



The effect of the shaw English online channel on the EFL students' speaking ability

¹Riswanto , ²Anita , ³Kasmainsi , ⁴Anisa Imelda

^{1,2,4}English Department, Faculty of Education, Universitas Islam Negeri Fatmawati Sukarno Bengkulu, INDONESIA

^{1,2,4}Raden Fatah Street, Pagar Dewa Village, Selebar District, Bengkulu City, Postal Code 21352

³English Department, Faculty of Teacher Training and Education, Universitas Bengkulu, INDONESIA
³Jalan W.R. Supratman, Kandang Limun, Bengkulu 38371

ARTICLE INFO

Article history:

Received: Jan 13, 2022

Revised: Feb 09, 2022

Accepted: Feb 16, 2022

Keywords:

YouTube Videos

Speaking Skills

Role Play Strategy

Asking and Giving Opinion

Conflict of interest:

None

Funding information:

None

Correspondence:

Riswanto, Universitas Islam Negeri Fatmawati Sukarno Bengkulu, INDONESIA
riswancurup@gmail.com

ABSTRACT

This study aims to investigate whether or not the learning strategy using YouTube videos from the Shaw English Online Channel is effective on students' speaking skills in asking questions and giving opinions. This research was conducted at Islamic Senior High School 2 North Bengkulu. The method applied in this research was quantitative with a quasi-experimental design. The total sample used for this study was 70 students consisting of 35 students from the eleventh grade of natural sciences class 1 (experimental class) and 35 students from the class eleventh grade of natural sciences class 2 (control class). The instrument in this study was an online oral test and the data was the students' pre-test and post-test scores which were calculated and analyzed using SPSS 26 software. Then, the results obtained were used to determine whether there was an effect given by variable x to variable v. In conclusion, the use of learning strategies using media from the Shaw English Online Channel is effective to improve students' speaking skills in asking questions and giving opinions to eleventh-grade sciences students at Islamic Senior High School 2 North Bengkulu, the academic year 2021.



©Riswanto, Anita, Kasmainsi, Anisa Imelda

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) 4.0 international license.

How to cite (APA Style):

Riswanto, Anita, Kasmainsi, Imelda, A. (2022). The effect of the shaw English online channel on the EFL students' speaking ability. *JOALL (Journal of Applied Linguistics and Literature)*, 7(1), 202-214.
<https://doi.org/10.33369/joall.v7i1.20042>

English is a globally accepted language as the language of instruction, having an essential role in daily activities in the world. Proficiency in speaking English is a key skill for students in facing global competition. In Indonesia, the use of English is not commonplace where it is only spoken when learning at school and the requirements for taking tests.

Knowing the importance of speaking skills for the community, the Indonesian government sets the regulations related to English language learning at schools in Indonesia. According to Government Regulation of Indonesia No. 32 the year 2013, the position of English in Indonesia is a foreign language where English is very useful, especially in public relations.

In fact, as a target language, English speaking skill is not easy to master because when someone speaks, they need more than knowing the grammatical and semantic rules of the English language. Harmer (2001) added that there are some abilities that must be mastered to be able to speak fluently. Those abilities are language features and social processing of the target language. Social processing refers to the capability of the speakers to put language in a logical order and to process information given by other speakers and answer it appropriately. Social processing is dependent on two features: processing language and information and communicating with other speakers. The languages feature elements that are important for spoken production consists of connected speech, expressive media, lexis and grammar, and negotiation languages. In addition, speaking, asking and giving an opinion is one of the phrases contained in the lexis and grammar. So, teacher needs to give a variety of phrases to the students to make their English-speaking skill more fluent.

