

Preparing Vocational High School Students' 21st Century Skills Needed through Pair Work Strategy and YouTube Channel Integration

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Preparing Vocational High School Students' 21st Century Skills Needed through Pair Work Strategy and YouTube Channel Integration

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Authorship Contribution Statement

Riswanto: Concept and design. Santiana: Concept and design. Rita Inderawati: drafting Manuscript and Data Collection. Bambang Parmadi: Data Acquisition/ Analyses. Pebri Prandika Putra: Data Interpretation. Kasmaini: Critical Revision of the manuscript. Sari: Reviewing/ editing

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Abstract

There is no denying that the usage of digital media has extended throughout all parts of life as we enter the era of digital transformation. YouTube is the social media app on Android phones that people use the most, both in terms of total time and average time per user. Predicted outcomes of teaching and learning English with the use of YouTube are thought to be positive. The aim of this research was to get an empirical evidence of the effect of pair work strategy integrated with YouTube channel in increasing students' speaking performance. This study applied quasi-experimental design. The population of this research is the tenth-grade students at a State Vocational High School in Indonesia. There was total 64 students participated in this study. The instruments used in this research was speaking test. A paired sample t-test was conducted to evaluate the impact of the intervention on students' speaking performance. There was statistically significant improvement on students speaking score from Time 1 (M=69.41, SD= 5.988) to Time 2 (M=86.16, SD=4.444), $t(31)= 1.7516$, $P<0.0005$. The eta squares statistic (eta squared=0.886) indicated a large effect size. An independent sample t-test was also conducted to compare the score between experimental and control groups. The result indicated that there was significant difference in score between experimental (M=86.16, SD= 4.444), and Control group [M=78.50, SD=42.65; $t(62)=7.031$, $p=0.000$]. The Magnitude of the difference in the means was large (eta squared=0.443). It indicated that 44.3% of students' speaking score was influenced by the integration of paired work strategies and YouTube Channel.

Keywords: *Speaking Skills, Youtube Channel, Pair Work Strategies, Vocational High School*

Introduction

The fourth industrial revolution is helping to transform all facets of daily life. Rapid changes in technology, industries, and society are expected in the 21st century due to increased interconnectedness and smart automation which are conceptualized by Industry 4.0. New interactions between humans and machines; increased data volume, computational power, and connectivity; the emergence of business intelligence analysis; as well as improvements in digital transfer instructions to the physical world, such as 3D printing and robotics, characterize the changes in industrial revolution 4.0 (Lee et al., 2013; Schwab, 2017). Besides, the Internet of Things (IoT) and supporting technologies serve as the backbone for Cyber-Physical Systems (CPS) in the industrial revolution 4.0 (Kagermann et al., 2013; Liao et al., 2018; Shatreovich & Strautmane, 2015)). IoT is a key component of Education 4.0 (Srivani et al., 2022). Indeed, humans are meant to be prepared for the digital revolution age with all the conceptualized.

This world transformation where information and communication are fully utilized has also impact the world of education. Digital change has a significant impact on education, and as a result, it requires extra attention and improvement on the system (Tangahu et al., 2021). Education became more networked, with pupils having direct access to a range of knowledge sources. Education 4.0 aligned with the fourth Industrial Revolution become the trend where the digitalization takes part (Barreiro, 2022; Mourtzis et al., 2018; Pangandaman et al., 2019; Srivani et al., 2022).

In the context of Indonesian Educational System, Vocational high schools must be given special consideration in the integration of education 4.0 in the country. This is due to the fact that the programs itself is designed to prepare the graduates to be ready access the labor market. According SEAMEO VOCTECH et al., (2020), technology and engineering; information and communication technology; health; arts, crafts, and tourism; agro-business technology; and business and management are the key areas or fields that vocational secondary schools focus on building students' skills in. The graduates Vocational high Schools students' have three options after pursuing national secondary certificate in which they can; directly join the labor market by filling job vacancies available in industries related to their course of study. Work independently as entrepreneurs; or pursue higher education at tertiary institutions. The Indonesian Ministry of Education and Culture (MOEC) made a major policy decision on the proportion of general secondary school and vocational secondary school, with the proportion of vocational secondary school being greater than that of general secondary school, based on the premise that the growing economy of Indonesia requires more middle-level workers to graduate from secondary vocational schools than from general secondary schools, with the expectation that link and match between vocational education and the world of work will be strengthened, and graduates from vocational secondary schools will be absorbed by the world of work.

