

STUDENTS' PERCEPTION ON THE USE OF YOUTUBE TOWARDS THEIR SPEAKING SKILL

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Abstract

Nowadays, English has been spoken globally around the world. Therefore, mastering English speaking skill is very important for the students especially who study English as a Foreign Language. Because of that, the demand of the students who want to study English were getting higher over time. However, students tend to struggle in mastering English speaking skill since English was not their mother tongue. Moreover, at the moment, students studied English speaking skill online due to the pandemic of Covid-19. Therefore, regarding to the facts above, this research aimed to investigate the students' perception on the use of YouTube as their means to learn English speaking skill. In this study, the researcher used qualitative approach with the descriptive design. The participants of this study were 30 English students of second semester of the English Education Department at UNISMA. However, there were only 10 students to be interviewed as the representatives of 30 responses. The instrument used in this study were questionnaire using likert scale and semi-structured interview. The finding showed that all of the students agreed that YouTube played a significant role in improving their speaking skill. Even though there were still a few students who faced problem related to the network constraints when they were using YouTube, yet it was not a big problem for them. In fact, by the use of YouTube the students stated that their pronunciation and fluency was getting better. Not only that, their vocabulary was also enhanced. All of the students also stated that YouTube was very flexible to use, so that the students could practice their speaking skill by using YouTube whenever and wherever they want. All in all, the students had a positive perception on the use of YouTube towards their speaking skill.

Keywords: Perception; Learning Media; YouTube; Speaking Skill

INTRODUCTION

Speaking, according to Al Hosni (2014) & Heriansyah (2012) is one of the most important skills in English that need to be enhanced and mastered in order students, who study foreign language, can communicate fluently and understandably without any misunderstanding. Besides, speaking was also considered to be an important skill to master due to the widespread use of English around the world. It is in line with Rao (2019) who states that English is being the global language because many people around the world have used it as the means of their communication. Because of that, the demand of the students to learn

English was getting higher over time. However, mastering English was not an easy thing to do especially for foreign students. In fact, a lot of students struggled to learn speaking skill in the class. One of the obstacles experienced by the students was anxiety. Most of the students tend to not speak up in front of their friends in the class because they were nervous. According to Sari & Iswahyuni (2019) the reason why the students are nervous and afraid to speak up because they will be insulted by their friends once they have made a grammatical mistake.

Another problem was owing to the limited amount of time and opportunities. It is in line with Al Hosni (2014) who states that students are only engaged with English while they are studying in the classroom. This made the students indirectly tend to master speaking skill even harder and had a tendency to take more time. Insufficiency of using the media to practice speaking skill was another problem that students faced when they are learning English. It is in line with Purwa H. & Muzammil (2020) who stated that the issue which often overwhelming the students to become less enthusiastic in learning English is because the material is not conveyed to them properly as a result of an inadequate media. In this modern era, technology had developed rapidly. Thus, along with this quick enhancement of technology, the teachers according to Riswandi (2016) must build a decent media followed by a comfortable atmosphere where the students felt safe and cozy to learn English in the class to get them always encouraged to learn English.

Not only aid the teachers in building a decent media, the development of technology could also facilitate their work in a broader aspect of education such as the teaching methodology. It is in line with Kuppuraj (2017) who reveals that teacher try to change their methods of teaching step by step by taking advantage of existing technologies and facilities. Therefore, teacher had to use varied and interesting learning media so that the students' focus was maintained. One of the technology that could be utilized by the students as their media to learn English was through YouTube platform.

Regarding to the facts above, in order to know the students' perception on the use of YouTube as their means to learn speaking skill in English, the

researcher was interested to conduct a research entitled “Students’ Perception on the Use of YouTube towards Their Speaking Skill”. The uniqueness of this study compared to several previous studies could be seen from the participants. Where in this study, the researcher escalated the participants into a university level students. The reason why the researcher chose the participants from university level because the level of speaking of university level students was higher. Thus, the researcher wanted to know the extent to which the YouTube could really improve their speaking skill.

METHOD

This study used a qualitative approach with a descriptive qualitative design. According to Cobb & Forbes (2002) a method studying about human manners that relies on narrative data analysis in order to construe meaning from one's own perception and in its social situation is a definition of qualitative research. In addition, the participants deliberated in this study were UNISMA students in semester 2 of the English Education Department of Teacher Training and Education. The reason why the researcher chose students in semester 2 as the participants because students in semester 2 have been studied online since the first semester, so they did not have any chance to practice speaking face-to-face with their friends. There were 5 classes of 2nd semester students and the researcher chose students in each class in disordered. So, 30 students were randomly selected as the participants to fill out the questionnaire. Moreover, the researcher interviewed participants as the sample of total participants.

