

THE USE OF YOUTUBE VIDEO BY NON-ENGLISH MAJOR STUDENTS FOR SPEAKING SKILLS

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Abstract: The Use of Youtube Video by Non-English Major Students for Speaking Skills.

This study was conducted to investigate the use of social media especially YouTube by students the Non-English Major of the Faculty of Economics at the University of Palangka Raya. It was also to see the impact of using social media especially YouTube to improve their speaking ability. The study design of this study was descriptive qualitative. Fifteen students of the Faculty of Economics were selected as participants to speak in front of a handphone camera with the topics already prepared. Five online meetings were done to know their progress. The Semi-structured interview was also done to collect the supporting data of deeper information needed. The result showed that the use of social media especially YouTube gave a high impact on the speaking ability of Non-English Major students as seen from their video and deep information from the interview. However, there was various resistance dealing with the efforts to increase their speaking ability, they are psychological factors (less motivated, not confident), environment factor (the relationship with their environment), linguistic factors (finding references, vocabulary selection, speaking style, and gesture). The use of social media especially YouTube might make the students feel easier in overcoming the various resistance to improve speaking ability.

Abstrak: Penggunaan Video Youtube oleh Mahasiswa Jurusan Non-Bahasa Inggris untuk Keterampilan Berbicara.

Penelitian ini dilakukan untuk mengetahui penggunaan dan dampak media sosial khususnya YouTube oleh mahasiswa Jurusan Non-Bahasa Inggris Fakultas Ekonomi Universitas Palangka Raya dalam meningkatkan kemampuan berbicara mereka. Desain penelitian adalah deskriptif kualitatif. Lima belas mahasiswa Fakultas Ekonomi terpilih sebagai peserta untuk berbicara di depan kamera handphone dengan topik yang sudah disiapkan. Lima pertemuan online dilakukan untuk mengetahui kemajuan mahasiswa. Wawancara semi terstruktur juga dilakukan untuk mengumpulkan data pendukung dari informasi yang lebih mendalam yang dibutuhkan. Hasil penelitian menunjukkan bahwa penggunaan YouTube memberikan dampak yang tinggi terhadap kemampuan berbicara mahasiswa Non-Bahasa Inggris terlihat dari video mereka dan informasi yang mendalam dari wawancara. Namun, terdapat berbagai hambatan dalam upaya peningkatan kemampuan berbicara mereka, yaitu faktor psikologis (kurang motivasi, tidak percaya diri), faktor lingkungan (hubungan dengan lingkungan), faktor kebahasaan (mencari referensi, pemilihan kosakata, gaya berbicara, dan sikap). Penggunaan media sosial khususnya YouTube dapat membuat siswa merasa lebih mudah dalam mengatasi berbagai hambatan untuk meningkatkan kemampuan berbicara.

Keywords: Social media, speaking skills, youtube

INTRODUCTION

English is an international language that plays an important role in our lives today. It is important for students to have English to communicate with others around the world, especially speaking. In Indonesia, English is used as a foreign language because it is rarely

used in everyday life. English is only used in the classroom and there are requirements such as proficiency tests. As a compulsory subject in every level of education, English is taught to the students from junior high school until university level, but at the university level and other majors English as taught as an elective course. The

Faculty of Economics of the University Palangka Raya has an English class as an elective course for the students and they have initiated themselves to have a speaking class out of the regular English class. They have the target and spirit to be able to communicate using English fluently, accurately, and appropriately.

However, there is a painful argument between her mind and the current situation in English class. In learning the speaking skills, students face many challenges. In the researcher's experience with classroom activities, there are problems that students face. First, the student's ability to speak was poor, unsatisfactory, and far from expected. Students felt frustrated and inattentive to the teacher. Students in this class are often unmotivated and excited, feeling shy, anxious, and unsafe when answering questions from their teacher or giving an introduction. Second, they could not express their idea fluently in using appropriate vocabulary and correct grammatical forms, in this case, the students could only speak two until three sentences because they often hesitated to pronounce the words, and even most of them pronounced the words incorrectly. Third, the situation of the class was not comfortable to support any speaking activity because the class was full. The teacher used a monotonous teaching style and the instructional media did not facilitate students to speak which made the students got bored and lose interest in the English course. As a result, the students were hesitant and unmotivated to speak.

