

OPTIMIZING THE USE OF YOUTUBE CHANNEL TO IMPROVE STUDENTS' SPEAKING ABILITY DURING ONLINE LEARNING

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Abstract

Technology plays an important role in people's day-to-day life and can be used effectively for various aspects in education. The YouTube channel is regarded as one online material that can be integrated into traditional English lessons. It is also considered a source of online material that can play a vital role in the teaching and learning process. This study attempts to find the optimizing of YouTube channel to improve students' speaking ability. A classroom action research was conducted to first semester college students of STIA Satya Negara Palembang. The population of this study was all of students in the first semester and the samples were 35 students in redundant class chosen using purposive sampling. The data were obtained from speaking assessment and interview and later analyzed by using constant comparative method and descriptive statistic. This study showed that YouTube channel as English learning material improved speaking ability of students including fluency, vocabulary, pronunciation, grammar, and content. Therefore, it can be concluded that optimizing of YouTube channel is able to improve the students' speaking ability during online learning. Further study may concern on the optimizing of YouTube channel to teach other English ability like reading and writing.

Keywords: YouTube Channel, Speaking Ability, Online Learning

INTRODUCTION

Spoken language is extremely different from written one in the way that it deals with vocabulary, pronunciation, grammar and fluency. In fact, students have problems communicating actively and spontaneously in English even though they have sufficient vocabulary to express their ideas and feelings, they still do not know how to say them. Moreover, students say speaking is more difficult than reading, writing or listening for two reasons. First, speaking is valid in the real world. Usually that person, with whom we are chatting, is waiting for us to chat at that time. Second, when we speak, we cannot edit and revise what we want to say, as we can do in writing.

Some of the problems in the teaching and learning process in the language

class are: 1) Some students are afraid to make mistakes in front of their classmates. 2) A number of students kept asking their friends about English vocabulary to make verses. 3) Students face difficulties to express their opinion orally. 4) Students need a long time to compose and recite a verse. 5) Some students are not sure what they are talking about. The bragging findings concluded that other problems in English language proficiency were grammar, fluency, and pronunciation. Sayuri had encountered these problems. In his investigation, students face problems in English dealing pronunciation, fluency, grammar, and vocabulary. Students also show other problems that are obtained than students' personal information, namely lack of self-confidence, fear of making mistakes, embarrassment of others, nervousness, staying in English, never practicing, and there is nothing to say (Sayuri, 2016). The same case argues that students have problems expressing themselves in speaking because they are reluctant, hesitant, and afraid of making mistakes, lack of sufficient vocabulary, and lack of practice that makes students find it difficult to pronounce sounds in English fluently. The students appeared somewhat and were reluctant to speak because they had nothing to say. Even though they have something in mind, they are prevented by being unsure because they are afraid of making mistakes in grammar and they hesitate if other students laugh at them when they make mistakes (Meinawati et al., 2020).

Following the objectives and conditions mentioned above, it is very urgent and necessary for the speech class teacher to make every effort to turn some of these situations into positive states. Therefore, from the needs of teaching, YouTube can be used as a strategy in teaching speech. YouTube was chosen because this web page contributes a lot to the teaching and learning process. It provides a lot of video content which can be utilized for classroom use. YouTube as a medium is used by teachers to solve this problem in the first step. Anwar (2017) defined YouTube as a video partnership web page where users can upload, share and view videos (Riswandi, 2016). According to Burke (2011) YouTube is a public access Web-based platform that allows people to easily upload, view, and share video clips via the internet via www.YouTube.com, other web pages, mobile devices, blogs, and email (Burke & Snyder, 2012).

YouTube is considered as an alternative strategy for improving student-speaking proficiency. After watching videos based on YouTube, it is hoped that students can get ideas for speaking from the real environment of speakers so that students have the opportunity to make speech offerings that are imitating, intensive, responsive, intensive, interactive and broad. Students can also get new vocabulary words and examples of pronunciation which give them the opportunity to make improvements. Speaking proficiency would be better if it was supported by the actual environment or valid material as a student scheme (Wael Abdulrahman, 2016). The implementation of this strategy includes the phases based on the prior task, the task cycle, and the focus language phases. This strategy is expected to help students solve problems and improve student pronunciation achievement.

YouTube belongs to online resource, which is very important in the teaching and learning process. This webpage can provide students with daily videos of valid situations that can help them improve their understanding and achievement in English lessons (Riswandi, 2016). As many investigators have noted, students can get positive cues when they watch clips that are valid and real (Anwar et al.,2017). Using YouTube to teach English classes as additional material will give students a good understanding and knowledge of their course. On the other hand, it may make the learning process more harmonious and meaningful. In addition, it gives students the opportunity to memorize their lessons more easily.

