

STUDENTS' PERCEPTIONS ON THE USE OF YOUTUBE VIDEOS FOR SPEAKING ACTIVITIES

Ivada Hasni¹, Kurniasih²

Universitas Islam Malang, Jl. MT. Haryono 193, Malang 65144, Indonesia

ivadahl@gmail.com¹, kurniasih@unisma.ac.id²

Ivada Hasni

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Universitas Islam Malang)

Abstract: This research presents the perceptions of eighth-grade students of SMP Islam Ma'arif 03 Malang on the use of YouTube for speaking activities. The research used a descriptive qualitative approach with a descriptive study as the research design. The subjects were 26 eighth-grade students of SMP Islam Ma'arif 03 Malang. To investigate students' perceptions, the researcher used an online questionnaire and interview as the methods of collecting data. Then, the instruments used by the researcher were an online questionnaire and interview. The findings of this study showed that the perceptions of the students on the use of YouTube for speaking activities were positive. Most of them agreed that the use of YouTube videos can help them to comprehend faster and better in learning English speaking skills, use proper vocabulary, use correct grammatical forms, and reduce their anxiety so that they can speak English in class with their friends and teacher. In the future, researchers can use more subjects or different educational levels and can also use other questionnaires to get better results.

Keywords: students' perceptions, speaking skills, YouTube videos

INTRODUCTION

A very important skill in the era of the industrial revolution today is speaking skills, where everyone needs these skills to interact with people from various countries. Therefore, knowing English and being able to communicate well and fluently are the goals of some people. According to Richards and Renandya (2002), a large number of language learners in the world learn languages to develop and improve the skills of learners in communicating with the target language, especially English. This shows that mastering English speaking skills is a very important skill to communicate with people all over the world. Baker (2003) adds that students who learn to speak English properly will have valuable skills in life, especially in education.

At this time, technology is widely used by people in everyday life because it is along with the development of the era where people can access the internet easily. This is also very beneficial for students where they can easily access all learning materials via internet technology when they are learning inside or outside the classroom. It is in line with Wang (2005) that states the concept of language associated with the students' real experiences can be integrated by maximizing the assistance of technology. This shows that apart from using conventional methods, teachers can

also use the Internet to teach speaking skills to students. Technological advances that can produce an educational approach can improve students' thinking skills (Muniandy & Veloo, 2011).

Riswandi (2016) points out that YouTube online videos can improve students' speaking skills. By using YouTube media, students and teachers can access a lot of variations of materials uploaded by YouTubers. In addition, Balcikanli (2011) argues that with the use of YouTube media, students can be motivated in learning independently so that they can practice their speaking skills. Therefore, teachers and students are very involved in YouTube media in helping them to study at home and at school since learning using YouTube media can help them to master their English language skills, especially speaking. Therefore, based on the facts above and the researcher's experiences when she did teaching practice at SMP Islam Ma'arif 03 Malang by utilizing YouTube videos for English speaking skills, the researcher conducted a study to determine the students' perceptions on the use of YouTube in speaking class across their speaking proficiency levels with the title "The Perceptions of Eight grade Students of SMP Islam Ma'arif 03 Malang on the Use of YouTube for Speaking Activities".

According to Nelson and Fast (1997), perception is a process experienced by a person to interpret information about other people. It means that perception is related to a person's opinion and views (Unumeri, 2009). From the definitions of the experts above, it can be concluded that perception is a person's point of view and understanding of the information obtained from his experience and environment. Jalaluddin (2016) points out that YouTube is a website that provides videos of numerous kinds for instance a collection of short video scenes, a collection of cutouts TV scenes, music videos, snippets of film, as well as other content similarly video of blogs, short authentic videos, and scholastic videos. According to Brown (2004), speaking is a human skill to communicate with one another, and this skill requires more than one person as speaker and listener. While Mackey (2007) argues that speaking is an oral expression with the correct rhythm and intonation, and the use of the right words in delivery to produce the correct meaning.

METHODOLOGY

A qualitative descriptive methodology was the design of this research. According to Denzin and Lincoln (1994: 2), qualitative research is a method that involves an interpretive naturalistic shortening of learning material. Meanwhile, according to Banister et al. (1994), qualitative research is a method to find and give a representation of a phenomenon, to explore this phenomenon, and to give an explanation of the phenomenon which is observed. The participants of this study were the eighth grade students of SMP Islam Ma'arif 03 Malang, and this class consists of twenty-six students, so the participants of this study were 26 students consisting of 19 males and 7 females. In the sampling technique, the researcher used the purposive sampling technique. The sampling technique is based on specific objectives (Sukardi, 2003). The participants were grouped according to their levels of proficiency speaking by asking their English

teacher for their scores on the speaking assessment for one semester. The results of the research were taken from three high scores (80-100) from males and three high scores from females; three lowest scores (50-60) from males and three lowest scores from females.