Hence, some difficulties are found in the teaching and learning process of the English language in Indonesia. First, according to Nina, Urai, and Dewi (2013) in their research, it was found that students of senior high school in Pontianak experienced issues at delivering opinions. Learner's experience some obstacles during word picking that are related to giving an opinion. Second, according to Padmadewi cited on Widiati & Cahyono (2006), it was found that during the speaking class, most of the students feel nervous due to the pressure from the tasks of speaking class. This is also almost the same as most of the senior high school in Indonesia, especially in Bengkulu. Based on the observations made in several school, the researcher found that schools in North of Bengkulu, especially in Senior Islamic High School 2, had more dominant problems such as the problem in this research. Based on the preliminary survey result, the researchers concluded that English learners face speech impediments, which prevent them from speaking. To help learners improve their speaking skills, suitable teaching media can be employed. The media is very influential in the teaching and learning process. It is a powerful tool to brighten up the classroom atmosphere, arouse student motivation, and improve the accuracy and fluency of students (Tafari, 2009). Video is one of the media that is more effective than others to be utilized to learn new languages (Woottipong, 2014).

In addition, Rahmah and Adnan (2017) stated that to engage students to communicate actively during teaching speaking processes such as delivery

opinions, language instructors should be able to determine and use effective teaching strategy and media. One of the media which English teachers use effectively is YouTube.

As the new happening media, YouTube can be used by language learners as additional media on speaking training. By observing YouTube-based videos, language learners can learn from the native speakers' situation and then the learners can imitate and absorb the speaking scene from the videos such as new vocabularies and the correct pronunciation. The proficiency improvement can be supported by experiencing the native speaking schemes (Wael Abdulrahman, 2016). By implementing these strategies by focusing on the language phases, previous tasks, and also the cycles of the tasks, the learners are expected to gain some improvement on problem solving and word pronunciation. Based on the problems and the causes described above, the researchers are interested in using one of the most famous English Teaching channels in YouTube, the Shaw English Online Channel to find out its effect on students' speaking ability.

In conducting the research, it is necessary to formulate the meaning of the key term. This is intended to erase the wrong understanding of the concepts used in this research. The term needs to be defined are as follow 4 variables. First, YouTube is an online site for sharing videos which is popular with the times where YouTube users can upload, watch, and share videos for free (Faiqah et al., 2016). YouTube has now become a variety of the kinds of needs of its users, and the features offered are progressing. YouTube technology today is very helpful to fulfill users' various needs such as by providing educational videos needed by students (Faiqah et al., 2016). Second, speaking skill is one of the skills that give us the capability to communicate with others productively. It means that communication will be productive when someone has an objective or a desire to achieve something, for instance solving a problem, giving direction, and clarifying something (Jeffrey D. Ford et al., 2009). Third, Shaw English Online is a YouTube channel with 1.07 million subscribers, founded in 2013. The content in this channel contains a lot of English language learning such as conversation, pronunciation, vocabulary and listening.

In current situation, the Information-Telecommunications has undergone extensive and significant developments that have made changes in daily activities. Internet as the product of this developments is commonly used on every aspect of life including education. Internet already transformed and became the main sources for learning and teaching schemes (Almurashi, 2016). One of the worldwide known internet platforms is YouTube (Alexa, 2011 in Almurashi, 2016), a platform to upload and accessing videos-based media from various fields and languages (Terantino, 2011 in Almurashi, 2016). Watkins and Wilkins (2011) stated that YouTube-based learning can

improve the language skills and proficiency of language learners, since YouTube provides videos about native vocabularies and pronunciation evolution from time to time. By using YouTube as the educational tools, the student-centered learning schemes can be formed. In addition, several studies have shown that using YouTube Videos can help learners for their speaking improvement including pronouncing words, understanding grammars, enriching the vocabularies and becoming more fluent. Youtube as information-technologies based media is suitable for educational media in improving the speaking proficiency of language learners.

Considering the importance of speaking skill, the researchers focus the research on the effect of the Shaw English Online Channel on Students' Speaking Ability. The research question in this research is "Is there any significance of using Shaw English Online Channel to improve EFL Students' Speaking Ability?"

METHOD

To investigate the effect of YouTube video of Shaw English Online Channel on Students' Speaking ability, a quasi-experimental research design was used. There were 4 classes of eleventh-grade students, totally 135 students. While, the number of respondents in this research were selected based on purposive sampling, because natural sciences class 1 and 2 had the most prominent problems than other classes and had the same level of ability. Then, there were 70 participants as a sample in this current study. Class 1 became an experimental class, then Class 2 became a control class.