Reality, however, does not match the expectations. The study from Ohara et al., (2020) indicated despite the government's efforts and expectations to increase the share of vocational high schools, student interest in entering vocational schools is still inferior to student interest in entering general secondary school. Besides, the data analyzed from Indonesian Bureau Statistics Center indicated that Vocational Secondary school level was the highest contributors to the unemployment rate in the consecutive years from 2016- 2019. Moreover, Central Statistics Agency (Badan Pusat Statistik, 2020) also reported that among all educational levels, Vocational High Schools have the most open unemployment (8.49 percent). The quality of graduates from Vocational High School is still viewed as a long way off from what is expected (Fiandra et al., 2022). Ohara et al also suggested that graduates of vocational secondary schools

must possess certain skills. On the other words, students in vocational secondary schools must acquire the knowledge, skills, and attitudes necessary to address global concerns (Kamaludin et al., 2022; Yusof et al., 2019).

Being able to communicate and collaborate is one of the skills needed to utilize in order to cope with the 21st century drastic transformation (Chaka, 2020; Christinawati, 2019; Fallon, 2014; Kamaludin et al., 2022; Risdianto, 2019; World Economic Forum, 2020). As a matter of fact, the necessity of speaking English is undeniable. English still becomes at the top list of foreign language dominated the worldwide communication. Despite the fact that many websites offer content in other languages, the vast majority of Internet users choose English. Srivani et al., (2022) described that among the worldwide web top ten languages, English is at the top of the list of internet languages. Zikmundová (2016) also argued that Many non-English speakers use English in their daily life and on the Internet. English's status as a universal language means that mastering the language to communicate effectively is critical for anyone living outside of nations where English is commonly spoken. It is possible to do business internationally, further one's education, and take part in scientific research by learning English (Arroba & Acosta, 2021).

Although the 4.0 industrial era has seen an increase in the demand for English, Indonesian English language competency is still much behind what is expected. The overall proficiency of English language learners in Indonesia is categorized low proficiency (Education First, 2021). Among 112 countries participated in the study, Indonesia is listed at number 80. This results is worsen from 2019 in which Indonesia was listed at number 60 (Wulandari et al., 2022). Thus, the students' ability to communicate in English is still out of expectation. Mahbub (2018) revealed through his study that a significant percentage (93.75%) of vocational high school (VHS) students in his study expressed that there was a high number of students who stated that their English ability was at an elementary level since they struggled to communicate effectively in the language. The study from Inderawati & Petrus (2021) indicated that 81.5% of the VHS students under their investigations recognized their level of English skills was beginner. Moreover, it was found that the pupils in Anhar et al. (2021)'s study did not reach the English proficiency level required for students in vocational colleges. The students are unable to compete on a global scale because they lack the necessary skills. VHS in tourism program argued that the most challenging skills they need to learn was speaking (Asrifan et al., 2020). If students continue to struggle with English in the classroom, let alone in a global context, it will be difficult for them to communicate internationally.

With today's technology and 21st century demands, using YouTube in collaboration with Pair Work Strategy to learn is an option that should not be disregarded. YouTube is one of social media platform that is getting popularity nowadays. YouTube is the most popular social networking app on Android devices, and it also has the largest average time spent by a user. According to App Annie's findings, the average monthly time spent on YouTube's mobile app is now nearly 24 hours (Kemp, 2022). According to Ceci (2022) as of April 2022, Indonesia ranked in third with 139 million users watching content on YouTube. With this phenomenon, incorporating YouTube into English language instruction in order to develop students' speaking skills might be beneficial. Moreover, it cannot be argued that the use of pair work strategy, a collaborative learning approach that places students in small groups to engage in learning activities through discussion (Richards et al., 2018). in teaching English has a good influence (Febiyanti & Maya Sari, 2022; Fitriyaningsih, 2017; Jatmiko, 2017; Rosmawar et al., 2018; Yulitrisnisa & Narius, 2018).

