

The Effectiveness of Using Nas Daily Youtube Videos in Enhancing Students' Speaking Skills

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ABSTRACT

This study focuses on improving students' speaking ability through YouTube videos of Nas Daily channel, specifically the students (henceforth, the cadets) of Politeknik Bumi Akpelni studying in the fourth semester. There are many graduates in Marine Mechanical Engineering Technology (TRPK) who often receive comments from companies that there are still many TRPK cadets that are less active despite being in the world of work. The international level requires active English, especially during interviews and communication with seafarers from different countries on board. This study aims to explore the importance of using Nas's daily YouTube videos to boost students' speaking skills. This study employs an experimental design applying preliminary and predomination in each group. The population consists of fourth-semester interns and the sample is class TRPK A as the preliminary group and TRPK B as a predomination group consisting of 22 interns in each group. The first meeting is an advance-test for both groups. The researchers give the treatment during the second and third encounters, and so on. Nas daily YouTube videos are used for the preliminary group while the predomination group is treated with conventional methods. The last meeting was an end-test of the preliminary and predomination groups. The research tools used consists of conducting a simple dialogue with the subjects they have learned. Learners' speaking ability is assessed based on five aspects of speaking skills, namely articulation, grammar or morphology, vocabulary or the stock of words, chapters and fluency. The results show that the average advance-test scores for the preliminary and predomination groups are 48.60 and 44.26. End-test mean scores for the preliminary and predomination groups are 65.30 and 55.20. The average score of each of the 5 aspects of speaking also increased after using Nas Daily YouTube Videos for the preliminary group. The significance of this study is found by applying the t-test method. After carrying out the significance test, the t-count value (2.96) is higher than the t-table (1.76). This means that a significant difference in results between cadets' speaking skills after being treated using the Nas Daily YouTube Video and using the conventional method of the fourth-semester cadets of Marine Mechanical Engineering Technology exists. This study concludes that cadets' speaking skills improve well through activities using Nas Daily YouTube Video. They are more confident and have easy access anytime, anywhere to learn and to speak English. Besides, they also learn unique things from Nas' videos on YouTube.

Keywords: *Speaking Skill, Practice, Nas Daily, Youtube Video*

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INTRODUCTION

In the world of marine work, future seafarers, who are still studying in campus, should really be encouraged to improve their speaking skills more because engineers work more with engines in the room. The machine is not a hindrance to their English

improvement. As the primary means of communication and the social structure, speech would be significantly different if we were not successful in developing verbal communication. Activities that lack information are suggested to develop verbal communication. The activities lacked information aimed at integrating the four

skills. Externally controlled students' language production influences students' difficulties in transferring their knowledge from language learning situations to language usage situations (Bygate, 2003). The acquisition of English as a second language is one of the conditions for success in the era of globalization. As an international language, English plays an important role in uniting people around the world for many purposes. For this reason, everyone, in this case Indonesian, must be fluent in English. Speaking of the benefits of communication, for today's globalized world it is one of the important skills because it complements other skills such as computers and technology. In addition, Hadley (2001) argues that in the 21st century, proficiency in foreign languages can be a very influential advantage for anyone seeking employment in maritime, ports, trade, education, business and industry. Fluency in English is a requirement that opens up international employment opportunities and eases entry, although this contrasts with the proficiency levels of many UK vocational school graduates. It is said that Indonesians speak English passively. As it has its own pattern, English has different sentence structures from Bahasa Indonesia.

