VIDEO EDUCATIVE LEARNING TO IMPROVE LISTENING AND SPEAKING SKILLS OF ENGLISH BY IMITATE THE NATIVE SPEAKER

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English is a foreign language in Indonesia. The development of globalization gives many impacts in many fields, including in education. Education in the 21st century is one of the examples of globalization era. Learning in the 21st century has a challenge especially learn about English as a foreign language. One of the challenges is how to increase the English skills of the students. Technology is one of the opportunities of the globalization era to face the challenge of the 21st century. In this research, video educative on YouTube is used as a media in the English learning process. The aim of this media is to improve the listening and speaking skills. The students watched the English video educative first that is uploaded by a native speaker. They will listen how each word is pronounced, then they will retell what they have already heard of making a video. This video has a purpose of improving speaking skill by remembering on the video education that the students' have heard. The objects of this paper are the students of English Department, Semarang State University. This paper uses the mix method. Data is collected by the implementation of video educative learning, interview, and observation activity as primary data and also other sources that related to the paper as a secondary data. The result of the study is students can improve their listening and speaking skills of English by using video educative on YouTube, so they can increase their capability in English.

Keywords: 21st century challenge, video Educative learning, improve listening and speaking skills

Introduction

The development of globalization era has given many impacts in many parts of human life, including education. The education in 21 century or as we know as globalization era was influenced by many things like technology and language. The language which is a media to learn in such many fields of education. As we know that in many sources of book use international language. So as the student in 21 century must be able to understand international language especially English because English has become a global language (Crystal, 2003), it means that English has been used by many people around the world. Unfortunately, learn English is not easy. There are many aspects which must be mastered. Language scholars of today regard language as a social activity, an activity of four fundamental kinds or uses, namely, speaking, listening, writing and reading (Jibowo, 2005). In fact, the four basic aspects in English are not easy to understand by many people especially non-native speaker. Many people said that listening is the hardest one. Because to be able listening in the English language we have to take many attentions, practice a lot and so on. As we know that when the native speaker said usually they said in a higher speed of intonation, so we as non-native speaker couldn't interpret what the native speaker said about.

Listening is the process of identifying the component of sounds and also sound sequences, whereby known words are recognizable (Asemota, 2015). Listening is one of English skill. It is really importance for someone to master it. it determines the successful of a communication. When we can listen well, so we can understand what other people said. Otherwise, when we didn't understand, so it will be misunderstood and the communication between two people or

among many people didn't happen. Listening can thus be seen as a process, which involves more than mere hearing of sounds and noises, but including identifying, understanding and interpreting spoken languages (Harrowoth, 1966). To understand the spoken language, we have to master about the elements of listening skill. They are (1) discriminating between sounds, (2) recognizing words and understanding their meaning, (3) identifying grammatical groupings of words, (4) identifying expressions and sets of utterances that act to create meaning, (5), (6) connecting linguistic cues to non-linguistic and paralinguistic cues, (7) using background knowledge to predict and to confirm meaning and (8) recalling important words and ideas (Tyagi, 2013). In this case, vocabulary is the basic skill that someone has to master it. So, through improving the vocabulary, it also can improve the listening skill. One of its strategies increases the listening habit. It could be from the video that was uploaded by a native speaker on youtube. Besides the students knew the new words, they also knew how that vocabulary was pronounced.

The other skill of English is speaking skill. This skill is difficult enough to study. Speaking usually involves face-to-face interaction. Less confident learners may feel threatened when called upon to speak to an audience, even if the audience is a small one (Man-Man, 2006). As we know, English is an international language, but not all people in this world can speak English. it is especially in the country which does not use English as a mother language. It only certain people who use English to communicate each other even not in all their daily live. They usually use English only in their workplace where is obligated to use English. whereas, the workplace where has not English requirement in communication, so they will use Indonesia language. It happened because English is a foreign language in Indonesia. this fact makes people in the non-native speaker country felt difficult to speak in English if they don't

master English well. For example, when non-native speaker people have to do a communication among native speaker and only English that is used in the conversation. It can be seen in student exchange, in the international workplace, doing a cooperation in a job, and so on. It will make them confuse how to share their ideas or what they want to say.

Considering those problems, so English has to be mastered since in the early period and continuously. Through the institution of education, it is one of the strategies to improve the English ability. In Semarang State University, the students can learn about English in the English department, faculty of language and arts. Related to this research, the students of the third semester were chosen as the object of this research. Through doing the pretest and posttest, the researcher can know the progressive of speaking and listening skill of the students.

In this research, the researcher uses video educative on YouTube as a media in learning English especially to improve the listening and speaking skills. As we know that nowadays everyone uses the internet to access information that they want to know. One of them is on YouTube. In the form of video, which is including audio and visual information sometimes make people more interesting to access it than another browser of the internet. Students also very like to search information on YouTube. So, this is one of the advantages of using the internet, in this case, YouTube. In this research, YouTube is used to improve listening and speaking skills of the student. Through the video on YouTube, students can learn how each word is pronounced correctly and clearly. This is aimed to improve the listening skill. Besides that, thy also can improve their speaking skill by imitating the native speaker regarding the correct pronunciation.

Methodology
The method that was used in this research is a mixed method. Mixed methods is a

writing approach that combines or associates qualitative and quantitative forms. This approach involves philosophical assumptions, the application of qualitative and quantitative approaches, and the incorporation of both approaches (Creswell, 2013). The use of this writing approach is intended to obtain the quantitative and qualitative data used as empirical evidence in answering the formulation of research problems. Thus, with the use of mixed methods research findings will be better, complete and comprehensive.

