The Effectiveness of Teaching Speaking by Using Drilling Method through YouTube

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Abstract

The purpose of this study is to improve students' speaking skills by using the drilling method through YouTube. The problem of this study is Does the use of the drilling method on YouTube enhance students" speaking skills. In this study, the researcher will try to analyze students" speaking skills. Based on the independent sample t-test and paired sample t-test, it is found out that there is a significant difference between the experimental group using YouTube in the drilling learning method and the control group using conventional media in the drilling learning method. The researcher utilizes Quasi-experimental as a method in this study. The result of paired sample t-test shows the positive correlation between the results in the experimental group. Based on the results of the research described it can be concluded that there is a significant positive influence in the use of YouTube on learning speaking using the drilling method for class XI students of SMA YPI Darussalam. Students will have pretest and posttest to check their skill. Especially in their fluency, vocabulary, grammar, and pronunciation

Keywords:

1.Introduction

In this modern era, many countries worldwide use English as their lingua-franca. Because of that, many people try to learn the English Language not only as a lifestyle but also as their requirement to be able to live and socialize with rcitizens of foreign countries. The most important skill in this topic is speech, which is the action of transmitting information or expressing your thoughts and feelings in the spoken language. Talk about spoken language, as we know that speaking is one of four skills that are required in language. Ladouse (1991) explains that speaking is an activity that makes people able to express their thoughts or act reports verbally. Speaking is also considered oral competence because it also requires the ability and skills to communicate information, both verbally and non-verbally. In speaking, four skills that are mainly taught by teachers are fluency, vocabulary, grammar, and pronunciation

With the development of a more modern era, learning is not only carried out through print media, but also electronic and social media such as television, radio, the internet, and even games. From electronic and social media many people like to use YouTube when they are learning English because they could imitate the example while they listened to the video. Chhabra (2012) explain that YouTube videos may be implemented in an ELT classroom for several facets of English to increase vocabulary, accents, pronunciations, voice modulation, and many more. And Chhabra also explains YouTube offers authentic examples of everyday English used by everyday people make it as the real advantage of using YouTube in teaching English. However, it is still vague whether YouTube can help students improve their speaking skills. In this study, the researcher will try to analyze students' speaking skills. Especially in their fluency, vocabulary, grammar, and pronunciation

1.2 Statement of the problem

1.   Does the use of the drilling method on YouTube enhance students' speaking skills?

1.3 Purpose of the study

Based on the statement of the problem which is posed above, the purpose of this study is to improve students' speaking skills by using the drilling method through YouTube.

1.4 Significance of the study
1)   For writers
Provide the author's experience, which applies the theories obtained during lectures in English Language Education
2)   For the Teacher
The teacher can use the drilling method in the speaking learning process and use YouTube in the teaching and learning process.
3)   For student
Students can try to use YouTube as a medium and learning tool. And develop their speaking skills, especially in learning English
4)   For the next research
For future research, it hopes that researchers can find ideas to cover the shortcomings of this research.
1.5 Scope and limitation of the study
The scope of this study is aiming for the 2nd Grade of Senior High School. Based on previous studies, most researchers use university students and are barely implementing in senior high school.
1.6 Hypothesis of the study
Based on the statement which had presented above, there are two probabilities:
H0 : There is a nosignificant difference between the use of the drilling method on YouTube and the use of the drilling method on conventional media.
Ha: There is a significant difference between the use of the drilling method on YouTube and the use of the drilling method on conventional Media
Previous literature
Speaking
According to Brown (1994) and Burns & Joyce, (1997), Speaking is an interactive process of building significance, which involves production, reception, and processing information. Speaking demands students to not only know how to generate certain subjects from language competence such as grammar, pronunciation, or vocabulary, but also to understand its social competence, such as when, why, and the way to produce language.
According to Bueno, Madrid, and McLaren (2006: 321) from Parupalli (2019) articles. Speaking is considered one of the most difficult skills language learners have to face. They also considered that speaking was also the most important of the four language skills of English. Even learners learn the language for so many years. Parupali (2019) explains Speaking skills are the most essential skills for all learners who wish to learn English to increase their career, improve business, build faith degree, get better job chances, make public speeches, attend interviews, and participate in debates and group discussion. He stated that once the learners practice these speaking skills in their EFL/ESL classrooms, they get control of these abilities and do well in the activities in and outside their classrooms.
As Chaney in Kayi (2006) defines from Gunaldi and Andi (2017)'s article, speaking is the process of constructing and distributing meaning via the utilization of verbal and non-verbal symbols, in a variety of contexts. which is means that improving students' communicative skills, would be the aim of teaching speaking, because, just in that method, students could show themselves and study how to follow the social and cultural ordinances suit in each communicative circumstance.
Fluency
As what Hartmann and Stork (1976) pointed out in Yang(2014)'s article, „fluent‟ implies a speaker is capable to apply the right structures of a language at normal speed, which means speaking naturally meanwhile focusing on the content delivery instead of the design or contexture of a language
As stated in Isyawara's article, Richards (2009, p14) explained about definition of fluency which is language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.
Fluency is confirmed by Fillmore (1979) in Yang, Y. (2014)'s articles as the skill to talk at length with small pauses. A speaker is capable to shows his or her idea in an obvious way and dealing with lexical and syntactic items at a fast speed.
Fluency is managed by Brumfit (1984) as native language use as the native speakers.
Vocabulary
Cameron (2011) explains that Vocabulary is one of the knowledge fields in language, has a great role for learners in achieving a language. Alqatani (2015) implies that Vocabulary knowledge is often looked at as significant equipment for second language learners because a restricted vocabulary in a second language deters fruitful communication.
Cited from Neuman & Dwyer (2009) in (Alqahtani, 2015:24), they defined that vocabulary is words we should know how to communicate potentially, words in speaking (expressive vocabulary), and words in listening (receptive vocabulary).
Lindita and Juliana(2015) concluded that Teaching new vocabulary words in a foreign language classroom is a real deal for teachers since a complete comprehension and skill of a word needs more than just acknowledging it or being capable to give its value.
Grammar
Chomsky (1965) confirms that theoretical and practical knowledge of a part number of grammatical rules, which allow producing an unlimited number of correct sentences as grammatical competence.

