sample t-test was 0.379, it attests that the difference between the groups was insignificant as the result was higher than the significance level set at .05. Such insignificance was apparently posed by some probable factors such as how the control group provide the same effective impact during the lesson, and also caused by the probable limitation as for adopting the availability of apt videos attributed to the selected topic which culminated in over reusing the similar contents. All in all, this study is expected to be contributive and propitious for the teachers and learners as for delivering insights of determining the use of the most suitable media for learning activity. It is also hoped that further research could present more detailed and provide more reliably advantageous findings.

Keywords: Exposure, Speaking, Audio-Visual, YouTube

INTRODUCTION

Most of EFL learners such as in Indonesia, especially those who still belong to primary, junior and senior learners apparently find it quite intimidating when it comes to speaking in English. The most common problem they are seemingly concerned about is the lack of proper media which culminates in their less interest to learn English thus the exposure was not delivered properly. It has resulted in their lack of vocabularies as to how they utterly compose certain discourse while having test, practice for class subject, or merely standard communication within their own circumstances. Such things have been experienced by the teachers during his teaching progress in his institution, SDN 1 Jatisari by far, and also during his 2 months internship at SMPN 1 Wonosoari as well as during his 2 months Freelance teaching Vocational High School learners at Bayt Al-Hikmah Pasuruan.

Mustikawati (2013) stated that the only sources for the students at SMPN 1 Manisrenggo as to learning speaking was the teacher and text-based books for their material. Lack of vocabularies and proper learning because of the ineffective exposure given had become inevitable consequences. Likewise, after learning the interview prior to the similar research carried out by Manurung, Saleng, & Darmawan (2014) they found that one of the problems bearing upon the progress of learning speaking had been made slightly more complicated due to less contextual task related to acquiring new vocabularies assigned to the students by the local teachers at the institution. Furthermore, Kayi (2006) asserted that the continuous drilling reiteration and mere dialogue recalling given by the teacher have caused the most possible neglect of the use of the context of "when" and "'where" during speaking. Consequently, it would possibly mislead the learners to something quite contrary to the nature of communication in English itself as stated by Nunan and Carter (2001) in Riswandi (2016) that carrying out discourse in English itself is one of the measurements in successful speaking ability in English. Again, Littlewood (1981) asserted that the use of L1 by teachers still dominates while managing classroom. Al-Sibai (2004) also quoted that due to the needs of human endeavor, People tend to think that English Speaking capability is a must so that it may be the cause of the complexity as to learning oral English in terms of communication of EFL or ESL learners.

Based on the issues above, to master speaking skills, and of course as well as the others, indeed it is important for learners to be exposed with English so that they will be accustomed thus it will culminate in their success of acquisition. Providing appropriate exposure can be done in many ways. One of them is using Digital technology since how much Digital Technology has massively influenced every aspect of life, including education. The use of Audio Visual for educational purpose especially in giving exposure is worth a try since Learners' affective factor i.e. motivation tends to constitute if they find something interesting during learning activity. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981).

LITERATURE REVIEW

The use of Audio-Visual Exposure (AVE) in Education

Enthusiasm for videos remains high and video application in education is still on the rise (Brophy, 2003). Videos allow students to get an insight of real-life experiences as Videos give students a notion of real-life situations (Merkt, et. al., 2011). For instance, in a history class videos can provide the actual settings in which events took place, thus facilitating students the retention of content. If teachers use videos to tackle highlighted lesson points, then the videos would be meaningful for the students (Brophy, 2003). Videos are commonly utilized within classrooms. In the previous study, Long, Logan & Waugh (2016) conducted a study about the use of Video prior to class. Inside the class, students actively engage with the lesson as they provide comments based on the previous knowledge they obtained from the videos and other learning materials. Thus, classes are student-centered and not teacher-centered because everyone contributes in the lesson. On the contrary, the exposure of Audio-

Visual apparently does not always work as good as how most researchers have stated. A research conducted by Muzammil (2015) found that the use of AVE did not affect the freshman's performance on listening comprehension because, in fact, the utterances spoken by native speakers were too fast and the gap filling subtitles used in test seemed to distract learner's eye movement. Terefore, the experimental study were not successful.

