



The Application of YouTube Media in Learning Speaking: Students' Perceptions

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Abstract

Speaking is the simplest form of communication in life. However, in Indonesia, most of educational institutions have not prioritized English in their curriculum. The teaching techniques used by teachers are generally unattractive and monotonous. In this case, students are only provided with textbooks and conventional materials; therefore, it affects students' opportunities to improve their speaking skills. This study aimed to determine students' perceptions of YouTube as a learning media to improve English-speaking skills. The research used a mixed method with quantitative and qualitative analysis. Thus, the instruments include the questionnaires distributed via Google Form to 215 of the 11th grade students of upper secondary school in Jakarta and interview for selected students. The result showed that there were five aspects of student perceptions such as: convenience, motivation, progress, activity, and variation. The largest percentage value was obtained by variation aspect in positive perception of 58.37%. Followed by other aspects: convenience (54.65%), progress (50.64%), motivation (48.84%), and activity (43.26%). The students' perception of YouTube as a learning media was then positive. In addition, YouTube had a positive impact by proving students' progress in English-speaking skills.

Keywords: English-speaking; Learning media; Learning speaking; Students' perception; YouTube

Introduction

English has an important role as a global language, especially in the era of globalization. Many aspects including international trading activities, studying abroad, technology, and science development and collaboration among countries became easier because of English. To keep their tracks to follow globalization, many countries are using English as their main language even though it is not their native language. In Indonesia, people use English as the most prioritized foreign language. Santoso et al. (2014) defined that English learning in Indonesia is an attempt of Indonesian to be able to follow science and technology in advance, as well as joining the global community. Brown (2007) added that there are four types of proficiency skills to master English, as follows: listening, speaking, reading, writing. Speaking is the simplest form of communication in life.

However, in Indonesia, most of educational institutions have not prioritized English in their curriculum. The English teaching activities in Indonesia also have not developed well. Students are only provided with textbooks and conventional materials. The teaching and learning activities of speaking mostly lack methods, media, and a variety of materials. This has an impact towards students' motivation to improve their English. This statement is in line with what the researcher found on her internship in SMA Negeri 58 Jakarta. The students' speaking ability was poor. In addition, the students could not fluently express their ideas by using correct grammatical forms, had a lack of confidence, and were not motivated to improve their speaking skills. This is caused by the teaching methods such as teachers' explanations and notes on the whiteboard.

To improve English learning, Raja & Nagasubramani (2018) said that the role of Information and Communication Technology (ICT) can improve students' interacting learning and provides many sources. One of the development of technologies is YouTube. It is one of the largest video sharing sites used in the teaching and learning process in all fields. It is conveyed through disclosing information with body and verbal expressions in front of camera, which is known as Video Blog (Vlog). With this media, Meyers (2012) stated that learning English can be interactive, interesting, and fun, as well as can also provide a solution to replace class hours and provide additional knowledge beyond the expected abilities.

This is proven by Kurniawan (2019), where the use of YouTube media was considered effective in triggering students to be more confident in speaking English

in front of the camera and public. In other words, YouTube media can help students to improve their English-speaking skills. This research is in line with Harlinda (2019). She described that students' perception of using YouTube as a learning media can improve English-speaking skills. The result also showed that most students in English Education Program were helped by using YouTube media. 59.3% of students agreed to use YouTube media in increasing students' confidence and other 55% of students felt that using YouTube is a good source to practice listening skills.

However, apart from the advantages described previously, there are some drawbacks of implementing YouTube in learning English-speaking. The common issue is related to technical matters. For example, there are a signal interruption, and it requires more mobile credit to access videos.

To face the bias whether YouTube brings positive or negative impact on students' perceptions in SMAN 58 Jakarta, the researcher did preliminary and found some of them argued if YouTube had impacts on their learning. There are some previous studies on the use of YouTube in promoting speaking skills. Wahyuni et al (2021) in their study reported that YouTube videos could improve most of the students in English speaking. It is also supported by Darmuki (2020) who found that the students' speaking English were increased when they used YouTube for their practices. In the teachers' perspectives, they tended to use videos uploaded in YouTube to enhance the students' English learning in online instruction setting (Apoko & Warni, 2022). This current study focuses on the use of YouTube as learning media to improve students' speaking skill in upper secondary school which include the students' negative, neutral, and positive perceptions. Thus, it is believed to be rare to conduct.