Carter and McCarthy (2017) state that Grammars evolve through usage. Historically, with the advent of written representations, formal rules about language usage tend to appear also, although such rules tend to describe writing conventions more accurately than conventions of speech.

Siska and Endah (2018) assumed that grammar is a science of rules that controls the order of sentences, phrases, and words to show some meaning. They also explain that by understanding the grammar, students competencies will become better in using an effective style to train expressions in speaking and writing

Pronunciation

Isil and Ayfer (2012) explain that pronunciation is neglected in most language classrooms. English teachers avoid dealing with pronunciation skills for different reasons. Likewise, the lack of attention allotted to pronunciation is also reflected in the amount of research that deals with it.

Abbas (2016) concluded that pronunciation should be spotted as more than a valid production of individual sounds or words. It should be spotted as a significant section of communication that is merged into classroom activities. Teachers could push their students to watch their pronunciation and practice their speaking skills as much as possible inside and outside the classroom. Understandable pronunciation is a crucial section of communicative competence. Teachers should arrange attainable goals that are usable and suitable for the communication needs of learners. Pronunciation instruction has to point to clear pronunciation, and teachers can actively embolden their learners" actual production, establish pronunciation consciousness, and practice. He also states that pronunciation instruction is very significant because it is the primary source of understanding. If learners cannot pronounce the correct version of a word, then they are not able to communicate precisely. Pronunciation instruction helps learners to have a better comprehension of native speakers and improves their skills to communicate easily and effectively.

As Cook (1996, as cited in Pourhosein Gilakjani, 2016) defined in Abbas (2016)'s articles. Pronunciation is the production of English sounds. Pronunciation is studied by repeating sounds and rectifying them when generated inaccurately. When learners start learning pronunciation, they make new habits and cope with difficulties resulting from the first language. And as Yates (2002, as cited in Pourhosein Gilakjani, 2016) accorded from the same articles, pronunciation is the production of sounds that is utilized for creating meaning. In this study, the researcher would focus on fluency, grammar, vocabulary, and pronunciation.

Audio-Lingual Method

After the break of World War II, armies had to become orally proficient in the language. This method was initially called the Army Method and was the first to be based on linguistic theory and behavioral psychology. Maedeh and Ehteramsadat (2017) explain that audio-lingual activities are provided not only in drilling short patterns but also in kinds of dialogues, which students have to listen to, repeat, and memorize. Dialogs present to students the structure and idea of how to use some kinds of patterns in some sort of situation.