The Use of Audio-Visual Exposure (AVE) in Speaking

When it comes to mastering speaking proficiency, video surely counts within the option. It has been proved by number of researches involving the use of video in effort to enhance the learners' speaking skill. In her thesis, Mustikawati (2013) carried out a research entitled The Effectiveness of Using Video in Teaching Speaking for the Eighth Grade Students of SMPN 1 Manisrenggo. Her thesis focused on how the video was compared to textbook based as a media for learning. It could be deduced that the use of the video had given effective effect towards the students' speaking skill.

Another research conducted by Ikramah (2017) indicated that there was significant effectiveness of students' speaking ability after implementing video recording. In a research project carried out at a university in Cuenca by Cordova (2014). The purpose of the study was to implement videos in their syllabus and thus improving teachers' lesson units. Results suggested that participants were motivated to ask and answer questions in class due to the aid that the video materials provided. It suggested that videos with English subtitles helped them to better comprehend the information of the videos. In short, it could be deduced that even video can assist them to subconsciously elevate their speaking ability.

The Use of YouTube in speaking

Of all web-based platform available on the internet, YouTube for sure counts in. Bonk (2009) in Almurashi (2016) stated that YouTube, as a compelling social medium, takes account of the contribution to global education.. Berk (2009) in Almurashi (2016, p. 34) emphasized "the key role of teaching language in the college classroom by using YouTube videos".

In addition, a study by Riswandi (2016) affirmed that the score obtained from the speaking test average indicated an improvement. Besides, the average score result was espoused by the questionnaire result that 89% of the students said they found the class attractive, 93% said that YouTube- based video is helpful for them, and 93% of the students were motivated to learn English by using YouTube videos. Furthermore Watkins & Wilkins (2011) elaborated some potential classroom activities entailing YouTube such as Conversation analysis, Movie Trailer, Voice-covers, and Vlogging.

It is worth noting that several researchers above apparently carried out such similar study using pre-experimental design, as in Ikramah (2017), Manurung et al. (2014), and Classroom Action Research (CAR) as in Riswandi (2016) in which those researchers provided positive result from single class only. The former two researchers, since they adopted pre-experimental, they provided no comparison subject that would likely culminate

in a possibility of bias considering Latief (2010) declared that pre-experimental lacks the availability of the comparison group in which it is quite difficult to properly control the presence of another unexpected variable that might interfere the validity of the research. While the latter one, despite positive result attained, still it was unknown to ultimately ensure whether or not AVE was that effective if there was another digestible media provided as a comparison exposure.

Meanwhile, in spite of using experimental design and showing positive result gained from AVE treatment on experimental group, however, the thesis from Mustikawati (2013) provided less equal treatment for control group that might cause a slight sense of inequality when it comes to comparing the final result between the two group. It is written on her abstract page xiv that she compared the use of video as the treatment adopted for experimental group to the use of textbook-based for control group. From that reason, despite most of positive result shown from most of those researchers, the writer hence is still keen to ensure how much does Audio-Video Exposure (YouTube) give impact towards young learner's speaking Skill. Based on the background of the study, the research question is formulated as follows:

Does Audio-Visual Exposure give better effect than Audio-Exposure Alone (Picture series) towards speaking proficiency of the ten grade students at SMK Budi Mulya Pakisaji?

METHOD

This research was particularly intended to investigate the effectiveness of AVE in which YouTube as the platform adopted being compared to the use of another media, i.e. Audio-Picture Series Exposure towards learners' speaking skill. The design of the study belongs to Quasi-Experimental Considering the restriction to deliberately and randomly manipulate which students were administered to either experimental or control group because neither the school nor institution would want the researcher to determine which classes or students were assigned (Ary et al., 2010). The study was conducted at SMK Budi Mulya Pakisaji and the population was the tenth-grade students in academic year 2018/2019. This research entailed two groups from different classes. The two classes belonged to BDP classes, which are 18 samples from X BDP 2 and 20 samples from X BDP 1. The first group belonged to experimental taught using Audio-Visual Exposure (YouTube) and the latter as the control group taught using Conjunction of Audio-Picture Series exposure respectively.