In this qualitative research study, the researcher used two research instruments, namely questionnaire and semi-structured interview. The two instruments used in this study were adapted from a previous research expert named Ildi Kurniawan with his research which was carried out in 2019. Therefore, the researcher matched some of the questions from both the questionnaire and the interview in the form of short questions to be adjusted to the current research topic. The first technique of collecting the data was questionnaire. The participants of this study were asked to fulfil the questionnaire related with the impact on use of YouTube towards their speaking skill. However, due to current conditions which

were still prone to and unstable because of Covid-19, the participants would be asked to fill out the questionnaire online via the Google form. For the questionnaire, there were 17 statements which was divided into three parts starting from accessibility, usefulness, and practicality. Since the questionnaire used in this study was a Likert scale, the researcher then analyzed the data descriptively based on the formula of percentage calculations based on Sugiono explanations that is $P = F/N \times 100$.

The second technique of collecting the data was semi-structured Interview. This interview session was done right after the participants fulfil the questionnaire. There were only 10 participants were interviewed to represent 30 responses to the questionnaire. There were 6 questions related to the impact of using YouTube on speaking skill. Due to the pandemic of Covid-19, the researcher conducted an online-based interview through Zoom app. The researcher analyzed the data of the interview using the theory from Cobb and Forbes (2002) who said that generally, there were 5 essential stages in analyzing qualitative data. The 1st stage is to transcribe the recording of the interview. The 2nd stage is to analyze and organize the transcribe of the interview such as sentences, paragraphs, or significant components. The 3rd stage is to reduce the inconsequent information of the data. The 4th stage is to classify the codes based on categories. The 5th stage is to present the data in the form of a descriptive structure.

FINDINGS AND DISCUSSIONS

Once the researcher has done collecting the data, then the researcher presented the results of the data. The first data that would be analyzed by the researcher was the questionnaire. Firstly, the researcher analyzed an in-depth students' perception by discussing 30 responses obtained from the participants.

Table 1. Accessibility

No	Statements (Accessibility)	SD (%)	D (%)	N (%)	A (%)	SA (%)
1	I have a YouTube account	3.3	3.3	6.7	20	66.7
2	I usually access YouTube everyday by smartphone	6.7	3.3	16.7	26.7	46.7

3	I have no problem at all to access YouTube	0	0	16.7	10	73.3
4	I usually use free Wi-Fi on accessing YouTube	13.3	13.3	20	16.7	36.7
5	I have installed internet connection in my home/rent house	20	3.3	6.7	3.3	66.7
6	I can access YouTube every time and everywhere	0	10	16.7	20	53.3

Based on the data above, the researcher found that the participants felt that YouTube was an easy-to-access app for them as a means to improve their speaking skills. Many participants stated that they have a YouTube account, and majority of participants further stated that they did not have any problem in accessing YouTube. Consequently, the participants could access YouTube every time and everywhere using their smartphone. The participants also stated that they frequently used free Wi-Fi on accessing YouTube since at their home or rent house had an internet network installed already.

Table 2. Usefulness

No	Statements (Usefulness)	SD (%)	D (%)	N (%)	A (%)	SA (%)
1	I access YouTube to study English grammar	3.3	6.7	26.7	44.3	20
2	I study pronunciation practice on YouTube	0	3.3	30	43.3	23.3
3	I think YouTube have contributed to my English vocabulary	0	6.7	16.7	40	36.7
4	I learn to be a good English speaker through YouTube channel	3.3	6.7	33.3	30	26.7
5	I get my fluency in English speaking through YouTube	0	13.3	50	20	16.7
6	I get positive impacts on my YouTube channel	0	3.3	16.7	40	40

Based on the data presented above, the researcher found that YouTube was a very useful application for participants to develop their speaking skills even better. It could be seen from the percentage obtained in this part B. First of all, the participants stated that they mostly access YouTube not only to learn English grammar, but also to practice their pronunciation. Not only that, the majority of

the participants also felt that their speaking ability was getting better because many of the participants learn how to be a good public speaker on YouTube. This happened because the participants felt that their vocabulary got increase with the use of YouTube. Generally, YouTube gave a good impact towards the participants to help them in developing their English speaking skills.

Table 3. Practicality

No	Statements (Practicality)	SD (%)	D (%)	N (%)	A (%)	SA (%)
1	I think I have no problem to register on YouTube	0	6.7	3.3	23.3	66.7
2	I think the instruction on YouTube can be followed easily	0	3.3	10	26.7	60
3	I think to upload YouTube video is easy to do	3.3	10	10	16.7	60
4	I think YouTube can give me a model of good speaker easily	0	6.7	6.7	36.7	50
5	I think I have uploaded more than 50 English videos for free easily	33.3	26.7	6.7	13.3	20

Based on the data above, almost all of the participants felt that they didn't have any problem in registering on YouTube because they could follow the instruction on YouTube effortlessly. The participants also felt that uploading video on YouTube was an easy thing to do. In addition, they could find a variety of good English speakers without problem through YouTube. However, only a few participants that had uploaded more than 50 English videos with no charge comfortably. Overall, the use of YouTube was considered to be very effective from its practicality standpoint.