States by Johnson(1986) in Bambang(2006;56)"s book that there are ten principles of ALM which are: (1) Language is a system of arbitrary vocal symbol used for oral communication, (2)writing and printing are graphic representations of the spoken language, (3) language can be broken down into three major parts: the sound system, the structure, and the vocabulary, (4) the only authority for correctness is actual use of native speakers, (5) one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language, (6) languages can be learned inductively far more easily than deductively, (7) grammar should never be taught as an end usually, but only to the end of learning the language, (8) use of the students" native language in class should be avoided or kept to a minimum in second language teaching, (9) the structures to which the students are exposed to should always sound natural to native speakers, (10) all structural material should be presented and practiced in class before the students attempt to study it at home. The ten Principles above are believed to belong to ALM. And the principles of ALM also deal with theories of language and language learning.

Brown (2001, p.23) explained that the audio-lingual method was indeed grounded in both linguistic and psychological theory. He attached its advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audiolingual methodology.

Drilling Method

Bambang(2006) emphasize drilling method is part of the AudioLingual Method where in this situation, the teacher guides their students through oral way while students later will repeat, substitute, or transform what they have been learning.

Maro (2018) explains that the Drilling technique comes along with the Audio-lingual method. This method prevails as English has been extended around the world for various purposes. Using drilling techniques, the learner will be guided on how to say the language correctly, correct grammar, and correct pronunciation. Harmer (2002) from Maro's articles declares that the purpose of applying the drilling technique is habit formation through constant repetition of correct utterances with positive strengthening. Drilling techniques could help students to repair what has been learned in their memory. Drilling technique is also about doing repetition to obtain students confidence in speaking

According to Fitriani & Usman (2017), the drill is a technique that could increase the skill to be permanent. They also explained that the Drill method is designed about representation material with systematics and based on the approach which is established with practices to knowledge and efficiency is capable to obtained and handled by the learner.

Cited by Tice (2004) from Aini and other articles(2020) Drilling means listening to the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard. It is a repetition drill. In a repetition drill, when the

teacher says the model, such as words and phrases, the students would repeat it. Usually, people can do something that they didn"t know before by looking at the model or pattern of how to do it.

Shokirovna (2019) explains that, because repetition exercises are highly mechanical, they should not be used for prolonged training. It's best if teachers use it to practice a new theme or to amend new words they have written on the board. Students repeat after the teacher and it helps them memorize new words.

In this study, the researcher would use a repetition drill, due to many students in Indonesia who even though they are already senior high school they still do not understand the English language very well.

YouTube

Cited from Wikipedia, YouTube is an Online Video sharing platform that was established in 2005. And allows its users to upload, views, view, rate, share, add to playlists, report, comment on videos, and follow other users.

Watkins and Wilkins (2011) explain that YouTube can help students and teachers to find new ways to engage in English Speaking classes. Such as asking them to do conversation analysis, voiceover movie trailer, famous movie scene reenactments, and Vlogging.

Purva (2012) explains that the real advantage of using YouTube in teaching English is that it provides authentic examples of everyday English used by people. Purva also stated that the teacher can select a part of the movie appropriate to the level of the students and s/he can show the movies clip to the students. There is an example she provides in using YouTube for speaking skills, the teacher can show a selected part of the movie to the students and further ask them to narrate the rest of the story of the movie or the climax of the movie. This will add to their creativity as well as their speech.

2.**Method**

In this research, the researcher utilizes Quasi-experimental as a method in this study. Quasi-Experimental Design is a development of the true experimental design. The experimental design in this study is a quasi-experimental design, where in this one that looks a bit like an experimental design but lacks the key ingredient – random assignment. . According to Arikunto (2003:272), the quasi-experimental research method is different from the experimental method. Because in a quasi-experimental design, researchers cannot choose samples randomly. Meanwhile, in the true-experimental design, the researcher can decide a sample/subject at random. Dianatienirafahmi(2018) also explains, there is a difference between true-experimental design and Quasi-Experimental designs. The sample selection in the True-experimental design decides randomly. It causes no confounding variables or bias to the sample. While in the Quasi-Experimental design, the researcher cannot select the subjects randomly. Because causing confounding variables or bias in later research. The utilization of quasi-experimental design is handy to apply in schools than true-experimental design because not all schools permit researchers to randomize their students. This research belongs to the quantitative study because the researcher focusing on the number or value of the results on the pre-test and post-test that the researcher carries out. And the number of results used as a comparison before they got treatment and after they got treatment, and also it can be a comparison between the control group and experimental group, though the show is, there is a development between the two, especially experimental group one.