In reality, during the last three years, both in and outside of Indonesia, plentiful research have been conducted on the topic of YouTube usage in English-speaking classrooms for examples

(Albahlal, 2019; Anggraini, 2021; Apriani et al., 2022; Aprianto, 2020; Cahyana, 2020; Hamad et al., 2019; Hussin et al., 2020; Ilyas & Putri, 2020; Kristiani & Pradnyadewi, 2021; Lengari, 2022; Meinawati et al., 2020; Mutiarani et al., 2022; Saed et al., 2021; Sari & Margana, 2019; Wahyuni & Utami, 2021)

To the best of the knowledge of the researchers, only a few number of studies have been conducted to give quantitative evidence on the utilization of YouTube in English Speaking Classes, more specifically to students attending Vocational High Schools in Indonesian contexts. Therefore, this present study is expected bridge the gap by investigating the effect of pair-work strategy and YouTube integration to promote students' speaking performance. It is anticipated that the outcomes will contribute to the empirical data on how to enhance vocational high school students' competitiveness in the 21st century.

Research Method

Participants

The methodology behind this research was classified as a quasi-experimental design with a non-equivalent pre-test post-test control group design. This study included the participation of sixty-four students in the tenth grade at a Vocational High School. The students attended an Indonesian high school that was approved at the A-state level for its Vocational program. Both the experimental and the control groups each had an equal number of students assigned to them.

Data Collection Procedures

Prior to the interventions, both of experimental and control groups were given the pre-test. The test was in the form of speaking performance test. Richards (2008) mentioned that one type of talk was talk as performance which referred to public talk, that was, talk which transmits information before an audience such as morning talks, public announcements, and speeches. The content of the test was validated by confirming the national curriculum which was implemented in the school. Try out was also conducted in order to make sure the time allocation for the speaking test and familiarize the scoring rubric used by the two raters. As Mackey & Gass, (2005) suggested that to increase confidence in scoring, it is critical not just to code the data with more than one rater wherever possible, but also to carefully choose and train the raters.

The students in experimental group then were treated by using YouTube channel integrated with pair work strategy. This study mainly channel used was 'Speak English with Tiffany', a channel owned by native speaker, Tiffany. The channel is dedicated to help non-native English speaker to have better performance in English as what native speakers do. During the interventions, the students were study in pairs. The students watched YouTube channel, confirmed the researcher, work in a group, then perform their speaking. The study was conducted for 10 meetings in total. After the interventions, the two groups were given the post test, 2-5 minutes speaking performance.

Five speaking components-Fluency, Pronunciation, vocabulary, grammar, and details-constituted the students' overall speaking performance. Each of the component was score in the range from 1-5. The results of interrater reliability of the two groups shows that there was a strong correlation between the scores judged by the two raters. Mackey & Gass (2005) suggested to calculate the interrater reliability on the data used for the research, not the data used for the training. As a matter of facts, the researchers calculated the interrater reliability of the two groups, experimental and control groups, pretest and posttest scores judged by the two raters. Table 1 summarize the results.

Table 1: Summary of Interrater Reliability

	Experimental group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Spearman's rho	0.955	0.940	0.957	0.953

The correlation coefficient is in the range between 0.5 to 1.0 which indicated the large correlation ((Pallant, 2001)It is possible to draw the conclusion that those raters were evaluating the identical set of data with the expectation that it would represent the same phenomenon. The findings did certainly point to a high degree of consistency among the data that was acquired.

Results

Before conducting a statistical analysis to see the effect of Pair Work Strategy and YouTube Channel integration students' Speaking performance, a prerequisite analysis, normality test was conducted. The results of the test indicated that the data collected in this study were normally distributed since the Sig. Value is more than 0.05. Table 2 presented the summary of the tests.