Instruments

Instrument testing was done in pre-test and post-test. Pretest was conducted by using a speaking test which the topic of "introduce myself" one by one through the WhatsApp class group at first. The second test was designed as speaking test too. In the sound recording on the pre-test, the students were asked to explain the topic which they like, such as describing their favorite place in this town. Whereas, in the post-test, the participants were asked to speak about the topic of giving opinion about their idol.

Data analysis procedures

In data collection, the researchers did some steps based on the conceptual framework mentioned in literature review. First, for pre-test section, the researchers used six online meetings. The researchers created a study group via WhatsApp containing students from the two classes to be studied. The class that got treatment was just the experiment class, while the control class only used learning material derived from printed books delivered via WhatsApp without any auxiliary media. In the control class, the researchers

gave some explanations about asking-giving opinions and gave an example. Then, students were asked to give their opinion on a free topic, and then submitted it to the researcher based on the chosen topic via Video Call on WhatsApp with the researcher. In this class, the researchers used a conventional method.

On the other hand, the experimental class watched the Shaw English Online Channel as the treatment 6 times in the teaching-speaking process. The participants in the experimental class were shown the video from the Shaw English Online YouTube Channel by link: <https://youtu.be/USKrBTvgY>. Both classes had a post-test after 6 meetings, the differences were the treatment in the teaching-speaking process. All of the participants were invited to finish the post-test by using the same instrument, the speaking test.

Preliminary data analysis

Normality of the test

Normality of the test is one of the requirements to measure the data of the study. In this study, the researchers implemented Kolmogorov-Smirnov methods in order to test the normality of the data and in order to know if the data were distributed normally.

Table 1. Normality of the Pre-Test

	Kolmogorov-Smirnova	Shapiro-Wilk				
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment Class	.139	35	.084	.960	35	.229
Control Class	.146	35	.056	.952	35	.135

According to the significance level of 0.05, it can be presented that the significance value (Sig.) of the normality test of the pre- test in experimental class was 0.084 while the normality test of pre-test in control class was 0.056, meaning that in this study, the pretest data was distributed normally and also all of the items of pre-test were suitable and able to be done by the XI grade students.

Table 2. Normality of Post-Test

	Kolmogorov-Smirnova	Shapiro-Wilk				
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment Class	.138	35	.087	.945	35	.077
Control Class	.142	35	.073	.942	35	.066

Moreover, according to the Table above, the normality test used above is Kolmogorov-Smirnov with the significance level is 0.05. Based on Table 2, 0.087 was the Sig value of experiment class and 0,073 for control class, which were beyond the 0.05, then it can be concluded that the instrument data were distributed normally.

Homogeneity of the test

After doing a normality test in order to know whether the data were normally distributed or not, the researchers did the homogeneity of the test. The purpose of doing homogeneity of the test was to test the similarity of the sample from experimental class and control class. The researcher used the Levene statistic test in IBM SPSS Statistic 26 to calculate the data.

Table 3. Homogeneity test of Pre-Test

<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
.167	1	68	.684

According to Table 3, the sig value was $0.684 > 0.05$. Then data that were analyzed were homogeneous. Students from both experimental class and control class have similar traits that make them meet the criteria for conducting the pre-test.

Table 4. Homogeneity test of Post-Test

<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
1.089	1	68	.300

According to Table 4, the sig. value was 0.300. So, data of post-test of experimental and control class were homogeneous because they were higher than significance α which was 0.05 ($0.300 > 0.05$). In addition, the data showed that the students from both experimental class and control class have similar characteristics that make them meet the criteria for taking the post-test.

FINDINGS

After doing some procedures in preliminary data analysis which was doing normality and homogeneity tests, the data were proven to be distributed normally and homogeneous (the sample from experimental and control class have similar characteristics), therefore the next step of calculation was to test the hypothesis. In order to test the hypothesis, the researchers calculated the data by using t-test. The purpose of using t-test was to check whether there is a significant difference between the students' speaking ability of asking and giving opinion in experimental class and control class.

In order to test the hypothesis of this study, the researchers used SPSS 26, and conducted a test by using the formulation of both experimental and control class mean scores. Then, in this study, the researchers also determined the significance value or alpha (α) to use in the formulation. The researchers determined to use a significance value which is 5% or 0.05.