The researcher use a quantitative research design to conduct this research to test the theory, to see whether it has a significant effect or not on their ability.

There are two groups in this study. They are the experimental group and the control group. The experimental group has YouTube as treatment, while the control group has had Conventional Media (Books or Audiotape) as treatment.

Before the researcher was applying treatment, a pre-test is conducted to check the students' ability. After students finish the pre-test, students start their treatment. The two groups have the treatment with different techniques of teaching. Both control and experimental groups get the same materials for learning. Students have Pre-test and post-test in the first and last meeting. And Researcher calculates the results statistically.

Pre-Test	Variable	Post-Test
Y1(Pre-Test) Y2(Pre-Test)	X	Y1(Pre-Test) Y2(Pre-Test)

Population and Samples

The population of this research were eleventh-grade students of SMA YPI DARUSSALAM Cerme, in the second academic year 2021/2022. The researcher chose SMA YPI DARUSSALAM; the school barely used this kind of method. Not to mention that using drilling for speaking through YouTube is still a bar. So, in this study, the researcher tries to implement drilling through YouTube in the teaching and learning process.Because the research used was a Quasi-Experimental design, the researcher uses total population sampling which are part of purposive sampling as a sampling method. Quoted from Arikunto's article (2006) total sampling is taking the same sample as the existing population. According to Sugiyono (2014), total sampling is a sampling technique when all members of the population were using as samples. This sampling used when the population is relatively small, which is no more than 30 people. In his 2019 article, Sugiyono (2019) explained that the appropriate sample size in the study was between 30 and 500. 11th-grade students taken as the sample for this study. Those were XI Mipa A with 25 students and XI Mipa B with 25 students. The samples were XI Mipa A

Class as the experimental group who will use YouTube as treatment and the rest; XI Mipa B as the control group who will use Conventional media as treatment.

Data Collection

Instrument

In this study, researcher collects the data from the speaking test by conducted a test before treatment to the experimental group and control group. The first data is a pre-test that is given for students of SMA YPI Darussalam Cerme. It is to know the students' ability skills before the students get treatments. Then, second data is post-test. The researcher gives a post-test get-know if there were significant difference between drilling through YouTube and drilling through Conventional Media.

The main instrument that used in this research is the speaking test. To reach the goal of this study, the writer had to create a compatible test. The researcher should choose the type of test and the arrangement of the test. In this study, the researcher is using the pre- and post-test as an instrument to collect data. The test given after the instruction explains the material. Two tests used by the researcher were pre-test and post-test. Pre-test and post-test conducted at SMA Darussalam Cerme. It is to find out whether they improved speaking skills after using the drilling method through YouTube. The researcher designed both pre-test and post-test similarly; however, the test slightly being randomized. The researcher adopted speaking tests from the guidebook of the school and the internet. The selection of pre-test and post-test adapted with the syllabus at eleventh grade, with a focus on speaking skills. The test can be elaborated as follows:

Test

There were two tests that used by the researcher, namely pretest and post-test. It is given to both experimental and control groups to know any progress or not in their speaking ability. The researcher develops the test based on their syllabus which focuses on speaking.

➢ Pre-test

The data collected by pre-test in both groups to know the differences between the two groups taught by YouTube and Conventional media. Pre-tests are conducted in both groups to determine the student's speaking ability before giving treatment. A pre-test was conducted before treatment to find out the main difference between experimental and control groups, as they have similar levels of speaking ability. Due to it is focusing on speaking skills, the test is in the form of an oral test. The researcher asks the students to come forward and asking some questions regarding the topic that be learning in the future. The time estimation of the oral test would be five minutes. Each score of students' answers scored based on the available scoring rubric.

➢ Post-test

Post-test is utilized to measure the students' ability after the treatment. After the treatment, post-test was conducted to examine a significant difference between pre-test and post-test. The experimental group using the drilling method through YouTube to improve their speaking ability. Meanwhile, the control group using drilling through Conventional media to improve their speaking ability. The researcher provided a similar oral question in the post-test, which is the same as a pre-test. The time estimation of The oral test also would be five minutes. Each score of students' answers scored based on the available scoring rubric.

• **Test validity and reliability**

Before researcher conduct the research, validation test and reliability should be done first to make it valid and reliable for students before it could get tested by researchers later.