The situation of the class that should be solved by the lecturer is by direct participation in the educational and methodical process and making the teaching-learning process fun and interesting, especially to the other majors like the students of the Faculty of Economics because they are not familiar with the English language. To encourage students to actively participate in the learning process and encourage them to learn the language, the teacher is urged to take positive steps, create a positive attitude and be creative. According to Nunan (1999, p. 232) who said that teachers should set instructions and help students to organize any type of communication to ensure its availability. Big group and small group discussion.

In order for students to enjoy and enjoy their studies, the teacher should provide them with a pleasant learning experience during the

interview. The event should inspire all levels of students, from students who are induced into unhealthy behaviors and from students with little motivation to a lot of motivation in speaking skills. In addition, this event should use technology to get more expectations from students. Classroom circumstances may be different if the teacher successfully uses technology in the classroom. The use of technology in learning situations is observed by students, as noted in a study by Shadiev that evaluated the effectiveness of a learning action supported by mobile learning multimedia to improve EFL autonomy in real situations. (Shadiev et al., 2018). Now, in the industrial era 4.0 and coupled with the pandemic, E-learning has become an important foundation in the world of education. This argument was proven because E-learning can present students the flexibility to open and study learning content wherever and whenever they want (Lee et al., 2017).

According to the condition right now, It is important that the language course reader try to convert some of these situations into positive ones. Therefore, the researchers suggest YouTube to be a media in teaching speaking in English. Following Almurashi (2016), it offers learners online materials like websites for learning which can be integrated and utilized by the lecturer in the teaching and learning process in the classroom, such as the YouTube website. Besides, according to Watkins and Wilkins (2011), Using YouTube inside and outside the classroom can improve students' communication and pronunciation skills. YouTube also promotes orthodox word development. She said that by using YouTube in the classroom, students can also demonstrate their true English and autonomy in learning (student-centered). Moreover, the results of some researchers show that using YouTube videos can improve students speaking skills in terms of pronunciation, grammar, vocabulary, and fluency. YouTube video is one of the audiovisual media because we can watch the pictures and hear the sounds. Richards (1990, p. 67) proved that by using YouTube everyone who learns to use English to be more capable of solving problems and become a better communicator. Many ways of more modern and more effective are now available to improve the English speaking skill; and one way following technological

development is learning speaking English through YouTube. Learning English by using YouTube will get a lot of benefits such as learning will be much more fun, easier to learn the proper pronunciation of a word in a foreign language, and using YouTube video can be able to make the material understandable more quickly.

So, it can be said that YouTube video is recommended to be used for improving students speaking skill especially for other majors, and also learning speaking English by using YouTube is an innovative learning system to be developed although this is not a formal system but gives a nice effect in improving English language proficiency. Therefore, the study tried to apply ICT (Information and Communication Technology) especially YouTube videos in teaching speaking at the Faculty of Economics of the University of Palangka Raya.

Regarding what has been discussed above, the researcher stated the problems of this research as follows:

1. What problems were associated with it Non-English major students in English speaking skills?
2. What are the impacts of the use of YouTube upon Non-English major students in speaking skills?
3. To what extent can the use of YouTube help Non-English major students in English speaking skills?

According to the problem statements above, the researcher states the objectives of the study as follows:

1. To discover the difficulties in English speaking skills for Non-English Major students.
2. To know the impacts of the use of YouTube upon Non-English major students in English speaking skills.
3. To know the extent of the use of YouTube helps Non-English major students in English speaking skills.

METHOD

In this study, the researchers used qualitative studies to obtain data. Qualitative research is conducted through intense and / or long-term relationships with "field" or living

conditions. These conditions are usually "ugly" or normal conditions in the daily life of individuals, groups, societies and organizations. (Miles and Huberman, 1994).

According to above, Putra (2012) states the appropriate research method used in quality research is due to its nature of supporting problem detection.

Based on the purpose of the study, the researcher wanted to find out deep information about the use of YouTube to improve the speaking ability of Non-English Major students of Faculty Economics of the University of Palangka Raya. Thus, a qualitative approach allows researchers to find out which subject experiences are relevant to this study. Researchers believe that quality research is the right way to do this.

Fifteen students (nine females and six males) were selected as participants of the research, representing the three parallel classes of English course. By looking at their ability to speak English in previous English courses and the selection of these 15 students was done randomly in 3 classes. The data were obtained by asking them to speak in front of a camera about 5 topics in English that have been prepared. The topics were about: 1) How to explain your CV? 2) What's your dream job? 3) How to sell stuff via Online? 4) Tell about your activity at home during the pandemic, 5) How to manage our finance? in which they could choose one of the topics based on their interest. This was done after they were watching YouTube videos related to the topics chosen so that they could see how English was spoken.