Students	Score
High Score	80-100
Low Score	50-60

In a study, there must be an instrument that is used by researcher to collect the data. The two instruments were questionnaire and interview. Furthermore, the next step that was done by the researcher was determining the technique of collecting data. The first instrument of this study was an online questionnaire. Narbuko and Achmadi (2009) argue that the questionnaire method is a question about a problem to be investigated by a researcher. The first step that students did in the class was to fill out an online questionnaire designed to identify perceptions of eighth-grade students of SMP Islam Ma'arif 03 Malang on the use of YouTube for speaking activities. This questionnaire was adapted from an article by Alkathiri (2019), and there were 13 items in the questionnaire with some adjustments based on suggestions from the supervisors. The questionnaire that was used in this study was a closed-ended 5-point Likert Scale: Strongly Agree (SA=5), Agree (A=4), Neutral (N=3), Disagree (D=2), and Strongly Disagree (SD=1). The second instrument of this study was an interview. according to Bugin (2007), the interview is a process where a person will get information for research purposes using question and answer between the source and the interviewer using a guide or even not using a guide. The interview in this research consisted of five questions and used English and then translated into Indonesian to make students easier to answer the interview questions. In the interview section, the researcher used WhatsApp media to conduct an interview which was conducted face-to-face via video calls in turn with 12 students consisting of six males and six females. The duration was around 10 minutes for each student, so as many as 120 minutes in total.

In analyzing the data, the researcher used formula from Sugiyono (2015) to analyze the questionnaire data, namely $p = f/n \times 100$ (p: percentage, f: frequency of each questionnaire response, and n: numbers of respondents in total). Then, to analyze the interview transcript, an interactive model of analysis was the data analysis technique that was used by the researcher. According to Miles and Huberman (1994), there are three analysis components in this model, namely data reduction, data display, and conclusion drawing/verification.

The data of this research needs to be tested so that the resulting data is valid and reliable. According to Sugiyono (2015), data or findings in qualitative research can be believed to be valid if the data reported by the researcher are in accordance with the circumstances that have occurred to the research participants. Furthermore, to measure the credibility of the data the researcher used

data triangulation Sugiyono (2015) also states that in credibility testing triangulation is defined as checking data from various sources in various techniques and times.

FINDINGS AND DISCUSSIONS

After the data from the online questionnaire and interview were obtained by the researcher, then the findings were presented in this subchapter. The findings presented the data from two research questions; firstly, what are the perceptions of the students on the use of YouTube as a medium of learning English speaking skills? Secondly, How do the students perceive the use of YouTube as a medium of learning English speaking skills across their speaking proficiency levels?

Students' Perceptions on the use of YouTube for Learning English Speaking Skills

The researcher presented the data obtained from the online questionnaire and interview section as follow:

Table 4.1.1 Students' Perceptions on the Use of YouTube for Speaking Activities

No	Statements	Scale	Frequency	%
1.	Watching videos on YouTube helps you to speak English with classmates and teachers.	SA (5)	4	15.4%
		A (4)	13	50%
		N (3)	8	30.8%
		D (2)	1	3.8%
		SD (1)	0	0%
2.	YouTube videos allow you to use the appropriate vocabulary when speaking English.	SA (5)	3	11.5%
		A (4)	11	42.3%
		N (3)	12	46.2%
		D (2)	0	0%
		SD (1)	0	0%
3.	YouTube videos allow you to use correct grammatical forms when speaking English.	SA (5)	3	11.5%
		A (4)	12	46.2%
		N (3)	9	34.6%
		D (2)	2	7.7%
		SD (1)	0	0%
4.	YouTube videos minimize your fears to pronounce English words in front of the whole class.	SA (5)	2	7.7%
		A (4)	10	38.5%
		N (3)	7	26.9%
		D (2)	7	26.9%
		SD (1)	0	0%
5.	YouTube videos help you better understand in learning speaking skills.	SA (5)	2	7.7%
		A (4)	15	57.7%