Online learning is a teaching and learning process that utilizes an internet connection and learning platforms. Ariyanto (2018) described that online learning is a learning process that utilizes an information Online learning is a learning process that utilizes an information technology, in this case utilizing the internet as a method of information delivery, interaction, and facilitation. On the other hand, Abidah (2020) also explained that online learning can be done in an easy way because it only relies on applications that are connected to the internet (Swari, 2020). To continue the learning process, many online platforms that can be used, such as zoom, Goggle classroom, Goggle meet, Moodle, etc. The online platforms promote both inquiry based learning and independent learning since the online

platforms facilitate interactions between teacher and students although they are not in the same room (Narti Ningrum,n.d,2019).

Based on the observations in the first semester students of STIA Satya Negara Palembang there are many reasons that students do not speak. This is because learner's shyness or lack of confidence to speak English. In the preview, their study of English was not optimal. They do not use English in their daily life even though they are grateful and meet. Sometimes students do not pay attention while they are studying in the classroom. They are sleepy, do not really understand the material but are embarrassed to ask the teacher, and do not usually use a dictionary. They consider that learning English is difficult and not their daily language, so their studies of English are not interested.

RESEARCH METHOD

This study employed an action research. The use action research in this study was to see how YouTube channel improve students speaking ability during online learning. This action study began with observation in which researcher discussed the problem in the English classroom during online learning and chose YouTube channel as the English material. Later, researcher implemented YouTube channel as material in teaching speaking class observed the students activities while teaching and learning process occur. The result of the observation was recorded. Furthermore, after carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of YouTube channel in English teaching.

The population were first semester of all students STIA Satya Negara Palembang in the academic year of 2020-2021 including 105 students meanwhile the total samples were 35 students taken by purposive sampling because researcher had access to teach those samples. To collect the data, this study used some instruments including observation, which provide total concern to research object of the sense, which aims to explain the situation in class activities, individual involvement in some activities and the relation between situation, activity and individual. Documentation is done to get information

explicitly and test which is in the form multiple-choice question. After data were collected, they were later analyzed into qualitative and quantitative analysis to explain the result of observation and test.

RESULT

To include excerpts or quotations from literature, make the transcripts in font size 9 and the code or label aligned to the right. Based on the result in every cycle, the use of YouTube channel had increased speaking ability of aspect even though it is not quite significant. The average score of all speaking aspects in every cycle can be seen in the following table.

Average score of all speaking indicators

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Test	Fluency	Vocab	Pronun (1-20)	Gram (1-20)	Content (1-20)	Total (1-20)	(1-20)
Pre10.3	11.7	11.4	12.1	13.3	58.8		
Post 1	13.2	12.8	12.7	14.2	14.6	67.5	
Post 2	15	16.2	15	16.3	16.2	78.7	
Post 3	17.3	18.1	17.4	18	19	89.8	

In the pretest, the average score of the students speaking test was 58.8 from 35 students, while the maximum score was 68. Later on, the average score of speaking in Cycle 1 (posttest 1) was 67.5 from 85 students while the maximum score is 72. The average score of speaking in cycle 2 (posttest 2) was 78.7 while the maximum score 82 and the average score of speaking in cycle 3 (posttest 3) was 89.8 while the maximum score 92. Therefore, it can be said that based on the result of the speaking test, there was an increasing of students' speaking ability.

1. Cycle One

Cycle one ran for three meetings. In the pre-assignment phase, begin with a speech, check the student attendance list, and inform the learning objectives and assigned tasks. In addition, the proliferation of ideas and the activation of background and contextual knowledge are done before undergoing speech training. Several pictures and videos related to the lesson were used and students were asked to read words and sentences for speaking exercises as a warm-up activity. In the task cycle, the activity is divided into three stages, namely tasks,

planning and reporting.

In the first stage, students must be paired to watch YouTube and they are allowed to make notes. In the second stage, students create a script or text to have a conversation and in the last stage, then, they have a conversation in pairs in front of the class. Third, language focus, during this phase, all students provide comments or suggestions on their peers' performance. After students comment, it is the teacher's turn to provide feedback and comments. After the comments and suggestions given by students and teachers, it is time for teachers to make an assessment of today's teaching and learning.