Based on the stated theories and conclusions, this study applied my Nas Daily YouTube Video strategy with the purpose to improve the cadets' speaking skills. Since

understanding the problem and finding solution is important thing for problem solving, this study was carried out to help students' improving their speaking skills. By doing so, Indonesian seafarers are expected to find jobs more easily and are more respected because they do not have difficulties in communication, do not make mistakes at work leading to accidents, do not clearly understand the purpose and goals of the working process. The main goal of teaching English is providing learners to produce English accurately and effectively (Davies & Pearse, 2000). Speaking is not just talking about words, yet it means verbal communication. Some teachers often ignore this type of skill and focus on written skills such as structure and reading. Students do not have enough opportunities to speak English both inside and outside the classroom. Consistent speaking practice is needed as a strategy to improve this skill. The listen and repeat method are effective for improving speaking skills. Instructors can implement this technique by providing structure to students and asking them to repeat. This method can reduce the level of students' shyness in speaking practice. By using short questions and short conversations in class, teachers can enhance students' speaking skills. Due to this consideration, the researchers are ready to start teaching foreign languages with Nas Daily YouTube Video as a new medium. Nas, whose original name

was Nuseir Yassin, was born in Arraba to an Arab Muslim Palestinian family. The original language is Arabic. He can also speak English and Hebrew. Nas graduated with a degree in economics. He attended Harvard at the age of 19 after moving to the United States. Before becoming a vlogger, Nas worked at Venmo and made \$100,000 a year. However, he chose to give up because he wanted to explore the world. With a fluent British accent, videos with English subtitles and the use of many new terms really help to improve English, especially since the video content is so unique in time and place. A modern teaching method used by the faculty can bring a new spirit to the students and encourage them to improve their speaking. I conclude some notes, such as "How to use online material from Nas Daily YouTube Video to build students' speaking skills and the pros and cons of material provided by Nas Video Daily YouTube in the teaching of marine mechanical engineering technology to students in the fourth semester of the academic year 2022/2023.

This research was conducted to describe how the use of online materials in Nas Daily YouTube Video can improve students' speaking skills and summarize the advantages and disadvantages of teaching speaking through this method. The significance of the study, it does not theoretically construct a new theory in the teaching and learning of spoken languages,

but it should serve as a reference for teachers of English. In fact, materials from Nas' daily YouTube videos are applicable to English lectures as an alternative way of teaching speaking. Academically, material from Nas Daily YouTube videos will help students improve their speaking skills.

RESEARCH METHOD

The researcher used the preliminary design as a research method. The goal was to demonstrate whether there was a significant difference between the test and control group's speaking scores after being treated with Nas Daily YouTube Video. Some of the preliminary research phases include: (1) Advance-trial activity, (2) Treatment, (3) End-trial activity. Before conducting the study, the researcher applied several lists of questions to design a preliminary procedure which was proposed by Creswell (2009:155). In this study, the author divided the sample into two groups, the preliminary group and the predominance group. Before conducting the speaking activities for the preliminary group, a pre-test was carried out on both the preliminary and predominance groups of the experiment to measure the students' speaking level. Then the activity (treatment) is given to the preliminary group. The study was designed as plans and procedures helped the researcher to obtain answers to the research questions of this current study by defining detailed data collection and analysis methods

details. The preliminary group was exposed to the effects of teaching speaking through Nas Daily YouTube Video. It uses the usual method of teaching the predomination group to speak. Then a following test was performed on both groups. The effect of activity was expressed as the difference between (O2-O1) in the preliminary group. This study places the researcher as a data collector, an investigator, who analyses the data and makes interpretations about the data collected during the research. The data type is quantitative data that includes students' pre- and post-test scores in numerical form. The number of students studied as a subject in this study were fourth-semester Marine Mechanical Engineering Technology (TRPK) students. Two classes were included in the sample. This research was conducted by dividing the sample into two groups namely the preliminary group and the predominant group. The preliminary group is TRPK class A and the predominant group is TRPK class B. This study examines two variables; independent and dependent variables. Independent variables are believed to be variables that are thought to influence understanding. In this study, the independent variable is a new tool that researchers use to improve students' speaking skills. The dependent variable is the variable that will be influenced by the independent variable, namely the teaching objectives to be studied. In this case, the dependent variable is the

students' speaking ability.

At the end of this study, the researchers expected that there would be a significant difference in the speaking proficiency achieved by Marine Mechanical Engineering Technology (TRPK) which will have received treatment with the Nas Daily YouTube Videos compared to the skills taught by using conventional methods. To collect the required data, the researchers used the advance-test and the end-test as data collection tools. The results of the advance-test and end-test were evaluated using the assessment table.

