

Using YouTube on Speaking Skills for EFL Students

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Abstract

The aim of this study is to shed light on a developed approach to be adopted in EFL speaking classes and show the effectiveness of using YouTube videos for teaching the English language in speaking classrooms as pedagogical tools to improve EFL learners' speaking skills. To find out the impact of using YouTube on improving speaking skills of EFL learners, the qualitative experimental approach is used to conduct this study. The results revealed that employing YouTube technique has a positive impact on the effectiveness of the speaking skills, fluency and pronunciation of EFL learners. This study concluded that YouTube videos is a very effective CALL (Computer-Assisted Language Learning) tool towards improving students' speaking skills. This study recommends the use of YouTube approach in order to help students overcome speaking problems. The challenge of education in meeting the needs of internet generation is quite big. This is due to their different life experience of his special experience in using technology. The Internet itself opens up many possibilities of integrating technology in classroom learning. YouTube is one of the learning media that can be integrated into subjects considered difficult by students. this study is to see how far Youtube can be used as a medium of learning in English subjects. The results showed that the video on Youtube can be used as one of the learning media.

Keywords: YouTube, Learning Media, English.

INTRODUCTION

Technology plays a very important role in people's lives today and can be used in various aspects of life. For example, today's society tends to use technology in their activities and looking for job information, completing work and even searching for information via the internet. The internet has grown rapidly, through internet media, everyone can access a variety of useful information for the development of each individual. who are interested in reading and accessing it. One of the learning media in question is Youtube. This media presents various kinds of teaching materials, one of which is English media. Learning in the form of visuals and attractive designs is very easy to download. Students, especially students, will be very easy to absorb the information provided by the teacher if it is presented with attractive images and visuals. Youtube can be used as a medium for learning subjects that are considered difficult for students.

Making learners own proper communicative capabilities is one of the demanding situations confronted by way of means of the EFL instructors in English Language Teaching. The demanding situations would possibly rise from many elements that inhibit college students from talk English well. Shyness, loss of vocabulary, and scared of making errors in speaking English had been the main troubles skilled that Indonesian EFL rookies In addition, Nunan (1999) mentioned that many English rookies are reluctant to talk and additionally unmotivated. Moreover, instructors' techniques are regularly much less exciting to college students. Therefore, using an apropos method to enhance communicative capabilities is urgently needed. Most importantly, college students ought to have an advantageous mindset towards it. Furthermore, Khameis (2006) states that in an effort to encourage college students to talk and to inspire their participation in speaking elegantly, instructors ought to

have the consciousness of techniques that might be exciting and will seize their attention.

Attaining Oral skills in a second language is an interactive process that involves processing the information received and producing a linguistically understandable utterance. Oral communication is defined as a process of transmitting information and ideas verbally from one person to another. Oral communication occurs in formal situations like business presentations or official meetings, classroom lectures, speeches, or informal situations like face-to-face conversations and discussions, storytelling, dialogues, etc. As memorization of dialogues has lengthily been delivered to enhance college students' communicative capabilities the sociodramatic play has become infallible to be followed in speaking elegantly. Sociodramatic play is a shape of symbolic play in which college students fake to take the position of a person else, imitating moves and speech is surely a splendid method to inspire college students' motivation and participation in speaking elegantly. The effectiveness of this method is making the speaking elegance turn out to be greater dynamic and enthusiastic. Listening and speaking are interrelated. Listening and speaking chops aren't mutually exclusive. Speaking chops help speakers communicate effectively tutoring speaking chops to non-native speakers while tutoring English as a foreign language has always been a major challenge for preceptors, scholars don't have enough listening practice to learn the correct speaking style, and limited listening leads to speaking Poor chops. Lack of vocabulary and the incapability to master tone and accentuation is a major obstacles, for non-native speakers. Keeping features like stress, accentuation, and pronunciation in mind, achieving speaking chops similar to body language, the correct pronunciation of English letters, accentuation, confidence, and correct operation of vocabulary is always a quandary that both preceptors and learners face. Whenever they succeed to achieve one, they fail to reach the other. Bygate (2001, edited in Carter & Nunan, 2001) countries, that speak have enthralled a peculiar position throughout the history of language tutoring and have begun to crop as a branch of tutoring, literacy, and testing for only two decades. Bygate concludes that there are three reasons for this. 1) Using the traditional alphabet- restatement styles. 2) Using video recording has been sufficiently cheap and practical to be used in classrooms since the 1970s. 3) Language tutoring approaches are limited to related to the mouth chops to pronunciation. Until lately, speaking has come a special area in language tutoring. Technology has penetrated into every aspect of our lives, the most important of which is education, which is the main goal of education. Most new classrooms are innovative in nature and equipped with smart boards or data display projectors. Traditional classrooms, with teachers teaching standard courses face-to-face, with traditional paper-and-pencil tests, are no longer preferred.