The researchers also used a semi-structured interview method to gather additional data. It was used to get more information about using YouTube to improve the speaking ability of high school students who don't know English. The method for analyzing the data used in this study was descriptive analysis. Therefore, to gain a deeper understanding, the researchers listened to several recordings of the participants' lectures and analyzed the data. The researchers recorded the respondents' responses and opinions with a mobile phone camera. Each interview lasted about 9 minutes to answer questions and assignments from the researchers as interviewers. Each participant was given the

same question to answer. For more in-depth information, the researchers also asked some additional questions based on the responses provided by the respondents on the chosen topic.

RESULT AND DISCUSSION

The main data were obtained from the speeches of 15 participants about the topics they were choosing. It was shown that the most interesting topics chosen were "What's your dream job?" and "How to manage our finance?" From the result of the interview, it was shown that the difficulties concerned about vocabulary, pronunciation, and grammar which were related to their need in their English course they were taking. After they watched YouTube about the related topics, however, they stated that YouTube made them easier to speak English. This is following the statement of Harmer (2007) and Manser (1995) that the correct pronunciation could make the listeners understand what the speakers mean. In this research, the participants did it by imitating the way the speakers on YouTube were speaking. As shown in the recorded speech, the impact of YouTube showed that they had better pronunciation in which they imitated and practiced how to pronounce the words correctly.

Grammar is indeed very important to make the English sentences spoken comprehensible. From the result of the research, it was shown that 60% of the participants had problems in English grammar. This was shown in their speeches which were mostly grammatically incorrect, although they have been watching the examples on YouTube before speaking in front of the camera. They stated that the speech on YouTube was too fast that they could not get the grammar although they repeated the YouTube video several times.

Moreover, more than half of the participants (60%) had problems with vocabulary. Since the topic chosen was related to their major, i.e. economics, the terms were mostly about economics. However, after they were watching YouTube which was telling about the topic in economics, then they were helped understand several vocabulary items used in economics such as 'interest', 'banking portfolio', etc. This was shown in the result of

the interview that they got the meaning of economics vocabulary after watching YouTube.

Regarding fluency, most of the participants (80%) were not fluent; they sometimes had long pauses that their speech was not smooth. Based on the interview results, it was stated that they stopped speaking because they had no more ideas about the topic they were talking about. Although they have repeated the video on YouTube several times, they were still in doubt to speak.

Concerning comprehension, as stated by Manser (1995), it needs good pronunciation, master grammar well has a great deal with vocabulary and fluency. From the result of speaking in front of the hand phone camera, it was shown that most of the participants were not good at pronunciation, grammar, vocabulary, and fluency. This was seen from the results of recorded speech and interview, in which the participants still had fewer efforts to increase their speaking ability. They were less motivated and not confident in speaking in English. This was because the environment (at home or in the class) did not support them on how to find more references on grammar and to select suitable vocabulary. Although they were facilitated by the video on YouTube they were watching, their speaking style and gesture were still not as expected. Answers from other questions in the interview also showed different opinions among the participants about how YouTube can improve their speaking ability in English. Somehow, the researcher found some factors faced by students of the Faculty of Economics in improving their speaking ability, It includes psychological, socio-cultural and linguistic factors. Therefore, some issues are related to the effects you will feel as you learn to speak on YouTube.

It can be understood that the use of YouTube was very helpful for them in many aspects, such as to give an illustration of how to communicate easily and how to speak fluently. However, from the interviews, the researchers also know some factors that students face of the Faculty of Economics in improving speaking skills, such as lack of spirit, lack of motivation, poor grammar, lack of vocabulary.

As learning speaking is a long process (Helen & Mary (1987, p. 211) repetitions and imitations from the models in YouTube might greatly help the participants to speak, and they

must memorize basic sentences to gain confidence that practicing the sentences and doing oral drills were suggested.

CONCLUSION

The use of YouTube was very helpful for them in many aspects, such as to give an illustration of how to communicate easily and how to speak fluently. However, from the interview, the researcher also knows some factors faced by students of the Faculty of Economics in improving speaking skills, for

example the unwillingness, lack of motivation, insufficient grammar, and lack of vocabulary.

However, there was various resistance dealing with the efforts to increase their speaking ability, they are psychological factors (lessmotivated, not confident), environment factor (the relationship with their environment), linguistic factors (finding references, vocabulary selection, speaking style, and gesture). The use of social media especially YouTube might make the students feel easier in overcoming the various resistance to improve speaking ability.

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