Validity

Cited from Anastasi and Urbina(1997) from Lütfi and Ahmet(2020)'s article. Validity refers to whether the measuring instrument measures the behavior or quality it is intended to measure, and is a measure of how well the measuring instrument performs its function. In this case, validity tests, which establish whether the expressions in the scale make compatible measurements based on the purpose of the research, come forward. For testing the content validity, the researcher compares the instrument content to the subject basic on curriculum and syllabus of Senior High School. If the test content is suitable with the curriculum guides, syllabus, and course books, then, the test has content validity and the test item can be given to the students. The test should determine whether the items of the test represent the objective.

The way to compute validity is using product-moment correlation by Pearson. The formula served below:

$$rxy = \frac{\sum xy}{\sqrt{(x^{2)}\,(y^{2)})}}$$

Where:

rxy = coefficient correlation between variable x and y

Σxy = total computation between variable x and y

x2 = quadrate from x

y2 = quadrate from y

The other formula to compute validity is using bipartite correlation; point biserial correlation, tetra-choric correlation, and phi correlation.

• Using SPSS software to do the correlation analysis Pearson Correlation.

• Find correlation between each question in the questionnaire and its total value.

• See the significance value (Sig.):

– If Sig. < 0.05 □ the question/instrument is valid

– If Sig. > 0.05 □ the question/instrument in not valid, deleted/removed

According to Cohen in his book "Research Methods in Education"(2004) concerning the validity, it is important to note here that an effective test will ensure adequate:

•   Content validity is adequate and representative coverage of program and test objectives in the test items, key features of domain sampling,

•   Construct validity is the clear relatedness of a test item to its proposed construct/unobservable quality or trait, demonstrated by both empirical data and logical analysis and debate, i.e. the extent to which particular constructs or concepts can give an account for performance on the test.

By finishing validity test, the reseacher find out out of five item test, there is only item number three that is not valid as table below

No	Number of item	Sig			Status
		Mr. R	Mrs. M	Mrs. I	
1	Item 1	0.000	0.000	0.000	Valid
2	Item 2	0.000	0.000	0.000	Valid
3	Item 3	0.000	0.000	0.000	Valid
4	Item 4	0.000	0.000	0.000	Valid
5	Item 5	0.000	0.000	0.000	Valid

Based from tables above, it can be concluded that all of the items are valid because all sig. are 0.000 which are smaller than 0.05. it is mean there are no items that should be removed or changed.

Reliability

According to Lütfi and Ahmet (2020); Reliability is considered to be the constancy of the measuring instrument used and its consistency over time. In other words, reliability is the capability to measure instruments to give similar results when applied at different times. Of course, it is impossible to achieve similar outcomes. every time because of differences at the time the measuring instrument is applied, as well as changes in the population and the sample. To make items reliable it need at least three person as rater.

To compute the reliability is using formula as follows:

$$r_s = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

r_s = Coefficient score

d^2 = Difference score X and Y

n = Total of the sample

•Using SPSS software to find Reliability of student's pronunciation by Statistics Spearman rank. It can conclude if the test is reliable or not based on the criteria of reliability from table below:

No	Criteria of Reliability	Scores
1	Very High Reliability	0.800 – 1.000
2	High Reliability	0.800 – 0.600
3	Medium Reliability	0.600 – 0.400
4	Low Reliability	0.400 – 0.200
5	Very Low Reliability	0.200– 0.000

The hypothesis of reliability is If Cronbach's Alpha > 0.6 the instrument is reliable. But, If Cronbach's Alpha < 0.6 not reliable. After we done the test we found out the result as describes below:

Mrs. M		Mr. R		Mrs. I	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.975	5	.982	5	.962	5

Based from test above, the cronbach alphas are 0,975 (from Mrs. Mutia as rater), 0,982 (from Mrs.Rizal as rater) and 0,962 (from Mrs. Iis as rater). And by looking from cronbach alphas, which are > than 0.6 and comparing from the table above. the items considered has high reliability

Procedure

 In collecting data, researcher performs some procedures. The first steps are researcher creates both pretest and post-test items, and then validates them first. A second step is researcher divides a subject into two groups as the control group and the experimental group. Third step, the researcher gives treatment to the experimental group by using the Repetition drilling method through YouTube, and the control group got the Repetition drilling method through Conventional Media. The fourth step is the researcher gives a post-test which is similar to the pre-test for both the experimental group and control

group, and the fifth step is the data that had been collected would be analyzed from pre-test and post-test by using SPSS 16.0 program.