Table 2: Results of Test of Normality

Groups	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Student learning outcomes	PreTest experimental	0.116	32 0.200
	PreTest control	0.133	32 0.159
	Posttest experimental	0.139	32 0.119
	Posttest Control	0.140	32 0.110

Based on the results of the normality test, it is confirmed that parametric tests would be used for the rest of the statistical analyses. The researchers next looked to see if students who had been exposed to a pair work method and YouTube channel integration had made any notable gains in their speaking abilities. The students' performance before and after being taught by the course was compared. It appears to be progress in the students' score after being subjected to a 2-month intervention. The result indicated a statistically significant improvement in the students' speaking performance before (M=69.41, SD= 5.988) and after the intervention (M=86.16, SD=4.444), $t(31)= 15.516$, $P<0.0005$. Table 3 presented the summary of the analyses.

Table 3: Results of Pair Sample t-test in Experimental Group

Experimental Group	Pretest	Posttest	Paired Sample t-test
Mean Score	69.41	86.16	-16.750
SD	5.988	4.444	6.107
Std Error Mean			1.080
t value			-15.516
Sig.(2-tailed)			0.000

The magnitude of the intervention's effect was also calculated by obtaining the Eta squared. The formula is displayed in equation 1.

$$Eta\ squared = \frac{t^2}{t^2 + N - 1} \quad (1)$$

$$Eta\ squared = \frac{15.516^2}{(15.516)^2 + 32 - 1} = 0.886$$

The result $0.886 > 0.14$ indicated that there was large effect size with difference in students' speaking performance before and after the intervention.

After confirming at there was statistically difference in the performance before and after the intervention, difference between the control and experimental group was examined. The independent sample t-test was conducted. The results indicated that there was statistically significant difference ($p=0.000 < 0.05$) in the mean score of the speaking performance for experimental and control group (table 4 display the summary of the analyses). The eta squared calculation also indicated that there was large effect size ($0.443 > 0.14$) of the integration of pair work strategy and YouTube channel on the students' overall speaking performance. The eta squared formula for independent sample t-test is presented in equation 2.

$$Eta\ squared = \frac{t^2}{t^2 + (N1 + N2 - 2)} \quad (2)$$

$$Eta\ squared = \frac{7.031^2}{(7.031)^2 + (32 + 32 - 2)} = 0.443$$

Table 4: Summary Results of Independent sample t-test

Groups	Mean Score	SD	Std Error Mean	t-value	Sig. (2-tailed)
Experimental	86.16	4.444	0.786		
Control	78.50	4.265	0.754		
Independent Sample t-test	7.656		1.089	7.031	.000

Discussions

The purpose of the current investigation is to determine the impact that integrating YouTube channels and pair work strategies can have. The students' overall speaking performance improved, according to the results of both parametric tests. When the findings from before the interventions and the outcomes after the interventions were compared, there was a considerable improvement. A substantial difference was also demonstrated by a comparison of the means of the two groups, which were the experimental group and the control group. The studies also confirmed that the effect size of the intervention is deemed to be big, which indicates that the improvement on the students' speaking performance was significantly influenced by the implementation of the pair work method and the YouTube channel.

Students were found to be more motivated while participating in the interventions if they were watching a YouTube channel. They have a reduced sense of stress as a result of participating in educational activities that made use of media, they are already familiar with. This is in line

with what Albahlal (2019) reported through his study that YouTube videos are viewed by teachers as having a proven effect on lowering students' anxiety while increasing their speed of learning and ability to stay on task in class. YouTube has also been shown to assist students learn in a pleasant and encouraging environment (Hussin et al., 2020). Students appeared to be more engrossed each time they were connected to YouTube. Apriani et al., (2022) argued that Due to the fact that YouTube was an interactive medium that was employed in the teaching and learning process, there was an increase in both the students' speaking achievement as well as their motivation to study. (Meinawati et al., 2020) described that students are more attentive to YouTube videos because they find it more enjoyable to learn by watching. As a result, students are chuckling as they watch videos made by YouTubers, who strive to make their content as entertaining as possible. As a matter of fact, the adoption of YouTube could be an alternate way to lessen the students' speaking issues in terms of psychological aspects. Anxiousness is believed to be one of the students' psychological problems that they experience (Wulandari et al., 2022).