The following rating scale diagram incorporates the assessment dimensions that are used to assess student performance on the speaking test.

Table 1. Oral Expression Test Rating Scale

Quality	Record	Remarks
Articulation	5	Speech includes approximate articulation.
	4	Speech includes barely appropriate articulation.
	3	Speech includes inappropriate articulation.
	2	Speech mainly consists of inappropriate articulation.
	1	Speech includes very poor articulation.
Morphology	5	Make some notable mistakes (if any) in morphology or word order.
	4	Occasional mistakes in morphology and/or

	3	words that are sometimes unclear. Frequently makes morphology mistakes and word order is sometimes unclear.
	2	Morphology and words are difficult to understand.
	1	Morphology and word order errors are so severe that they make conversation virtually incomprehensible
Word stocks	5	Use a variety of previously taught stock of words.
	4	Sometimes using inappropriate terms and/or having to rephrase ideas due to lack of stock of words.
	3	Frequently using the wrong words in conversation.
	2	Word errors and very limited stock of words make understanding difficult.
	1	Stock of words is so limited that it makes conversation almost impossible.
Chapters	5	Very organized idea, covers all topic information.
	4	Ideas are well organized, almost include topic information.
	3	The idea is less organized, some pieces of topic

	2	information are missing.
	1	Ideas are less organized, include only the main information of the topic.
		Ideas are not organized, many pieces of topic information are missing.
Fluency	5	Yes it's completely easy.
	4	Can use the language at any level.
	3	Can discuss special interests.
	2	Can handle most social situations but not easily.
	1	There is no specific description.

Scores for each of the above components were added together for a maximum total score of 25. To get an individual score, the researcher divided the students' overall score in five dimensions by the maximum score and multiplied them by 100, as follows:

$$\text{Score} = \frac{\sum \text{aspect}}{25} \times 100$$

Where,

Score : overall evaluation of the trainees in five quality

\sum aspect : Student scores from five aspects (Articulations, morphology, words stock, chapter, fluency)

25 : maximal score

Example :

$$Score = \frac{20}{25} \times 100 = 80$$

To sum the data, the researchers arranged some complex steps as follows:

First, the advance-test was developed specifically for this study and was designed to assess the speaking skills of Class X students in TRPK A and TRPK B classes that the researchers administered to participants end-test of oral expression. Finally, an oral advance-expression trial was performed on both the preliminary and predomination groups to measure their oral expression levels prior to treatment.

Then, at this point, the researcher gave the preliminary group daily Nas Youtube Videos treatment while the predomination group studied without the vehicle and then collected weekly score reports for the students members of the preliminary and predomination groups. The application of the use of *Nas Daily Youtube Video* is done as follow:

1. Introduction of the lesson
2. Materials using Nas Daily Youtube Videos from the screen and paper sheet
3. Work in pair or group
4. The cadets' performance in discussing the content by speech in group

Finally, at the end of the experimental period when the trainees were reinforced using Nas Daily YouTube Videos, the researchers conducted an

oral advance-expression test with groups of preliminary and predomination trainees. The following test is given after the practitioners have taken the previous test and received certain treatment. the researchers chose performance as a kind of oral test. The documents before and after the inspection will be the same. Finally, when all the data is complete and the researcher needs to aggregate the scores of students on the test before and after the test and then analyse them through statistical analysis to draw conclusions from the data whether studied.