		N (3)	8	30.8%
		D (2)	1	3.8%
		SD (1)	0	0%
6.	You learn English speaking skills faster and better by using YouTube videos.	SA (5)	4	15.4%
		A (4)	7	26.9%
		N (3)	11	42.3%
		D (2)	3	11.5%
		SD (1)	1	3.8%
7.	Using YouTube videos in language learning decreases your anxiety to speak English in class.	SA (5)	3	11.5%
		A (4)	11	42.3%
		N (3)	9	34.6%
		D (2)	3	11.5%
		SD (1)	0	0%
8.	YouTube videos encourage you to ask and answer questions in the class.	SA (5)	3	11.5%
		A (4)	9	34.6%
		N (3)	11	42.3%
		D (2)	3	11.5%
		SD (1)	0	0%
9.	YouTube learning activities are very interesting and motivating.	SA (5)	4	15.4%
		A (4)	10	38.5%
		N (3)	10	38.5%
		D (2)	1	3.8%
		SD (1)	1	3.8%
10.	You enjoy choosing materials on YouTube in learning English speaking.	SA (5)	5	19.2%
		A (4)	8	30.8%
		N (3)	12	46.2%
		D (2)	1	3.8%
		SD (1)	0	0
11.	YouTube videos get you excited about learning English speaking.	SA (5)	4	15.4%
		A (4)	10	38.5%
		N (3)	11	42.3%
		D (2)	1	3.8%
		SD (1)	0	0%

All in all, most students perceived positively the use of YouTube videos for learning English speaking skills. The majority of students perceived that the use of YouTube videos helped them to learn English speaking skills better, learn English speaking skills faster and better, use the

appropriate vocabulary, use correct grammatical forms and decrease their anxiety so that they can speak English with classmates and teachers.

Students' Perceptions on the use of YouTube for Learning English Speaking Skills across Speaking Proficiency Levels

The researcher described the findings from an online interview about students' perceptions on the use of YouTube for learning speaking skills across speaking proficiency levels. The researcher conducted an online interview consisting of 5 questions to obtain data to answer the second question in this study. In the interview section, there were 12 students as participants.

High Achiever Students' Perceptions

The researcher displayed the interview result with 3 high achiever male students and 3 high achiever female students as follow:

On the first question, the researcher asked the students whether watching videos on YouTube can help them speak English with their classmates and teacher. Based on the response of the students, they felt that watching YouTube videos can help them to add some vocabulary so that they can speak English correctly and fluently.

"Very helpful Miss can make me smarter in English and more confident to speak English with my teachers Ma'am Eny." (Male student 1)

"I think it helps Miss, but little. The reason is because it can increase my fluency in speaking English like vocab." (Female student 1)

On the second question, the researcher asked the students whether learning activities on YouTube can make them interested and motivated in learning to speak English. Based on the response of the students, they felt that learning English speaking with YouTube videos was interesting and can motivate them to study English well so that they can understand spoken English such as English movies.

"I'm very motivated miss, so if I can speak English, I don't need to use subtitles to watch English movies." (Male student 1)

"I'm a little interested because learning to speak English by using YouTube videos can add new vocabulary, and it's easy to understand a little what the teacher is saying." (Female student 3)

On the third question, the researcher asked the students whether they learned English speaking faster and better by using YouTube videos. Based on the response of the students, they felt that by using YouTube videos they can learn to speak English faster and better since they can now new vocabularies based on speakers' speaking and action.

“Yes miss, it's faster because I really like English, so learning English with videos helps me learn new vocabulary faster Miss because I know what is said and what is done.” (Male student 1)

“Yes, because I learn using videos, I can immediately know what is being said, so it's easier for me to learn to speak English.” (Female student 2)

On the fourth question, the researcher asked the students about what content of YouTube they found very supporting in the learning process of their English speaking. According to the students' responses, they said that English Fairy Tales and English Singing YouTube Channel they usually watched. They also love to watch Western movies in English.

“If I often watch movies in English Miss, but from school, Ma'am Eny is usually on YouTube, English Singing, and English Fairy Tales.” (Male Student 1)

“That's it, Ma'am Eny usually puts it on YouTube, English Singing, and English Fairy Tales, but I also often watch western films.” (Female Student 1)

On the fifth question, the researcher asked the students about their suggestions for the next English-speaking class. According to the students' responses, they suggested the next English teacher of speaking class provide more interesting videos and explain the materials clearly so that they can learn to speak English easily.

“My advice for English class is that teacher should provide interesting learning materials so that the students are more interested and enthusiastic about learning to speak English.” (Male Student 3)

“The video is pulled again so that learning is more enthusiastic to watch videos on YouTube, miss.” (Female Student 2)

Low Achiever Students' Perceptions

The researcher displayed the interview result with 3 low achiever male students and 3 low achiever female students as follow:

On the first question, the researcher asked the students whether watching videos on YouTube could help them speak English with their classmates and teacher. Based on the response of the students, they felt that watching YouTube videos can help them to add vocabulary and speak up in front of their teacher and friends. They also said that learning using YouTube videos was clearer than reading books, so they can interact more quickly with their friends.