We live in a world dominated by cutting-edge digital technologies, smartphones, iPads, and YouTube videos, supported by complex ICT applications in all walks of life, with education ranking first. In response to the wave of technological change in education, educators, curriculum designers, and EFL instructional experts have recognized the urgent need to transform teaching and assessment strategies simultaneously at all levels of education. The demands of proponents of this shift have intensified in the wake of the COVID-19 pandemic and its enormous challenges, forcing the global teaching paradigm to shift to online learning. This emerging situation creates new realities that necessitate educational technology that may enable hybrid and/or full-fledged online learning sooner than ever. This study investigates using YouTube on improving the speaking skills of EFL Students. For this purpose, a control class and an experimental class were selected. The control class was taught the speaking skills through the use of traditional activities, while the latter class was subjected to learning the same skills through YouTube. A pre-test was administered to both groups, and the scores of the two groups were compared. A post-test was then administered, which showed that the test scores in all the speaking skill descriptors were moderately higher for the experimental class, which can be attributed to the treatment of YouTube use.

DISCUSSION

YouTube is a video sharing website created by three former PayPal employees in February 2005. This website allows users to upload, watch, and share videos. The company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technologies to display a wide variety of user/creator-generated video content, including movie clips, TV clips, and music videos. Apart from that, amateur content such as video blogs, short original videos, and educational videos is also available on this site. YouTube has become one of the most popular websites in the world (Alexa, 2011). It is considered a source of online material that has a significant role in language teaching and learning. It also provides students with everyday language videos and authentic live situations that could help them improve their understanding, performance, and production of speaking the English language.

Speaking can't be taught formally; unlike grammar, we can't frame a particular set of rules to be crammed and cracked for developing speaking skills. It needs an environment where one can listen continuously and pick up the skill involuntarily. It needs a ground for imitation and repetition for the enhancement of the skill. The average age of level-three students lies between 16-20 years, which is a suitable age for the quick absorption of knowledge. This is the age they crave smartphones with modern technology and popular

Apps. They are highly motivated to learn any skill using these attractive devices. Their addiction to smartphones and covetous Apps can best be explored to enhance their speaking skill through YouTube. The result of using YouTube approach on speaking skills was slow at first, but a steady improvement was noticed not only in speaking, but also in students' listening skills in the experimental section progress was slow at first, as the students were reluctant to do imitating, they were afraid to make mistakes in front of their mates, or be in a funny situation. An audio track that had to be played three to four times earlier could be played just twice to achieve the same output.

The impact of YouTube was noticeable in students' confidence and intonation and fluency. Students were able to imitate the YouTube video clips and audio tracks sent to them earlier more confidently. They were able to imitate the actions and the sounds they watched as if they were native speakers. Unlike earlier, they started speaking effortlessly and more fluently with a lesser tendency to think about the words before speaking. Results of this study agree with Hamad (2017) and Hismanoglu's (2012) finding showing that using technology in classrooms enhances students learning and teaching as well, results also agreed with Whithaus and Neff's (2006) finding, that using videos as a Web-based model gave students the opportunity to use videos for self-learning, moreover, results correspond Duffy (2008) findings that using YouTube offers fun and fast access to instruction, culture-based videos, and languages from all over the world. The finding of this study agreed with Alhamami (2013) who pointed out that using YouTube LLVs can be a complete language lesson that does not require supplementary language materials. Also using storytelling results make learning enjoyable and full of fun, this is agreed with Sunardi et al. (2018). Using YouTube approach impacted students' listening comprehension positively this agreed with Shahid and Zuraina's (2017) study.