Based on the results of the observations, most of the students observed the screen carefully. It was found that an average of 75% - 92% of students watched the video at the first, second and third meetings. These findings indicate that there is an increase in terms of motivation and interest of students in this speaking class. As they watched the video, students wrote the information obtained from the video on a worksheet. However, when they are on time to talk to their partner, the students seem to be still passive. Probably due to lack of vocabulary possessed by students. Searching for vocabulary in the dictionary is often done by students during discussions.

Cycle 1 proved activity of the learning and teaching using YouTube-based videos is great. However, it is still found that the students' speaking improvement was not so significant. Therefore, there were still some points which need to be improved by the teacher. Several points need to improve. First, the students in cycle two and three were set up in group 3 – 4. Second, the YouTube-based videos used by the teacher itself. In cycle one, the teacher only showed the videos in offline mode and play them only twice in the task cycle phase. However, in the cycle two and three, the teacher asked students to bring minimum bring one laptop per group. The students then had chances to play the videos from YouTube in online mode and they can watch it for many time in the task cycle phase.

In addition, the revision in Cycle 2 and 3 also focused on how to help students enrich their vocabulary, improve their pronunciation and improve the students' idea by developing material, teaching instruction. This based on the

result of students' speaking ability score in the cycle one which showed that their vocabulary, pronunciation, and content are still not so good. For enriching and improving vocabulary and pronunciation, in the pre-task phase, the new vocabulary with the meaning related to the topic was shown. In cycle two and three, the students also had a longer time for memorizing vocabulary and practicing pronunciation. The meaning of the words was also explained in the native language of the students (Bahasa Indonesia). To stimulate the students' idea, the worksheet was completed with more detailed questions related to the content of the video. The questions about the content of the video were also displayed on the video before the students watched it. Students in this cycle two and three had more time to watch YouTube-based video and they can find out the appropriate and similar videos on YouTube by themselves.

2. Cycle 2 and 3

The teaching method in cycles two and three are the same as in cycles one. A significant difference in this cycle to the previous one is the YouTube-based video game mode. In these cycle, students are allowed to watch videos in online mode and use their own devices. The number of groups also varies; they are in this cycle in groups 3-4. Therefore, time allocation for student performance is also increased.

Like the first cycle, the results of activities in cycle two are also taken by teachers through observations, tests, questionnaires, and interviews as follows: first, based on the teacher's observations when the video is played, most students pay attention to the screen and video they watch. It was found that an average of 95% - 100% of students watched the video at the first and second meetings. Classroom conditions are also more conducive as all students take the class seriously. These findings indicate that there is a significant increase in the motivation and interest of students in this speaking class compared to the initial study and first cycle. While watching the video, students write the information obtained from the video on a worksheet. Students seem to be more active when it comes time to discuss those materials with their peers.

CONCLUSION

Based on the results of observations, it is stated that the successful of learning speaking is determined by several factors, including the appropriate learning materials and media. YouTube as an effective tool that can enhance the learning experience if the video is indeed relevant to the subject at hand (Meinawati et al., 2020). Students are more confident to speak English because using YouTube means students do not meet directly when speak English. This finding is supported by Tarigan's theory (2016) speaking is the ability of a person to express her knowledge, convey ideas of words, and convey thoughts in front of people. Most of the statements above indicate that using YouTube can make a sense of confidence to speak English.

Moreover, the use of YouTube can be used as an alternative to teaching speaking in English classes where the topics given in the form of YouTube videos make it easier for students to elaborate the understanding of the material and improve your speaking ability in class. Students also Feel Enjoyable Learning Interpersonal Speaking by Using YouTube. These findings are like the theory of herman (2016), by using YouTube in teaching English can improve students' understanding and students' ability. In addition, YouTube can be an alternative learning clinical skills based on video, as a teaching tool to create an active and enjoyable.

It can be concluded that the application of YouTube in teaching English really improves students' speaking ability and motivation during online learning, which can be seen from the results of speaking test development in each cycle. Moreover, the use of YouTube in learning speaking increases students' learning motivation in speaking class in the way that YouTube videos provide images and audio thus it can help students practice pronunciation, enrich their vocabulary and make it easier for them to find ideas in producing sentences while speaking. In addition, watching videos also subconsciously helps students learn grammar automatically. Also, YouTube could be great material to teach speaking and it helps the students to understand the lesson as well during online learning. Therefore, the use of YouTube can be an effective method in dealing with students' difficulties and barriers in understanding English especially speaking

along virtual class. Future study may concern on the use of YouTube in teaching other English skills during online learning.

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