As for the materials, the researcher assigned Recount Text in form of oral performance. Before employing the test, the researcher had had the instrument sent and approved by the expert validator to attest that the test instruments were valid. The main instrument was speaking performance in which the assessment required more than one rater. The researcher as the rater 1 involved rater 2. Meanwhile, the assessment used to measure the student's performance was referring to the main instruments, i.e. Rubric score. The Rubric score was adopted from Harris (1969, p. 84). It was worth noting that both raters had to meet the required level of agreement to espouse the reliability. Based on the Index Kappa (Table 1), this score indicated that there was substantial agreement between rater 1 and rater 2.

Furthermore, the significance value which can be seen from table Approx. Sig was 0.005. It was far less than 0.05. Accordingly, there was significant agreement between rater 1 and rater 2.

Table 1. Computation of Agreement Kappa

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig
Measures of Agreement Kappa	Kappa	.638	.177	2.823	.005
N of Valid Cases		17			

As the data obtained from both group through both pre-test and post-test, it subsequently went through some required test as follows:

1. Normality test adopted to ascertain if the data set is well-modeled by a normal distribution and to measure how likely it is for random variable underlying the data set to be normally distributed.
2. Homogeneity Test carried out to ensuring the level of fairness of the selected sample.
3. Hypothesis Test applied to measure the probability (p) or sig-value by using independent sample t-test with significance 0,05. If sig-value is less than 0.05, it means that Ha is accepted, and Ho is rejected. Meanwhile, if sig-value shows more than 0.05, it means that Ha is rejected, and Ho is cannot be rejected.

FINDINGS

The first step was to measure the level of normality between two groups. Such Normality test is intended to investigate whether or not the data is in normal distribution. In this study, the researcher performed Shapiro-Wilk in SPSS version 22 for windows. The Normality level for both group through their both Pre and post-test were accepted as the data obtained provided the requirement level which is above 0.05, i.e. 0.076 and 0.073 in their pre-test as well as 0.641 and 0.599 in their post-test for Experimental and Control group respectively. Furthermore, it is vital to ascertain the level of homogeneity between the two groups. To examine the homogeneity of the test, the researcher used Levene's test by using SPSS version 22 for windows. The result of homogeneity test can be figured on Table 2 as follows:

Table 2. The Homogeneity of Pre-test

Test of Homogeneity of Variance

Speaking Score

Levene Statistic	df1	df2	Sig.
.169	1	36	.684

It is known that significance amount, as shown on the Table 2, was 0.684, which is higher than 0.05. Since the required amount of homogeneity test must be above 0.05, it can be deduced that both samples from X BDP 1 and X BPD 2 classes were homogeneous. In other words, both groups provided similar characteristic.

Next, the researcher analyzed the data obtained from overall post-test. The mean score from each group shown difference despite similar improvement in the aftermath of the treatment, i.e. 73.56 for experimental group and 71.00 for Control group. However, it is still essential to measure to what extent does the significance differ to each group. To learn the result of the level of significant difference, the Independent Sample t-test can be seen in Table 3 as follows:

Table 3. The Result of t-test of the post-test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	20	71,00	9.592	2.145
Experimental Group	18	73.56	7.898	1.862

Independent Sample Test

	Levene's Test for Equality Variances		t-test Equality of Means			
	F	Sig.	t	df	Sig.(2-tailed)	Mean difference
Equal variances assumed	1.1109	.299	-.891	36	.379	-2.556
Equal variances not assumed			-.900	35.740	.374	-2.556

From Table 3, it could be seen that the significance level of both Equal variances assumed, and Equal variances not assumed were 0.379 and 0.374 respectively. Since both levels were far up above 0.05, it can be deduced that there was no significant difference of post-test score between Experimental and Control group. It also meant that alternative hypothesis (Ha) was rejected while null hypothesis (Ho) cannot be rejected. In other words, the AVE gives better impact but not significantly effective.

DISCUSSION

This study mainly investigates how significant the effectiveness of AVE (YouTube) implementation towards learners' speaking skill. As this study adopted Quasi-Experimental design that, from the statistical result of Chapter 3, culminated in different result compared to the previous researches, it is substantial to discuss further what may differ this study from the previous ones. A Classroom Action Research (CAR) carried out by, with his YouTube involvement for improving students' speaking skill gained positive accomplishment due to the necessity of absolute success of solving the problem within CAR design. However, it is still unknown, due to different design of research obviously, that the use of AVE carried out by Riswandi (2016) would be that significantly effective if there was any equal comparison to compare the result as in Experimental design. On the other hand, despite the adoption of experimental design, Ikramah (2017) and Manurung et al. (2014) apparently performed Pre-experimental design. In spite of the effectiveness obtained from the result of students' speaking proficiency following the prior treatment using AVE, such Pre-experimental design, according to Latief (2010), lacks the availability of the comparison group in which it is quite difficult to properly control the presence of another unexpected variable that might interfere the validity of the research.