The first data is shown by the result of t-test calculation in pre-test in Table 5 below. It can be seen that the average value of the pre-test in the

experiment class is 68.91 and the average value of the pre-test in the control class is 71.54.

Table 5 The Result of t-test Calculation in Pre-test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental Class	35	68.91	8.237	1.392
	Control Class	35	71.54	9.522	1.610

After the 6 meetings during the teaching process in both classes had been completed, the result of the post is shown in table 6 below. It presents the result of the post-test from both the experimental class and control class. When looking at the table, each class had a similar number of students which is 35 students and symbolized with N. In addition, the column of Mean showed the average score of post- test scores from both experimental class and control class. According to the Table of Result T-Test above, the mean score of the experimental class was 78.51 while the mean score of the control class was 74.17. So, it can be said that the experimental class has a higher average score rather than the control class.

Table 6. The Result of t-test Calculation in Post-test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental Class	35	78.51	8.237	1.392
	Control Class	35	74.17	9.522	1.610

In general, the average score in experimental class that used YouTube videos from the Shaw English Online Channel as a medium of learning and Role Play strategies is 78.51, while in the control class that only used learning material derived from printed books delivered via WhatsApp without any auxiliary media and strategies is 74.17. Thus, it can be said that the experiment class showed a higher average result than the average score in the control class. The experimental class participants were students in natural sciences 1 of Islamic Senior High School 2, North Bengkulu. In this class, there were 35 students who learned the English language and they were taught by using YouTube Video from the Shaw English Online Channel and Role Play Strategy in teaching-speaking of asking and giving opinion as many as six times.

On the other hand, the control class consists of the students in natural sciences 2 of Islamic Senior High School 2, North Bengkulu. Similar to the experimental class, this class had to do a similar pre-test at the beginning and learned to speak about asking and giving opinions. However, there is a difference between the experimental and controlled class in learning. In the control class, they were taught about asking and giving opinions without getting any kind of treatment, unlike the experimental class which is using a

YouTube video from the Shaw English Online Channel Strategy before facing the post-test at the end of the final meeting.

Further, in order to see the differences of the score of pre-test and post-test from both classes, the researchers presented the diagram below based on the pre-test and post-test from experimental class and controlled class. From the diagram, it was clear that the experimental class got a higher score than the control class in the post-test.

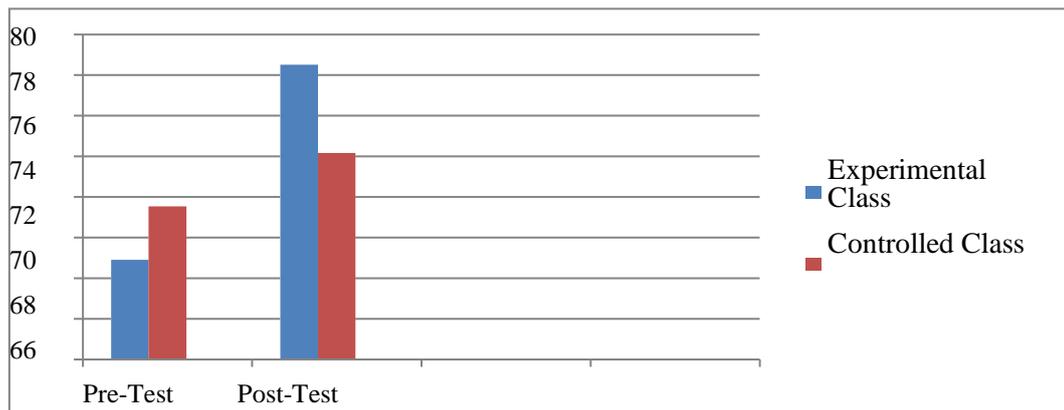


Figure 1. The Diagram of Pre-Test and Post-Test from Experimental Class and Controlled Class

In addition, it was also presented the diagram of the gained score from both classes. It showed that the experimental class gained a higher score than the controlled class.