FINDINGS AND DISCUSSION

The main group activity took place from April 12 to June 19, 2023, with totally 12 meetings. The first meeting was for conducting the pre-test before the oral exam and the last meeting was used for the part after the oral exam. The previous test was conducted in a question and answer format so that the preliminary group and the predomination group on Marine Mechanical Engineering Technology named Teknologi Rekayasa Permesinan Kapal (TRPK) knew the students' speaking skills before taking the test. By checking out the experience, TRPK A was selected as the preliminary group. The pre-test speaking activity for the test group was held on Wednesday, April 12, 2023. I

explained the advance-test operating rules to them and divided them into two groups according to their attendance number. Since the participants had found their partners, the researcher played 12 dialogues with different subjects in different situations that they practiced in pairs. Students are given preparation time for about five minutes before practicing speaking in front of the class. Then, after the preparation time was up, I asked them to introduce themselves and take a speaking test based on the situation I was given. The treatment of TRPK A trial group ran from Wednesday, April 19, 2014 to June 19, 2023. During the treatment, trainees were taught how to use the group's Nas daily YouTube videos to strengthen speaking skills. There are 12 meetings that I dedicate to consolidating activities. I browsed Nas Daily's YouTube videos through a computer in the Language Laboratorium 1 using Wi-Fi, supplemented by an LCD projector and active speakers. The first time, I clicked the link of the topic/case selected by the student. Then I click the play button to play the video. There are many playable videos with different themes and stories.

The following processing was repeated many times with games, dialogues, practice, spelling words, etc. until May 22, 2023. That day, I did the same activities with the first reminder for the test intern group. However, this is another subject that students must learn. It was a “short story about their

experience” in the eleventh surgical treatment before post-audit.

The following test is performed after completing all the activities. The activity after the speaking test was conducted at the Twelfth Group Meeting on Wednesday, June 7, 2023. The activity after the speaking test was conducted to assess the speaking skills of the trainees after being treated using Nas Daily YouTube Videos as learning medium. Learners show gradual improvement in their speaking ability in advance-test activity. Compared to their performance in the pre-test activity, learners' possession towards vocabulary increased significantly. However, besides the vocabulary, learners also the other five aspects of speech are also improved; articulation, grammar or morphology, vocabulary or the stock of words, chapters and fluency. Although the activity between two groups were similar, the researcher differed the treatments of the two groups. For the control group, the teaching and learning process was carried out through the usual teaching and learning process. The set of activities for the control group began with one activity before the speaking test, followed by two rounds of treatment, and ended with one activity after the speaking test. Pre-testing for the control group was performed during the first meeting on Monday, April 10, 2023. Both the control group and experimental group have the same test. They have to perform 12 conversations

with different situations and topics in front of the class with their partner. This aims to measure their speaking ability before testing. The researcher gave a different method for each group. In order to see the difference in the success of students' oral production after the experiment, the researcher purposively differs the treatment between the two groups. The trainees in the control group were taught using conventional methods.

The predomination group's processing activity was conducted regularly until Friday 19, 2023. The researcher taught the trainees present tense in dialogue and questioning through conventional teaching method by Write the simple future tense formula on the whiteboard. After asking and posing intense questions, the researcher asked a participant representative to create a simple dialogue based on a written example. Engage students in understanding by giving a simple present simple conversation by asking and conversing on paper and asking them to have a simple conversation with a friend next to them. Then they should try to memorize and practice the conversation without text. Before practicing in front of the class, practice on the table. To assess their possible mistakes, the researcher approached and recorded. The materials used in this meeting are only student documents and a set of lesson plans I have prepared earlier. At the beginning of the course, students are given a question to think about and are led to the topic we will be

studying. As the next reunion activity, class members practiced a conversation with their partner based on the scenarios in the handout. To assess possible errors made by them, if there was an error, such as a mispronunciation, the researcher directly corrected the error by giving them an example of the mistake. The final meeting was a post-trial activity for the predomination group. End-test activity is launched after all operations have been completed. The activity after the speaking test of the predomination group was conducted at the last meeting on Monday, June 12, 2023. The advance-speaking activity was conducted to measure the speaking skills of the participant's students after being treated with conventional methods.

After performing the following test on the predomination and preliminary groups, the researcher began scoring based on an analysis of the students' speaking test results who were graded using a type of scale of speaking level, the table below shows an advance and end-base test that examines each aspect (articulation, grammar or morphology, vocabulary or the stock of words, chapters and fluency) of the two groups.

