

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

Carolinaliwati

line3105carol@gmail.com

Wahyuningsih Usadiati

wahyu.usadiati@edu.upr.ac.id

Misrita

ritaqaal@yahoo.com

University of Palangka Raya

**Yos Sudarso Street, Jekan Raya District, Palangkaraya City,
Central Kalimantan**

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 (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.

Keywords: *Social media, speaking skills, youtube*

INTRODUCTION

English is an international language that plays an important role in our lives today. Mastering English, especially speaking skills, is importantly needed for the students to allow them to communicate with other people globally. In Indonesia, English is used as a foreign language because using the English language for daily activity is something very rare. English is only used in the classroom and some particular requirements such as in a proficiency test. 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 has a bitter case between their spirit and the current situation in the English-speaking class. Students face plenty of problems in mastering the speaking skill. Based on the researcher's experience in classroom activities, there are some problems faced by the students. First, the student's speaking ability was still low, unsatisfying, and far from the expectations. The students felt bored and did not pay attention to the lecturer. Generally, students in that class had low motivation and interest, they felt shy, nervous, and lack of confidence when they had to answer questions from their lecturer or did a presentation. 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 consequence, the students were reluctant and unmotivated to speak.

The situation of the class that should be solved by the lecturer is by being involved directly in the teaching-learning 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 actively engage the students in the learning process and enhance their motivation for learning the language, it is highly recommended for the lecturer to create good media, make a conducive situation, and creative activities. It is in line with Nunan (1999, p. 232) who said that teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions.

In a speaking class, to make students happy and enjoy studying the subject, a lecturer should provide an interesting learning activity for them. The activity should encourage all levels of the students from students who are introvert to extrovert traits, and from students with lower motivation to higher motivation in speaking skills. Moreover, the activity should use technology to get much attention from students. The situation of the class can be different if a lecturer successfully utilizes technology in their classroom. The use of technology in learning activity has got positive perception from the learners as stated in a research finding by Shadieff who investigated the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL in authentic contexts (Shadieff 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 very necessary for the lecturer of the speaking class to make effort to change some of these situations into positive ones. Therefore, the researcher proposes 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 both inside and outside the classroom can enhance the conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development. Further, they stated that using YouTube in the classroom lets the students have exposure toward authentic 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 are the difficulties faced by 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 researcher used qualitative research to get the data. Qualitative research was conducted through an intense and/or prolonged contact with a "field" or life situation. These situations are typically "banal" or normal ones, respective of the everyday life of individuals, groups, societies, and organizations (Miles and Huberman, 1994).

In line with the above, Putra (2012) states that qualitative research is an appropriate research method used in a study since it has characteristics that support to find out the problems inductively.

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. So, through the qualitative method, the researcher was able to know what the subject experience related to this study. And the researcher believed that qualitative research is an appropriate method for this study.

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 researcher also collected the supporting data by using the semi-structured interview. It was used to get detailed information about the use of YouTube to improve the speaking ability of Non-English Major students. The technique of data analysis used in this study was a descriptive analysis. Hence, to get a deeper understanding, the researcher analyzed the data by listening to the recording of the participants' speeches several times. The researcher recorded the interviewees' answers and opinions with a camera on the mobile phone. Each interview spent around 9 minutes to respond to the questions and orders from the researcher as the interviewer. Each participant got the same questions that must be answered. Further, to find deep information, several additional questions were asked by the researcher based on the interviewee's answers following the topic chosen.

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, including psychological factors, socio-cultural factors, and linguistic factors. Hence, in some issues of it, it has a relationship with the impact that they feel when they learn speaking using 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 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.

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 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, including psychological factors, socio-cultural factors, and linguistic factors. Hence, in some issues of it, it has a relationship with the impact that they feel when they learn speaking using 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 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.

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.

REFERENCES

- Agazio, J. & Buckley, K. 2009. An Untapped Resource: Using YouTube in Nursing Education. *Nurse Educator*, 34(1), 23-28.
- Almurashi, W. A. 2016. The Effective Use of YouTube Videos for Teaching the English Language in Classrooms as Supplementary Material at Taibah University in Alula. *International Journal of English language and Linguistics Research*, 4(3), 32-47.
- Asmani. 2011. *Tuntunan Lengkap Metodologi Praktis Penelitian Pendidikan*: Jakarta: Diva Press.
- Casey, C. 1996. Incorporating cognitive apprenticeship in multi-media. *Educational Technology: Research and Development*, 44, 74-84. <http://dx.doi.org/10.1007/BF02300327>.
- Chee, Y. C. 1995. Cognitive Apprenticeship and its application to the teaching of Smalltalk in a multimedia interactive learning environment. *Instructional Science*. 23, 133-161. <http://dx.doi.org/10.1007/BF00890449>.
- Harmer, Jeremy. 2007. *How to Teach English*. England Longman.
- Harris, David. 1974. *Testing English as a Second Language*. New York: McGraw-Hill Book Company
- Helen G. & Mary Symons S. 1987. *Speaking of Friendship: Middle-Class Women and Their Friends*. Greenwood Press
- Herdiansyah, H. 2009. *Metode penelitian kualitatif untuk ilmu-ilmu social*. Jakarta: Salemba Humanika.
- Lee, C. S. et al. 2017. "Making sense of comments on YouTube Educational Videos: A self-directed learning perspective". *Online Information Review*, 41(5), pp. 611-625. DOI: 10.1108/OIR-09 2016-0274
- Manser, Martin H. 1995. *Oxford Learners Pocket Dictionary*. Oxford: Oxford University Press.
- Miles, B. Matthew & Huberman, M. A. 1994. *Qualitative Data Analysis 2nd Edition*. International Educational and Professional Publisher. London: Sage Publications.
- Nunan, D. 1999. *Second Language Teaching & Learning*. Boston: Newbury House Teacher Development.
- Putra, N. 2012. *Metode penelitian: kualitatif pendidikan*. Jakarta: Raja Gra ndo Persada.
- Richard, J. C. 1990. *Curriculum Development in Language Teaching*. New York: Cambridge
- Sadtono, E. 1983. *Penguasaan Bahasa Inggris Dosen di Indonesia*. Pidato Pengukuhan Guru Besar, IKIP Malang
- Shadiey, R, Hwang W. Y., & Liu, T. Y., 2018. Investigating the effectiveness of The learning activity supported by a mobile multimedia learning system to enhance autonomous EFL Learning in authentic contexts. *Educational Technology Research and Development*. 66(4), 893-912.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: PT. Alfabeta.
- Sukarni. 2012. "Memanfaatkan YouTube sebagai media pembelajaran yang Interaktif, Menarik, dan Menyenangkan".
- Watkins, J & Wilkins, M. 2011. *Using YouTube in the EFL Classroom*. *Language Education in Asia* 2(1), 113-119.
- William, Brian & Sawyer, Stacey. 2015. *Using Information Technology 11th Edition*. McGraw-Hill Education.