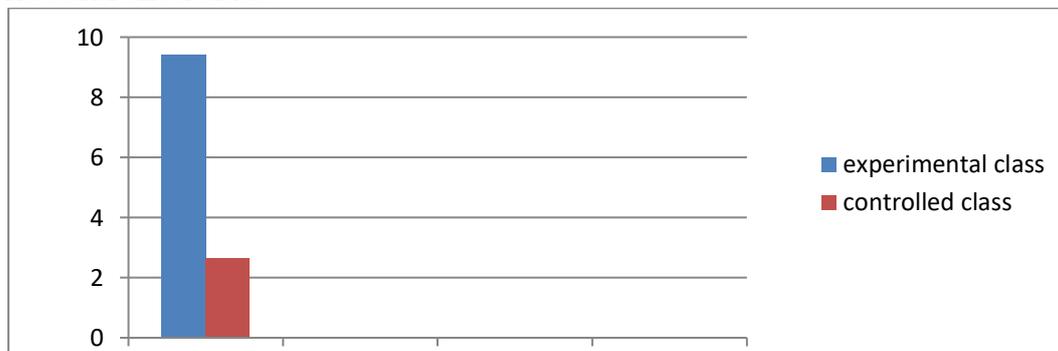


Figure 2. The Diagram of Gained Score of Experimental Class and Controlled Class

DISCUSSION

Based on the findings, it can be determined whether there is a significant effect of learning speaking online using videos from the YouTube channel Shaw English Online as a medium and role play strategy on students' speaking skills. Previously, the Speaking lesson started by using video media from Shaw's English Online YouTube channel in the experimental class while

in the control class without using strategies and auxiliary media. The measurement of students' initial abilities called the pretest was carried out in 3 meetings both in the Experiment class and in the control class. Then given treatment in the Experiment class, the treatment was given 3 times. After being given treatment, students measure the final ability called posttest in 3 meetings. The researchers provided treatment instructions using video media from the Shaw English Online channel and role play strategy. The learning steps in the experiment class are: students are given learning materials and then asked to watch YouTube videos from Shaw English Online via the link shared by the researcher, while the control class only carried out the general learning, namely without media and strategies. Then at the end of the meeting, individual speaking tests were given via video call with the researchers. The material is about asking and giving opinions.

In this current study, students who were taught using YouTube videos from Shaw English Online and role play strategies showed a significant increase on the post-test score after being given treatment. This can be seen from the average value of the pre-test in the Experiment class is 68.91 and the average value of the post-test is 78.51, and at the second meeting the average value for the pretest is 71,238 while the average value for the posttest is 72,103. In the control class the mean value of the pretest was 71.54 and the posttest was 74.17. Based on the explanation above, it can be concluded that learning using video media from Shaw English Online YouTube channel and role play strategies has a significant effect on students' speaking skills.

Based on the comparison with previous research, this research has the same theme, such as the research conducted by Yunita (2015) who focused on speaking skills. Her research findings can also be interpreted as the benefits of YouTube media to create more effective learning, which promotes better learning opportunities for students to improve performance, and the result increases their scores on the post-speaking test. Although there is only a slight difference in the average score between the Experiment class and the control class, learning using media from YouTube videos for students' speaking skills in the research conducted by Inayah (2015) has an effective final result. Then research conducted by Inayah (2015) about using Babybus YouTube to enhance students' vocabularies found that the use of YouTube as a learning medium is also effective in increasing student interest in learning.

In summary, the speaking skills of students in the experimental class who were taught using YouTube videos from the Shaw English Online channel, experienced a significant increase. The instructions reversed managed to reveal the difference. This study also proves that YouTube videos from Shaw's English Online channel as learning media and role play strategies play a role in improving the speaking skills of eleven-grade students of natural sciences 2, North Bengkulu. Learning using YouTube

video media from Shaw English Online and the role play strategy has certain advantages, namely increasing student interest in learning, students are easier to understand and to know how to pronounce sentences, new vocabulary, correct grammar arrangement, and so on which are included in important components, such as pronunciation, grammar, vocabulary and fluency. With this model, students are more interested in the online speaking lesson, which can make them learn more effectively and efficiently. The researcher concludes that there is an effect on the speaking skills of students who were taught by using video media from Shaw English Online and role play strategies. This indicates that the research question has been answered.