Continually, the researcher analyzed the data acquired from the interview. Based on the data of the interview, the researcher found that all of the participants agreed that YouTube had influenced their English speaking skills even though there were still some of the participants who experienced obstacle in uploading videos on YouTube such as, signal constraints. However, the participants also said that signal constraint was not a hindrance for them to upload videos. In addition, the majority of the participants said that pronunciation was the most significant

component in improving their speaking skill. It happened because the participants could see the expressions and listen to the word or sentence said by the foreigners on YouTube, so they could immediately imitate how to pronounce the right word or sentence simultaneously.

Not only that, the participants said that by using YouTube they could share information or knowledge to everyone. By using YouTube, the participants also knew a lot about YouTube like how to make a video, how to edit a video, and how to upload a video on YouTube. Therefore, they could upload a good quality video on YouTube. Besides, the majority of the participants also had uploaded several videos on YouTube. The number of the videos uploaded varies ranging from 1 up to 5 videos. Yet, this was still a good process because they had made an effort to make and edit the video, so that they could upload it on YouTube. Moreover, the participants suggested that, in the next speaking class, they should keep practicing continually. Not only that, the participants also suggested that the teacher should bring a new learning experiences such as utilizing technology wisely instead of providing a repetitive materials with the same method of learning each and every day. In that way, the speaking class would be much more fun than before.

Based on the findings above, even though a few students faced a problem related to the signal constraints when they were uploading a video on it, the researcher had analyzed and found that the participants of this study agreed that YouTube could improve their English speaking skill. It is related to the theory from DeWitt et al., (2013) who said that students will find it easier to learn English by utilizing YouTube because they can watch, listen, and practice at the same time that make the students have a better understanding about the material.

Additionally, the participants of this study could also watch a variety of good English speaker on YouTube, so they could learn it on YouTube with a detail explanation complete with the example of the conversation. It is in line with the theory stated by Meinawati et al., (2020) who said that the speaking ability of the students increased since they could watch the way native speakers talk on YouTube, so that they can learn how to be a good speaker from it. Not only that,

the participants of this study also conveyed that the use of YouTube was very practical and hassle-free because they could access YouTube anytime and anywhere using their smartphone. It is related to the theory stated by Jalauddin (2016) that students can access YouTube anywhere and anytime due to the flexibility of YouTube. Therefore, the students could learn English whenever they want.

However, the participants said that they tend to get bored easily when doing an online learning using conventional media such as learn through Zoom App due to the Covid-19 that already became pandemic all over the world. Therefore, according to Sulasteri, Rasyid, and Akhyar (2018), the use of media in learning becomes one of the benchmarks for how effective the teaching and learning activities are. One of the websites that students like to use as a medium for learning English was YouTube. According to the participants of this study, they became more enthusiastic when learning through YouTube because YouTube had given them a new learning experience and a freedom to choose any English video according to their preference. So that, they could practice speaking on YouTube in relax and fun way. It is related to the theory from Gunanda and Wayan (2017) who stated that both students and teachers can simply choose any English videos on YouTube that in accordance with their preference to be used as learning material.

CONCLUSIONS AND SUGGESTIONS

Based on the finding and the discussions from the previous chapter, the difficulty of uploading videos on YouTube due to signal interference was the common problem that most of the students face. It took long time to successfully upload the video on YouTube or sometimes even the video did not upload. However, based on the data contained in the chapter four, it could be concluded that the use of YouTube played a pivotal role in improving the students' speaking skill. In fact, all of the students argued that all aspects in their speaking ability had improved such as the better pronunciation and fluency, the more vocabulary they acquired, and the better their grammar skill. All of the students stated that the reason why YouTube played a significant role in developing their English

speaking skill was because YouTube easy to access. It was very beneficial for the improvement of the students' speaking skills, as well as easy to use. Overall, the students' perceptions regarding the use of YouTube on their English speaking skills were positive.

The suggestion for the speaking lectures, they need to bring a new learning experience in order the students do not get bored easily while teaching and learning activities take place such as by using a variety of interesting media, various learning methods in every 2 or 3 meetings, and avoid repeating the explanation of the material (monotonous).

For the students, they should be more frequent to practice speaking either in class or outside the classroom. This is because speaking skill is an active skill rather than a passive skill. So, students have to practice often either by re-telling what they have read, talking to themselves in front of a mirror, or talking with their friends. Not only that, the students also need to maximize the use of technology in supporting their speaking skill.

For future researcher, since this study took place in the pandemic era (Covid-19), the researcher then cannot conduct the study freely and cannot observe the subjects directly. So, it is expected that the future researcher can do the study by asking the subjects to fill out the questionnaires and to conduct an interview face-to-face. Not only that, it is also expected that the next researcher can use other instruments in order to get more detail results.

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