Qualitative Data Analysis uses an interactive model consisting of steps: (1) data reduction, (2) display data, and (3) Conclusion or verification. Quantitative data is analyzed with descriptive statistics, among others the calculation of the percentage of listening and speaking ability improvement of pretest and posttest results in the implementation of video educative learning.

The object in this research is many students of English Department, faculty of language and arts of Semarang State University, especially in the third semester. The object was needed to test the implementation of video educative learning. There are 25 students those were chosen as a sample. The procedure of simple random sampling was followed as described by Mugenda (2008). The table of random sample was taken from the score of pretest and posttest of the students. The implementation of this research to the students was four months.

The data was taken by the implementation of video educative learning, interview, and observation activity as a primary data and also other sources that are related to the paper as a secondary data such as journals, books, articles, and other sources. The data was analyzed by many steps, such as calculated and arrange them into the table, calculated, and counted by using the average formula.

Findings and Discussion

Based on the pretest and posttest about listening and speaking test, the researcher can know the improvement of the students' listening and speaking skills. The steps of the implementation of video educative learning can be seen in the list below:

The Implementation of Video Educative Learning:

1. Socialisation

The researcher gave the information first about video educative learning first to the students. This is aimed to give them an understanding the benefits of this learning in improving their listening and speaking ability in English.

2. Giving the materials

The students were given many materials about listening and speaking lesson. It was aimed to give them the knowledge about how to improve their listening and speaking ability through Video Educative Learning.

3. Pretest

After giving the materials for their knowledge, the researcher gave the students a pretest which was related to the listening and speaking ability. This test was aimed to know the listening and speaking skills of the students before the researcher gave the video educative learning.

4. Choosing Video on YouTube

This part is used as a media in the implementation of Video Educative Learning. First, they have to find any video on YouTube which is spoken in English by a native speaker. The kind of video depends on what they want. It could be a lecturing, tutorials, news, or anything. The duration of the video is between 3 to 7 minutes.

a. Video Educative Learning

This is the main part of this research. After the students were had already found the video, there are many parts that they did, such as:

i. Listening and Watching The Video

Through the video on YouTube that they found, they had to listen to it carefully. It is purposed to know how far their listening ability. They not only listen to what the native speaker said but also they had to understand what the speaking of the native speaker about. This understanding really forced the students to make sure that they know what are each of the words those is spoken by the native speaker. It also can improve their vocabulary, because if they didn't know about any words that the native speaker said, they would find it in the vocabulary. This is the good thing for them because mastering the vocabulary is the basic knowledge of listening and speaking skill.

ii. Imitate

After the students listening video on YouTube Video, they had to imitate it. there are two purposes in this step. First, it is about remembering the vocabulary, because they wanted to imitate, so they had to remember about sentence by sentence in the video. Automatically, they tried to remember word by word. Second, this is the part of improving the speaking skill. By imitating the native speaker they not only knew how each word was pronounced correctly, but also they learned about stress, vowel, consonants, diphthongs, and so on those are related to the pronunciation.

iii. Speaking

This activity is about retold the video that was done by one student to others student by making a video and showed it in front of the class. This activity is aimed to improve the speaking skill of the students by remembering on the video educative that the students' have learned.

5. Posstest

Posstest was given to the students to know about the improvement of the students' listening and speaking ability after giving video educative learning. The students' pretest and posttest score can be seen in the table below:

Table 1. Students' Pretest and Posttest Score

.No	Name	Test Score Before Video Educative Learning	Test Score After Video Educative Learning
1	Khoiri Susan	75	86
2	Fria Bintang Listiawati	70	81
3	Fastabila Auliani	65	75
4	Ruli Novitasari	71	80
5	Julia Tsamrotul Jannah	73	80
6	Lisa Nurmahawi	77	76
7	Winni Titis Rahmawati	65	78
8	Mahdi Hilda Rosidah	75	80
9	Maria Ana Mei Lestari	73	84
10	Retno Damayanti	71	80
11	Arif Susmono Aji	73	74
12	Sri Devi Sudiyanti	65	73
13	Asfia Nur Laeli	75	77
14	Mira Ayu Puspita	72	80
15	Nurul Anisa	80	80
16	Kinanti Syifa Pradini	80	81
17	Dhidha Mega Ratri	73	76
18	Nuzulia Nur Farida	72	79
19	Purwati	70	78
20	Rashinta Wahyu Puspita	76	78
21	Nur Laila Syarifatun Nisa	72	82
22	Akidatul Yusmalinda	71	81
23	Mohamad Wisnu Fajri	71	79
24	Kiki	80	85

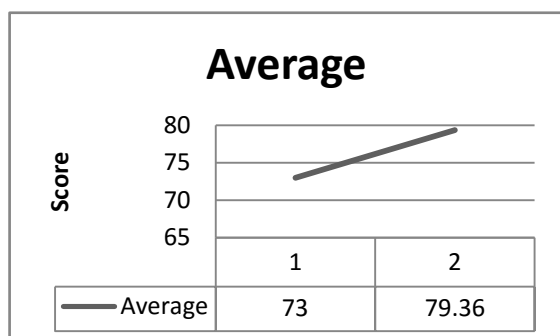|	Meiarista		
25	Alisha Rahma Putri	80	81
Average		**73**	**79.36**

Chart 1. The Improvement of Listening and Speaking Skills of the Students

Conclusion

Video Educative Learning is a strategy to improve the listening and speaking skills of the students through learned the video educative on YouTube. The activities are about listening and watching, imitate, and speaking. Based on the score of the students during pretest and posttest, it can be concluded that the activity of video educative learning can improve the listening and speaking skills of the students.

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