CONCLUSION

Shaw English Online Channel is one of the YouTube channels which can be used to improve students' speaking ability. YouTube videos provide authentic English and more access to pronunciation, structure, vocabulary, and intonation to improve the language comprehension and proficiency. Besides, it is also an interesting, challenging, and stimulating media that can motivate the students to learn in a more serious way and they can enjoy the Role Play strategy used in this account. A role play strategy using video from the Shaw English Online Channel can be an alternative learning strategy for teachers in teaching speaking online. Students become more active and participate better in the learning process. To sum up, it can be stated that the used of YouTube Video from the Shaw English Online Channel with the Role Play strategy is effective. Students also like learning through YouTube, particularly the students of eleventh-grade of natural sciences class 2 of Senior High School Number 2, North Bengkulu in academic year 2021 on the material about asking and giving opinion.

ACKNOWLEDGMENTS

The authors would like to thank the chief editor, editors, and anonymous reviewers of JOALL for their opportunity and review of the manuscript of this article.

REFERENCES

- Abdulrahaman, M. D., & Faruk, N., (2020). *Multimedia Tools In The Teaching And Learning Processes: A Systematic Review*.
<https://doi.org/10.1016/j.heliyon.2020.e05312>.
- Agustina, T. H., (2018), *Improving Students' Speaking Skill through Speaking Board Game (A Classroom Action Research of the 8th Grade Students at SMP Negeri 5 Tangerang Selatan Academic Year 2017/2018)*, Skripsi.
- Almurashi, W. A., (2016). *The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah*

- University In Alula. International Journal Of English Language And Linguistics Research (Vol. 4). Retrieved From*
<https://www.youtube.com/watch?v=Ssuiqtreibg>.
- Arikunto, S., (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arrigo, M., & Gentile., (2005), *An Application For Collaborative Learning On a Mobile Telephone*. *Mobilelearning anytimeeverywhere*, 11.
- Bogaards, P., & Dvorkin, B., L., (2004), *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, Amsterdam: John Benjamin Publishing.
- Burns, A., & Christine, C. & Goh, M., (2012), *Teaching Speaking: A Holistic Approach*, New York: Cambridge University Press, 2012.
- Brown, H, D., (2004), *Language Assessment Principles and Classroom Practices*, New York: Longman.
- Brown, H, D., (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Pearson Education, 2001.
- Cameron, L., (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Celce, M, M., Donna, M., et al (2006), *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Language*, New York: Cambridge University Press.
- Cresswell, T., (2012). *Mobilities II : still*. *Progress in human geography*, 35(5), 645-653.
- Devianty, R., (2017). *Bahasa sebagai cerminan budaya*. *Jurnal Tarbiyah*, 24(2), 39-40.
- Faiqah, F., Nadjib, M., & Amir, A. S. (2016). *Youtube Sebagai Sarana Komunikasi Bagi Komunitas Makassaroidgram*. *Jurnal Komunikasi KAREBA (Vol. 5)*.
- Heriansyah, H. (n.d.). (2012), *Speaking Problems Faced By The English Department Students Of Syiah Kuala University*. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa* 6, no. 1: 37-44.
- Inayah, N., (2019), *Using Babybus YouTube to Enhance Students' Vocabularies*, Makassar : Universitas Negeri Makassar.
- Jeffrey D. F, & Laurie W. F, (2009), *The Four Conversations: Daily Communications that gets Results*, San Francisco: Berrett-Koehler Publishers.
- Harmer, J., (2001), *The Practice of English Language Teaching Third Edition*, United Kingdom: Longman.
- Hadi, S., (1986), *Metodologi Research : untuk penulisan paper, skripsi, thesis dan disertasi*. Yayasan Penerbitan Fakultas Psikologi UGM.