No	Date	Activities
1	First meeting	Pre-test which is held for both experimental group and control group
2	Second meeting	Drilling Through YouTube's treatment given for experimental group and drilling through Conventional media given for control group
3	Third meeting	Drilling Through YouTube's treatment given for experimental group and drilling through Conventional media given for control group
4	Fourth meeting	Drilling Through YouTube's treatment given for experimental group and drilling through Conventional media given for control group
5	Fifth meeting	Drilling Through YouTube's treatment given for experimental group and drilling through Conventional media given for control group
6	Sixth meeting	Drilling Through YouTube's treatment given for experimental group and drilling through Conventional media given for control group
7	Seventh Meeting	Drilling Through YouTube's treatment given for experimental group and drilling through Conventional media given for control group
8	Eighth meeting	Post-test which is be held for both experimental group and control group

This study used a scoring technique based on the standard criteria of speaking performance. According to Brown (2004:172-173), the criteria for scoring for speaking skill can be divided into five components; 1) grammar, 2) vocabulary, 3) fluency, 4) pronunciation 5) Comprehension. By using analytic rubric assessment, which is described below in the appendix, each aspect would have different weight and good or no, their performance would also have a level of description. The Scoring Technique divided into two parts first, reseacher were Scoring Students each aspect by Score x Weight. The total score being decided by summed all students aspect.

Data analysis

After reseacher conducted pre and post-tests, reseacher analyzed the data. In conducted research, it is necessary to analyze the data to interpret the data obtained from the field. The data analysis is carried out to answer the research problem with the data obtained through pre and post-test. The researcher analyzes the data by using an independent sample t-test. Since the samples were small and the groups were independent, the t-test for independent samples was carried out to determine whether there is any difference between the experiment and the control group.

The researcher used SPSS version 16.0 to compute statistics of students speaking skills in oral test. This study was conducted to find the effect of the treatment, whether it is significant or not, using Drilling Method through YouTube. To make sure the data is independent, there is an aspect that must be watched before, independence should not influence each other, and the population should be normally distributed. This study included parametric research, which divided into two kinds of data; ratio and interval. The data of this study are ratios because zero has a value or absolute zero. If the data are ratios, the data are definite homogeny and normal distribution. Last, the population must have equal variance.

Normality test

To analyze the normal distribution, this study uses Kolmogorov Smirnov Sample in SPSS version 16.0 The outcome of this Normality test is used to decide which inferential analysis statistic used to test the correlation of the variables The first step in calculated the normality distribution test state that the hypothesis:

H0: the scores of the experimental and control groups are normally distributed.

Ha: the scores of the experimental and control groups are not normally distributed.

The second step is calculated the normality distribution test to compare the Sig, with the level of significance for testing the hypothesis. If the Sig is more than the level of significance (0.05) the null hypothesis is accepted. The score is normally distributed. On the other hand, if the Sig. is less than the level of significance (0.05) the null hypothesis is rejected. After reseacher done the study, reseacher then analyze and found out the result as described below.

One-Sample Kolmogorov-Smirnov Test

		post test experimental
Most Extreme Differences	Absolute	.157
	Positive	.157
	Negative	-.137
Kolmogorov-Smirnov Z		.787
Asymp. Sig. (2-tailed)		.566

a. Test distribution is Normal.

Based on table above the Test is normal because the sig. is 0,566 and must be the > 0,05 to considered as normal

For the homogeneity test, the researcher uses Levene's test of homogeneity in the SPSS 16.0 version because Levene's test of homogeneity is used to assess the equality of the variance for a variable calculated for two or more groups.

$$W = \frac{(N-k)}{(k-1)} \frac{\sum_{i=1}^{k} = 1 Ni\,(Zi.-Z.)^2}{\sum_{i=1}^{k} = 1 \sum_{j=1}^{ni} = 1\,(Zij.-Zi.)^2}$$

W: Result of test
K: Number of different groups to which sample case belongs
N: Total number of cases in all groups
Ni: Number of cases in with groups
Yij: Value of the measured variable for jth case from ith group

The significance of W is tested against F, $(,\alpha, K-1, N-K)$ where F is a quintile of F test distribution, with K-1 and N-K its degree of freedom, and α is the chosen level of significance (usually 0.05 or 0.01). Based on Shadish (2002),
To analyze homogeneity variance, the researcher used Levene's test in SPSS 16.0 version. The result can be seen in tables below:

Test of Homogeneity of Variances

group

Levene Statistic	df1	df2	Sig.
.234	1	48	.631

ANOVA

group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65.094	1	65.094	4.184	.046
Within Groups	746.863	48	15.560		
Total	811.957	49			

Levene static of test of homogeneity of variance is 1.368.The Sig.is 0,289, the data variance is homogeny because must be>0,05 to be considered as homogeny
From table above it is determined that Sum of Squares between groups 357.707 and within groups is 39.333 and total is 397.040. Mean Square of Between Groups is 44.713 while within group 2.458. the F value in this test is 18.188 and the sig. Is 0.000 which are smaller than 0,05.

3. Findings and Discussion

Findings

The research was carried out for eight meetings. where the first and eighth meetings were used for pre and post-test. at the first meeting the pre-test on cause and effect was carried out smoothly In taking the pre-test scores, 3 assessors from the teacher's side, namely, Mr. Rizal, Mrs. Iis Naydha Suganda and Mrs. Mutia Zuhara. In making a speaking test, several things need to be noticed. First is a clear definition of construction. Then, an explanation of the use of the target language then, An individual to review the test to ensure that there is a match between the definition of the construct and the use of the target language

At the first meeting we conducted a pre-test of 50 students, each class containing about 25 students. From this class, the results of the followed pre-test are known:

No	Category	Level	Frequency %	
			Control Group	Experimental group
1	Very Poor	0-15		
2	Poor	15,01-30		
3	Below Average	30,01-45		
4	Average	45,01-60		
5	Good	60,01-75	16 (64%)	13 (52%)
6	Very Good	75,01-90	9 (36%)	12 (48%)
7	Excellent	90,01-100		
Total			25 (100%)	25 (100%)

Based on the table above, there are about 16 students in the control group who are in the good category with a percentage of 64%, and students who are in the very good category there are about 9 students with a percentage of 36%. Meanwhile, in the experimental group, there were about 13 students belong to the good category with a percentage of 52%, and 12 students belong to the very good category with a percentage of 48%.

After finishing treatment for six meeting, at the last meeting (meeting 8), a post-test was carried out to find out the final results of students after carrying out the treatment. The assessment carried out by the same rater as the rater at the time of the pre-test.
The results of the followed post-test are known:

No	Category	Level	Frequency %	
			Control Group	Experimental group
1	Very Poor	0-15		
2	Poor	15,01-30		
3	Below Average	30,01-45		
4	Average	45,01-60		
5	Good	60,01-75	12 (48%)	7 (28%)
6	Very Good	75,01-90	13 (52%)	18 (72%)
7	Excellent	90,01-100		
Total			25 (100%)	25 (100%)

It is known from the table above that from the control group there are about 12 students who are in the good category with a percentage of 48% and students who are in the very good category there are about 13 students with a percentage of 52%. that there is an increase in the number of about 16% (increasing 4 students) and a decrease in the number of about 16% (decreasing 4 students) in the good category in the very good category from before. Meanwhile in the experimental group, there were about 7 students belong to the good category with a percentage of 28% and 18 students belong to the very good category with a percentage of 72%. This shows that there is a 24% decrease in the number in the good category (decreasing 6 students) and a 24% increase in the number in the very good category (increasing 6 students).

Paired Sample T-Test
After got the data, the researcher began to test the sample t-test, there were two t-test tests used in this study. The first is the paired sample t-test where in this study the researcher tested the results of the pre-test and post-test of the experimental group.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre test & post test	25	.960	.000

Based on the table above, pair 1 (Experimental pretest and Experimental post test) It is known that the correlation value of pair 1 is 0.960 and the significance value is 0.000. Correlation value between the two variables: The result of 0.960 means that there is a strong correlation. relationship significance level: The result of 0.000 means that it is significant at the 0.01 level.

		Paired Differences					
					95% Confidence Interval of the Difference		
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1	pre test - post test	-2.90267	1.59661	.31932	-3.56171	-2.24362	-9.090

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	pre test - post test	24	.000

Based from table above, it can be concluded that mean of Experimental Pretest & Experimental Post-test is -2.90267. the standard deviation is 1.59661. Standard error mean is 0.31932. The Confidence Interval of the Difference shows that the lower is -3.56171 and the upper is -2.24362. It is known that the calculated value of t is -9.090 and the degrees of freedom are 24. In finding the t-table = ($\alpha/2$; df) which means 0.5/2=0.25 and the result is 2.064. the calculated value of t is 9.090 > of 2.064 then H0 is rejected and Ha is accepted. And it can be said that there is an effect of using YouTube in Teaching Speaking by Using Drilling Method. The significance value (2-tailed) from the table above is 0.000 ($p < 0.05$). So the results of the pre-test and post-test experienced a significant change.