Another experimental design carried out by Mustikawati (2013) showed that her research belonged to Quasi-Experimental Research in which the result posed significant difference between those samples taught using AVE and those who were not. In this case, Mustikawati indeed provided the comparison media for control group. Mustikawati's research, however, provided what seemed to be less equal comparison as she stated that the control group were taught using Textbook based media. It thus posed a sense of unfairness as those students taught using AVE in experimental group undoubtedly outperformed those who were merely taught using Textbook based media. From those several researches, it can be deduced that it is still obscured that the use of AVE was really that effective although they all have ascertained that there was significant difference or improvement as to the result of students' speaking proficiency following the implementation of AVE.

As opposed to those several researches, the findings on this research has shown that the result between experimental and control group was not extremely significant. Then the previous researches cannot suggest the same idea as what this research has resulted. In fact, the control group proved some improvement as almost good as the experimental group. It has been declared previously that the researcher was eager to employ fair comparison as for the media implementation for control group, i.e. Audio-Picture Series Exposure, despite the researcher's focus on the use of YouTube as an AVE for experimental group. Such insignificant difference may have been caused by several factors. Of several probable factors, one that was extremely conspicuous was that the comparison media adopted on control group shared the same effectiveness as for gaining students' motivation and interest. Another probable factor was that the students from experimental group may found the video adopted for the materials quite unattractive since the use of videos which were attributed to the selected lesson were quite limited. It shares the same idea as Bates (2016) outlined that finding some apt free videos to accommodate the specific demands of a lecturers tends to take so much time or the preferred video material may just be barely available and perhaps, unreliable.

Furthermore, the score obtained were still considered general as it still lacked further specific aspect of speaking skill. Such defect was caused by the limited time provided by the institution as for conducting the research. Despite the adoption of rubric score, the researcher however could not thoroughly measure, for instance, how good and precise the stress, accent, and the discourse performed was. Another shortcoming was that this study did not assess the cognitive aspects that may have been encountered by either groups following the treatment given so that it is still obscured to convincingly learn what they truly feel about each exposure media as for interfering their lesson progress. In addition, referring to Muzammil (2015), such matter of insignificance may have been caused by several factors such as samples, the design, and the truth. Since the design adopted was Quasi-Experimental in which it is quite restricted for the researcher to fully have control as to randomizing samples, thus it seems that the samples number, i.e. 20 samples and 18 samples for Control and Experimental group respectively that have existed naturally, were not large enough so that the researcher cannot learn the effect of the sample size (Muzammil, 2015). Nevertheless, this

matter had been at least covered by the result of Homogeneity test which suggested that both groups were characteristically similar (See findings).

CONCLUSIONS

The study has found that the experimental group who were taught using AVE, in spite of the effectiveness found within the result gained, could not provide immensely significant difference compared to those who were taught using Audio-Picture Series Exposure as the contrast between the two. The use of AVE is still effective but not immensely significant and, in the sense of material-based necessity, it is almost equaled by a comparison which is considered fair enough to contrast the AVE, e.g. Audio-Picture Series Exposure. All in all, this study has suggested that whether using YouTube as the AVE or Audio-Picture Series Exposure as the media, as long as the treatments delivered equally, they will likely provide the same descent result when it comes to improving students' English skill.

For the matter of practical implication, it is worth noting that the teacher, regardless insignificant difference of the result obtained, can still embrace YouTube as it provides easiness, freedom and low-cost access to find the desired content although the most preferred contents availability may not thoroughly meet the needs. Bear in mind, since it is quite challenging to find the contents that are properly established or adjusted to the need of the selected lesson, thus the learners should be guided by the teachers or parents to find the right contents for pedagogical purposes. Thanks to current YouTube regulation that has been restricted to prevent some indecent contents to be featured so that the risk which leads the learners to find some indecent and improper contents can be easily decreased.

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