Due to this issue, the research question to be addressed is "What are the students' perceptions on the use of YouTube in learning speaking skill?" It is therefore stated that this research is aimed to investigate the students' Perceptions on the use of YouTube Media in Learning Speaking in upper secondary school.

Method

This research used a mixed method in which it collects both quantitative and qualitative data in response to the formulated research question (Creswell, 2018). The population in this study was upper secondary school students (SMA) Number 58, located in Jakarta and the sample was selected from 11th grade students. The number of samples was 215 respondents.

The data collection technique used a questionnaire and an interview for selected students. The questionnaires were adopted and modified from Harlinda (2019). The questionnaires on this study were valid and reliable with the values of each item on the questionnaire of > 0.05 and the Cronbach's Alpha of > 0.60 . The questionnaires were distributed through Google Form.

To analyze the data from a questionnaire, the researchers examined and calculated the frequency and percentage of each item responses. In addition, to

analyze the interview data, all the responses were classified into specific perceptions regarding YouTube as a learning media. Then, the results were explained into the descriptions.

Results

Based on the responses from 215 respondents, the researchers identified and classified the students' perception of learning English using YouTube media into five primary aspects based on students' responses, as follows: convenience, motivation, progress, activity, and variation. These aspects were only obtained from positive statements. Each aspect was calculated based on the frequency of the responses given, then recapitulated into three types of perceptions, namely positive, neutral, and negative. The recapitulation of students' perception is below:

Table 1. Recapitulation of Students' Perception

Aspect	Percentage (%)		
	SA+A	N	D+SD
Using YouTube media provides convenience to students in learning English	54.65	37.67	7.67
Using YouTube media gives motivation to students in learning English	48.84	41.09	10
Using YouTube media improves students' progress in having English skills	50.64	38.5	10.9
Using YouTube media becomes learning activity for students in learning English	43.26	44.3	12.4
Using YouTube media provides variation in learning English	58.37	36.2	5.5

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

According to table above, the largest percentage was obtained by variation aspect in positive perception (SA+A) of 58.37%. Followed by other aspects are convenience (54.65%), progress (50.64%), motivation (48.84%), and activity (43.26%) respectively. In neutral perception (N), it was found that the percentages in convenience, motivation, progress, activity, and variation aspects are 37.67%, 41.09%, 38.5%, 44.3% and 36.2% respectively as well as in negative perception (D+SD) of 7.67%, 10%, 10.9%, 12.4% and 5.5% respectively.

These findings above were also supported by the interview data. According to the data, the researcher classified into three specific perceptions such as positive,

neutral, and negative. The detailed descriptions are below:

a. Positive Perception

In this perception, the researcher found out that most of students thought that YouTube media gave them the convenience to learn English, both pronunciation and vocabulary. This showed that YouTube media was very useful for learning English as an additional learning method. This idea is in line with the ideas of students below.

S2 : "In my opinion, learning English through YouTube was very effective and more enjoyable rather than learning through books."

S4 : "The use of YouTube helps me in learning English where I can quickly understand as it can be watched repeatedly."

b. Neutral Perception

The researcher found few neutral perceptions from students regarding YouTube as a learning media. In this case, the answers that defined neutral perception showed students' self-doubt of using YouTube. It meant they did feel neither negative nor positive impacts. These ideas are supported with the following finding from the interview.

S16 : "Actually, for the beginners learning English through YouTube is good as it could be watched any time and repeatedly. However, for me I use some other learning media for my English fluency."

c. Negative Perception

In this case, the researcher found few negative perceptions regarding the disadvantages of using YouTube such as the internet or signal interruption and requires more mobile credit. In addition, they cannot ask directly. These perceptions are based on the data below.