This research shows that videos on Youtube can be classified into two types. First, videos in the form of lectures or lectures can be used as a source of learning English. In addition, other English-language videos such as video interviews can be used as a data source for language variations. This study also shows that students have positive perceptions about the use of Youtube in English class.

A. Youtube as a Learning Resource.

There are various topics discussed in English class. These topics are Tenses/grammar; reading text; Listening; Speaking and Writing. These topics are taken from various sources that adapt to the topics taught in simple language so that they are suitable for undergraduate students. To enrich the material, apart from books, videos from Youtube are used as a source of learning and also as a source of data. There are many videos shown during the lessons that are tailored to the topics covered each week. In addition, other videos are also shown, for example, interviews with English footballers who

come from different regions in England, making it easier for students to learn English.

All these videos are available for free with good picture and sound quality. At the beginning of the semester students get a complete syllabus with mandatory and additional reference books. Videos from Youtube that are watched in class are adjusted to the planned topics. Students are assigned to read mandatory reference books and YouTube videos are played in class as additional information, case examples, and data sources. The video is played from the lecturer's laptop and transmitted with focus to the screen available in front of the class and the sound is played from the classroom speakers. Videos that are short or under 10 minutes are played live and only then discussed. Long videos are divided into multiple views and interspersed with discussions.

B. Student Perceptions about Using Youtube as a Learning Resource.

A survey to determine student perceptions was conducted at the end of the semester. There are thirteen with five answer choices using a Likert scale which includes "strongly disagree" to "strongly agree". In addition to closed questions with the answer choices provided, there is an open question that gives students a place to state their income about integrating Youtube in the classroom.

The first part includes thirteen questions covering the extent of students' perceptions of using Youtube in class. In general, students have a positive perception about the use of Youtube in class. Twenty-six students or 74% agreed and eight students or 22.2% strongly agreed that Youtube videos increased their interest in learning English. In addition, 96.3% of students stated that the use of Youtube was interesting. Most of the students, namely 88.9% also stated that videos from Youtube helped them understand the material better. The second part consists of eight questions about videos used in class. This section is divided into two parts, namely questions regarding videos containing lectures from experts on certain topics and questions about videos which are examples or sources of data in English lessons. In general, students' perceptions (88.8%) are positive toward videos containing lectures on certain topics. Most students (85.2%) also have a positive perception of videos that are used as examples or sources of data in English lessons.

Every student has a positive perception about the use of Youtube. The phrase that appears the most is the word "interesting". Some students expressed their perception that videos from the internet can overcome boredom. In addition, they also stated that the use of videos from Youtube had increased their interest in learning. Students also stated that using videos from Youtube was more interesting than just reading learning resources from books or listening to lectures. Several students also expressed the importance of choosing videos that have good sound and picture quality.

CONCLUSION

The results of this study indicate that the researcher agrees with most of the studies reviewed above, the research is on using YouTube to develop speaking skills, imitating clips that allow students to try and improve their performance by having a model to follow. Although some might say that using YouTube will prevent students from recognizing their talents. until in the end the researchers of this study proved and insisted that using the youtube approach could help students to discover their talents and abilities. YouTube helps students to reach the target of speaking average. YouTube makes students feel proud of their performance because they don't have real contact with native speakers that they can use to practice their speaking skills, considering their class is the only place they can practice speaking; YouTube makes students compete to give their best performance in front of their friends. In the end, the development of aural and oral skills, as well as rapid response and interaction, was seen when testing the experimental class compared to the results of the control class, this made the YouTube approach a tool that was successfully developed and used by the curriculum. designers to develop the aural and oral skills of EFL students according to the desired learning outcomes. The reason I chose this research is that I am interested in the topic of speaking, and speaking is an important thing in our first life when we learn to speak English. today is very sophisticated and modern, so people learn not only rely on teachers or books, now people can learn through platforms and other digital media such as YouTube which I described above. YouTube has proven to be very effective in developing students' speaking skills.

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