“Yes, it helps, the reason is adding vocab Miss, and it can make me dare to speak English” (Male Student 1)

“It helps miss because if look at YouTube, the explanation is clearer than reading a book, so interaction with friends is faster.” (Female Student 1)

On the second question, the researcher asked the students whether learning activities on YouTube can make them interested and motivated in learning to speak English. Based on the

response of the students, they felt that learning English speaking with YouTube videos motivated them to learn to speak English. Learning by using YouTube videos also made them interested to be better at speaking English.

"A little motivated because I want to be able to learn to speak English." (Male Student 2)

"Yes Miss motivated, so learning by using videos on YouTube can make me wants to be smart in speaking English." (Female Student 3)

On the third question, the researcher asked the students whether they learned English speaking faster and better by using YouTube videos. According to the students' responses, they felt that by using YouTube videos they were more interested in learning English because they preferred watching videos on YouTube than reading books. They also said that learning by YouTube videos can increase vocabulary so that it can make them faster in learning speaking English.

"Yes, I got new vocabularies from video learning using YouTube." (Male Student 1)

"Yes, it's a really helpful miss, because if I am told to read a book, I have to think about what it means, but if it's on YouTube, it's been delivered directly from YouTube." (Female Student 1)

On the fourth question, the researcher asked the students about what content of YouTube they found very supporting in the learning process of their English speaking. According to the students' responses, they said that they loved to watch Western movies and animated films such as the English Fairy Tales channel, so it was helpful for them to learn to speak English. They also often watch English videos and listen to English songs.

"I think English fairy tales help me in supporting my speaking learning process." (Male Student 2)

"Animated video of English conversation story and English song." (Female Student 1)

On the fifth question, the researcher asked the students about their suggestions for the next English-speaking class. According to the students' responses, they suggested the next English teacher of speaking class explain more clearly and provide more interesting videos so that they can be more enthusiastic about learning speaking English.

"The video must be clarified again so that I can be more enthusiastic to learn." (Male Student 1)

"The video must be clarified and made more interesting to add enthusiasm to learn speaking English." (Female Student 1)

All in all, the majority of high and low achiever students perceived positively the use of YouTube videos for learning English speaking skills across their proficiency levels. They argued that by using YouTube videos they can know new vocabularies so that they can speak English fluently and confidently. They were also more interested and motivated to speak English, so they can learn to speak English faster and better. According to Balcikanli (2011), with the use of

YouTube media students can be motivated in learning independently so that they can practice their speaking skills.

CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions from the previous chapter, it can be concluded that the majority of students perceived positively the use of YouTube videos in learning English speaking skills. Most of them felt that the use of YouTube videos can help them to learn English speaking skills faster and better, use proper vocabulary, use correct grammatical forms, and reduce their anxiety so that they can speak English in class with their friends and teachers. In addition, most of the high and low achiever students also said that YouTube had a great influence on them. It can be seen from their opinion that by using YouTube videos they can find out new vocabulary so that they can speak English fluently and confidently. They were also more interested and motivated to speak English so that they can learn English faster and better.

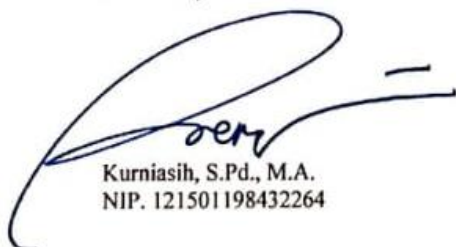
Finally, in this section, the researcher's suggestions arise from several ideas addressed to English teachers, English students, and other researchers. The researcher hopes this research will be very useful for the readers. Teachers must provide more interesting materials with interactive displays based on students' preferences so that they can be more interested and enthusiastic about learning to speak English. Teachers must also be able to give good and clear explanations to make students more interested in learning English speaking skills using YouTube videos. Students must be more active and always motivate themselves to study hard even though without being accompanied by the teacher outside the classroom. They can watch English YouTube videos with various kinds depending on what they like, so they can add new vocabularies so that they can practice their English speaking skills as well as possible. This research is expected to be useful for further researchers who are interested in investigating students' perceptions on the use of YouTube for learning English speaking skills. In the future, researchers can use more subjects or different educational levels and can also use other questionnaires to get better results.

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Approved by
Advisor I,



Kurniasih, S.Pd., M.A.
NIP. 121501198432264