Independent Sample T-Test
After completing the paired sample t-test, the researcher conducted independent t-test testing in the control group post-test and the experimental group post-test.

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
group	Equal variances assumed	.234	.631	-2.045	48	.046
	Equal variances not assumed			-2.045	47.923	.046

Independent Samples Test

		t-test for Equality of Means			
				95% Confidence Interval of the Difference	
		Mean Difference	Std. Error Difference	Lower	Upper
group	Equal variances assumed	-2.28200	1.11569	-4.52525	-.03875
	Equal variances not assumed	-2.28200	1.11569	-4.52534	-.03866

Based from table above, it can be concluded that mean difference of pretest is -2.28200 for both Equal variances assumed and Equal variances not assumed. Standard error difference is 1.11569 for both Equal variances assumed and Equal variances not assumed. In Confidence Interval of the Difference, both Equal variances assumed and variances not assumed, the lower is -4.515 and the upper is -0.045. And based from table above, the significance value is 0.046 because 0.046<0.05, hypothesis null can be rejected at 5% level

Discussion

Similar to the research of Kriswandi and others (2018), Heri Purnomo (2016), Euis, and others(2020), Rena and Ashari(2020), this research is more focused on high school students and not much different from previous studies. It proved that the use of YouTube improves students' ability to speak. The treatment given by using the repetition drilling method gave satisfactory results, with a positive correlation in the pre-test and post-tests of the experimental group. It is compatible with the theory put forward by Fitriani & Usman (2017), where the drilling technique can improve speaking skills permanently and with Harmer's study (2002) quoted from Maro's (2018) articles which states that the drilling method can help students improve what they have learned in their memory. However, the two theories are incompatible for the control group because there is no change between the pre-test and post-test. And based on the results that have described previously that proves Purva's (2012) statement regarding the advantages of using YouTube in teaching English and also supports the theory of Watkins and Wilkins (2011), which explains that YouTube can help students and teachers find new ways to engage in English-speaking classes. With an increase after using YouTube in drilling learning to reach a significant level below 0.05, This finding agreed with Heri Purnomo (2016), who states that a combination of sound, image, or video in the form of multimedia can improve students' speaking skills. And This finding confirms researcher hypothesis where there is a significant difference between the use of the drilling method on YouTube and the use of the drilling method on conventional media., indicating that the use of the drilling method with YouTube can enhance students' abilities in learning speaking.

There are advantages and disadvantages to this research. The advantage of this research is that compared to previous studies that only focused on university students, this research began to focus on high school students. Not only that, YouTube usage in the drilling method itself can be an innovation. With so many types of videos on YouTube, it gives students the freedom to choose the videos they want to use, whether animated videos, news videos, report videos, or presentation videos from other students who speak English. Apart from having advantages, this research also has disadvantages. One of the disadvantages of this research is that the drilling method used in this method is only the repeating drilling method. Because the research implemented during learning hours, time management in each meeting needs to be considered, especially in finding videos which duration is not long so as not to take the time of other lesson hours. And this research focused on 11th grade because 10th graders may be just beginning to understand English at the high school level and 12th graders who may have focused on the national exam. Probably in the future, researchers can try other drilling methods or focus on another grade level.

4. Conclusion

Based on the results described in chapter IV, it can be concluded that there is a significant positive influence in the use of YouTube on learning speaking using the drilling method for class XI students of SMA YPI Darussalam. This is

known from the results of post-test calculations in the experimental class and control class. Where in the experimental class obtained 78.7580 and the mean of the control group are 76.4760. Then based on the t-test, it was obtaining that t count > t table, namely 9.090 > 2.064. Thus, Ha accepted, which states that there is a significant effect between the uses of YouTube on learning speaking with the drilling method for students of class XI SMAYPI Darussalam.YouTube has the benefit of improving students' speaking skills. Students can find it easier to learn English, especially in learning speaking with the drilling method with the many videos on YouTube that have many variations such as live streaming, Vlogs, film reviews, educational videos, and others so that these developments make aspects in learning to speak using drilling are much better than before.

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