S4 : "I think the use of YouTube for English learning is not entirely effective as I just watch, memorize and practice English by myself while learning English will be more effective when we practice face to face."

S20 : "Not really. When I watched the video in English on the YouTube, I could not understand it better."

This research also found some problems in the use of YouTube for English learning experienced by students. Two of them said as follows:

S9 : "Teachers were not skillful in making learning videos. In addition, the videos used by the teachers as learning media do not fit with the students' characteristics. The teachers also had problems to manage the time for teaching English using the videos from YouTube."

S16 : "I found some problems to understand the materials from the YouTube as I cannot ask questions directly to the teacher. Besides, some advertisements disturb my English learning."

Discussion

This research was aimed to investigate the students' perceptions of using YouTube in improving English-speaking skill. YouTube is one of learning media alternatives for students in practicing English-speaking, mainly in the Covid-19 pandemic. Based on the results above, the researcher analyzed that most students had positive perception towards YouTube as a learning media. This is caused by the students' progress where most of them have improved their fluency in English and understand English well, both pronunciation, grammar, and vocabulary. According to this, the researcher assumed that YouTube media could be used as an additional learning tool for students to improve their English. This study is in line with the idea from Anggraini (2021), where there was an increase in speaking English on students. This was caused by practicing it by watching English videos; therefore, the students felt they had acquired new vocabulary. Meinawati et al. (2020) added that YouTube media helped students to improve their English-speaking skills. This is due to the creation of learning situations and conditions that attract students' attention.

Other results were found in the convenience aspect as the second largest aspect in positive perception. The researcher analyzed that most students found it easy to understand the language in the video content such as the use of grammar, vocabulary, and pronunciation. In this case, the ease that students got in using YouTube as a learning media was that the students could discover new vocabulary easily by accessing YouTube any time. This certainly affected the progress of skills that will be achieved by students. Harun et al. (2022) stated that YouTube was very accessible because most students often spend their time on smartphones and YouTube is a learning media that is very easily accessible by smartphones.

The third largest aspect in positive perception was variation. The variation in students' perception was the existence of various models and learning techniques provided by various content creators. It was assumed that YouTube media built a fun learning method. This study is in line with Meinawati et al. (2020), where the students preferred and were interested in learning English by using YouTube media. In addition, it varied. Anggraini (2021) proved that as many as 85%-90% of students were enthusiastic to use YouTube as a learning media. This statement above was certainly related to motivation aspect, where there was a significant increase in students' motivation in learning English using YouTube.

The last largest aspect in positive perception was activity. The activity here is intended as a substitute for learning activities outside of school. Zgheib & Dabbagh

(2020) said that learning activities through social media could involve students to learn outside the classroom, interact with peers, and create projects through platforms. The benefits of using online social networks (OSN) in education could support student learning formally and informally and provide opportunities for students to have new perspectives.

The results above were supported by the result of interview where most of the students had positive perception towards YouTube as a learning media. The students thought that the use of YouTube gave a positive impact in improving English-speaking skills. This is caused by the delivery styles from content creators are quite precise and easy to understand. Syamsiani & Munfangati (2022) stated that positive perception derived from the individual satisfaction about specific object that became the source of perception, knowledge, and experience of the object perceived. This result is also supported by Saed et al (2021) who conveyed that there was significant progress in the students' speaking performance to the experiment of YouTube, mainly in their pronunciation, fluency and coherence aspects.

Conclusion

The researcher concluded that English Foreign Language (EFL) students' perception of YouTube positively contained five aspects such as: convenience, motivation, progress, activity, and variation. This positive perception in these aspects certainly showed advantages in improving English-speaking skills. On the other hand, there were disadvantages in using YouTube such as signal and internet interruption, and more mobile credit to require. In addition, the students cannot ask directly regarding the materials on the video content. This research is recommended to help teachers to improve their skills in teaching methods by adding YouTube as a learning tool. In addition, it is also expected to help students to encourage students to continue learning English-speaking by using YouTube videos as a learning media.

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