Table 2. Mean score of preliminary group and predomination group for each aspect

Quality	Oral symbol group element	Mean of Pre-Test	Mean of Post-Test
Articulation	preliminary	2.52	3.74
	predomination	2.79	4.18
Morphology	preliminary	2.95	3.69
	predomination	3.92	4.10
Stock of words	preliminary	3.25	4.69
	predomination	3.69	4.95
Content	preliminary	3.72	4.84
	predomination	3.15	3.33
Fluency	Experimental	3.08	3.79
	preliminary	3.00	4.02

There was a significant difference in all aspects after being treated with Nas Daily YouTube Videos for the test group. The experimental group's pronunciation aspect increased by 1.22 from 2.52 to 3.74 as proved in the table. It happens after students learn using Nas Daily YouTube Videos, which is more interesting and fun. During the treatment, in addition to use English material in the material, the practitioners learned to pronounce some words in the dialogue by using listen and repeat method by copying the speaker's pronunciation on the YouTube channel. By doing so, it is expected that they understand the correct pronunciation of each word. This listen and repeat method helps them to improve their pronunciation correctly. The researchers assessed the pronunciation aspect by listening to the student presentation, looking at the transcription of the tape and measuring through the scoring criteria for speaking

skills. Based on the above explanation, it can be seen that learning English through Nas Daily YouTube Videos is effective to be applied in teaching spoken English as it shows enhancement in students' speaking skills rather than applying other method. Instead of only passively listening to the native speaker's speaking production, second language learners required to practice English everyday to improve their speaking skill.

In summary, practitioners in the study's preliminary group improved significantly after being treated with Nas Daily YouTube Videos. Indeed, the improvement in speaking skills of the preliminary group was greater than that of the predomination group, the researcher said. Data on the mean scores of each speech aspect based on pre-test and post-test is provided in the following graphs on the five speech aspects of the studies preliminary and predomination groups.

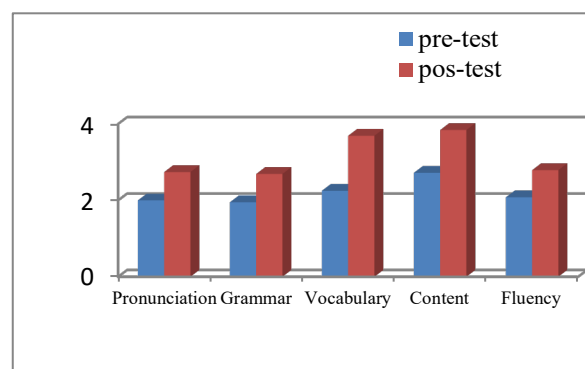


Figure 1. The Mean value of each aspect in the preliminary group

Figure 1 shows that the whole aspect of speaking performance showed a significant

improvement over the advance-test performance of the test group. The red bars show higher value than the blue bars. The blue bars represent students' previous test scores in the preliminary group, and the red bars represent the students' a-test scores.

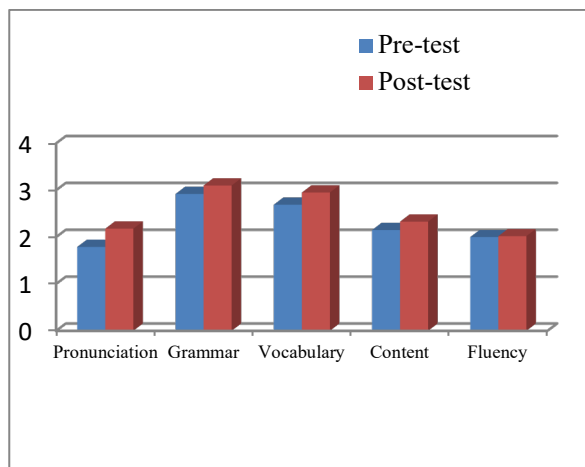


Figure 2. The Mean of Each Aspect in the predomination Group

From Figure 2, it can be seen that five aspects of the control group's speaking ability also improved. There are blue and red bars on the chart. The blue bar represents the students' pre-test scores in the control group, and the red bars the students' post-test scores. Besides the improvement of both groups, the improvement of the preliminary group was greater than that of the predomination group.