- Khaliq, A., & Nasution, R. (2019). *YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text Article History* (Vol. 1). Retrieved from <http://ojs.journal.unilak.ac.id/index.php/utamax>
- Larue, A., & B, K. B. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*.
- Mulatsih, D. (2015). *Pronunciation Ability By Using English Song In Indonesian Student Of Unswagati Cirebon*. *Journal Of English Language And Learning*, 2(2), 294-299.
- Muslimah, (2016), *Etika Komunikasi Dalam Perspektif Islam, Jurnal sosial budaya*, 13(2), 1.
- Nina, P., Urai S, et al., (2013), *Improving Students' Ability in Asking and Giving Opinion by using Hangman Game*, *Jurnal Pendidikan dan Pembelajaran*, Vol. 2 (1), Retrieved from <http://jurnal.untan.ac.id/> on 23 December 2021.
- Rahma, F, A., (2015), *The Effectiveness Of Using English Song From Youtube Towards Students' Vocabulary Mastery*, Palembang: Universitas Sriwijaya
- Rahmah, A., & Adnan, A., (2017), *Activating Students' Speaking Ability in Asking and Giving Opinion by Using Quality Questioning Strategy for Senior High School Students*, *Journal of English Language Teaching*, Vol. 6 (1) Serie E.
- Richards, J, C., (2002), *"methodology in language teaching"* New York : Cambridge university press.
- Rodriguez, M., (2012), *The Importance of Teaching Listening and Speaking Skills*, Segura Alonso : Rocio Convocatoria de Junio.
- Saliha, T. A. (2017). *Teacher's Strategies in Teaching Speaking at the Daffodils (Case Study Research at Kampong Inggris-Pare Academic Year 2017 on 10th - 25th Period)*. *Simki-Pedagogia*, 1(9).
- Saud Albahlal, F. (2019). *The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives*. *Journal of Applied Linguistics and Language Research* (Vol. 6). Retrieved from www.jallr.com
- Soodmand, H., et al., (2016). *Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives*. *Article in Electronic Journal of Foreign Language Teaching* (Vol. 13). Retrieved from <http://e-flt.nus.edu.sg/>
- Sugiyono, P. D. (2016), *metode penelitian kuantitatif, kualitatif, dan R&D*, Alfabeta, cv.
- Thornbury., S., (2005), *How to teach Speaking*, London: Pearson Education.

- Utami, W, & Bambang Y. C, (2006), *The Teaching of EFL Speaking in the Indonesian Context: The State of the Art*, Jurnal Bahasa dan Seni, Vol. 34 (2).
- Yunita, L. S., (2015), *The Effectiveness of Using Video YouTube Students' Speaking Ability at the Second Grade of MTs PSM MirigambarTulungagung*. Tulung Agung : Universitas Tulung Agung.
- Yossita, W. (2017). *Komunikasi efektif dalam dunia pendidikan*. Jurnal Nomosleca, 3..
- Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, 7(2).
<https://doi.org/10.5539/elt.v7n2p110>
- Woottipong, K. (2014). *Effect of using video materials in the teaching of listening skills for university students*. International Journal of Linguistics 6 (4), 200-212

THE AUTHORS

Riswanto is senior lecturer at the English Language Department, Faculty of Education (Tarbiyah and Tadris), Universitas Islam Negeri (UIN) Fatmawati Sukarno, Bengkulu, INDONESIA. He pursued his master degree in English Education from the State University of Padang, and graduated with his doctoral degree in 2014 from the University of Science Malaysia (USM). His research interests include TEFL, TESOL, Reading Comprehension, and Language Teaching Method. His research papers have been disseminated both in various journals and international conferences.

Anita is a lecturer in the English Language Department at the Faculty of Education (Tarbiyah and Tadris), UIN FAS Bengkulu since 2019 until now. In 2016, she graduated from the Department of English Language Studies at University of Sanata Dharma, Yogyakarta. Her research interests are on second language acquisition, peace education, translation and translanguaging, shadow education, and TEFL.

Kasmaini is senior lecturer at the English Department of FKIP University of Bengkulu. She is active in doing researches on the area of Classroom Action Research (CAR). She has received some research grants from faculty of teacher training and education and university of Bengkulu. At this time, she is focusing on teaching genre writing and sociolinguistics

Anisa Imelda is an undergraduate student majoring in English Language Studies, Faculty of Education, UIN FAS Bengkulu since 2018 until now. Her interest in English Speaking Skills motivated her to conduct experimental research, which resulted in the publication of this journal paper.