Moreover, Utilizing YouTube Channel in English Speaking class, improve the students' performance that includes the aspects of fluency, pronunciation, Vocabulary, grammar and details. In addition, this is because the channel used during interventions, namely "Speak English with Tiffany," which is the primary channel, was owned by a native speaker. Riswanto et al., (2022) affirmed that listening to a native English speaker with a realistic accent motivates students to practice their pronunciation and expand their vocabulary, both of which help them improve their overall fluency. The students learned not only about the content of the channel, but also how the content creator employed words and how she pronounced each word naturally through the use of the channel. When the students watched the videos on the channel, they used them as a starting point for discussion, which gave them something to talk about. This is in agreement with what (Syafiq et al., 2021) mentioned that students' speaking skills increased when they used YouTube videos as English learning material, including fluency, vocabulary, pronunciation, grammar, and content. The finding of the study also in line with the finding from (Apriani et al, 2022; Ilyas & Putri, 2020; Mutiarani et al., 2022; Saed et al., 2021). in which they revealed that the whole aspects of speaking performance were increased since the use of YouTube in their learning activity.

What is most important to be pointed out in this study is that the integration of pair work strategy in the use of YouTube channel. During the interventions, the students did not only watch the materials from the YouTube but also have a real time practice with the teacher as well as their partners. This is where the procedure of pair work strategy was implemented. The teachers provided entertaining learning material as well as provided the students with activities in which they could practice the linguistic features they just learned interactively. As the students were given the opportunity to use their language orally whenever possible they can express themselves verbally (Amalia & Apriani, 2016). According to (Hedge, 2003) pair work strategies, students can practice language together, study a text, research language. They can write dialogues, predict the content of reading texts, or compare notes on what they have heard or seen. Indeed, When students work in pairs, they have the opportunity to work toward the same learning objective as another student (Aulia et al., 2020). Duc et al., (2020) confirmed through their study that Students not only had a better environment for learning and speaking as a result of their participation in pair and group work, but they also had more opportunities to practice speaking English. Thus, the procedure of pair work is a good way to improve students' speaking skill, particularly in classes with a range of mixed abilities. The study from Jatmiko (2017) indicated that when students work in pairs, they have more opportunities to interact with one another as they answer questions from the teacher and take part in additional pair work activities. This means the procedure of pair work is a good way to develop student

competence in speaking skills (Faculty, 2020). Besides, Pair work strategy used in the classroom could be considered as a way to promote collaborative skill as one of needed skills in 21st century. According to (Lai, 2011) collaboration can be defined as the mutual participation of participants in a concerted effort to solve challenges jointly. He also stated that collaborative engagement is characterized by a shared objective, structural equality, and a high level of negotiation, interactivity, and mutuality. Interaction that results in detailed explanations will be very beneficial to students' skills in process teaching and learning. When it comes to helping students who are struggling academically, working together can make a big difference

Conclusion

Results from this study show that students' English-speaking skill improves with the use of a pair work technique and the incorporation of YouTube channels. This study picked vocational high school as the focus of its research because of its importance in preparing graduates to work in industrial labor during the Industrial Revolution 4.0 in order to help the Indonesian economy grow. Since the implementation can promote students' needed skills for the 21st century, notably the ability to communicate and collaborate, this study recommended educators to use pair work technique and integration of YouTube channels.

However, the primary purpose of this research was to investigate the possible cause-and-effect relationship between three factors: students' speaking performance, pair work approach, and YouTube channel integration. The researcher did not investigate how the students and teachers felt about the implementation of the new strategy. In addition, the researchers investigated looking at the students in the tenth grade at the VHS. It is advised that further research be done to investigate further on the performance of students in specific fields of study.

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