From Figures 1 and 2, it can be seen that the meaning of each aspect of speech in both groups improved in terms of post-test results. Based on these results, the mean scores of the two groups were taken into account. Details can be seen in Figure 3.

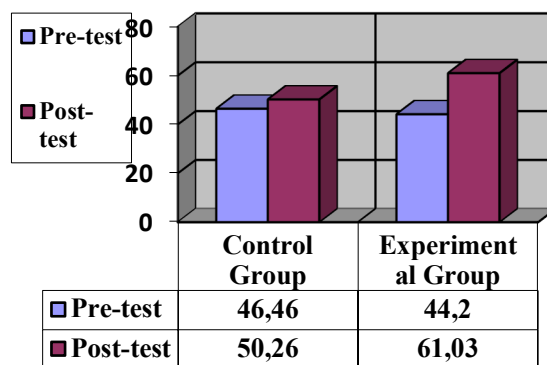


Figure 3. The Comparison of the Mean between preliminary and predomination Group

From the results before and after the aforementioned proficiency test, it can be concluded that the trainees' speaking skills improved after being treated with Nas Daily YouTube Videos.

To interpret the t obtained, it is necessary to refer to the t table's critical value, which is used to determine if there is a major gap between the t value and the t table. In educational research, the 5% (0.05) significance level was used. If the t value is greater than the table t , it means that there is a significant difference between the two mean values. Conversely, if the t -value is less than the table t , it means that there is no significant difference between the two means. While the table t at $N_e + N_c - 2 = 39 + 39 - 2 = 76$ is 1.67. This indicated that the measurement t is larger than the array t . The entire number of participants in the preliminary and predomination groups in this study is 78 with degrees of freedom (df) = 76, that is $N_x + N_y - 2 = 76$. With a significance level of 5% alpha (0.05).), the obtained t -

value is 2.78 and the t-table is 1.67, so the t-value is larger than the t-table. This shows that the two means widely different from one another. Meanwhile, the preliminary group's post-test t-test result was 2.78. Additionally, it compares on the t-panel with the alpha significance level of 5% (0.05) and the t76 degrees of freedom of 1.67. Because the resulting t value is 2.78 and the array t is 1.67. This indicates that the table t is less than the value of t ($1.67 < 2.78$). Hence, the two means differ significantly from one another. The benefits of using Nas Daily YouTube Videos to teach English are fun and exciting; Building an interactive teaching and learning process, allowing students free access to resources on a free learning website, making learning simpler and allowing us to learn about a variety of cultures, customs, nations, children, and regularly visited historical tourist sites of Nas. The futility of using these videos includes; Learners are not allowed to practice directly with native speakers through the channel. Secondly, this way of learning cannot be applied to all classes and all subjects because only people with devices and an Internet connection can learn English

According to the t test, the t value (2.96) is larger than the table t (1.76). Therefore, it can be seen that there is a significant difference between the speaking scores of students who studied using Nas Daily YouTube Videos compared with those

through YouTube. Finally, the Nas Daily YouTube Videos material are not programmatically designed.

CONCLUSION

The study was well conducted with the aim of determining whether there was a major difference in the speaking proficiency scores of students learning through Nas Daily's YouTube channel compared to those of learners without the YouTube videos. The results displayed that there was a significant difference in the speaking test results of students taught with Nas's daily YouTube videos compared to students taught without YouTube. Look at the mean values of each group before and after the test are different. Scores between the preliminary and predomination groups after the test increased but differed overall according to the speech assessment tool. The mean score of the preliminary group after the test was 65.30 while the mean score of the predomination group after the test was 55.20. For significance, the t-test was applied from the difference in the mean values of these two groups up to 11.10.

who did not study through the learning source. From the results of the study, it is proven that exercises using Nas Daily's YouTube videos help students improve their speaking abilities.

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