

The Use of Youtube Video Series by Non English Major Students Of the Faculty of Economics for Speaking Skill

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Abstract

This study was conducted to investigate the use of social media especially YouTube by students of Non English Major of the Faculty of Economics at the University of Palangka Raya. It was also to see the impact of using social media especially YouTube to improve their speaking ability. The study design of this study was descriptive qualitative. Fifteen students of the Faculty of Economics were selected as participants to speak in front of hand phone camera with the topics already prepared. Five online meetings were done to know their progress. Semi structured interview was also done to collect the supporting data of deeper information needed. The result showed that use of social media especially YouTube gave high impact for the speaking ability of Non English Major students as seen from their video and deep information from the interview. However, there were various resistance dealing with the efforts to increase their speaking ability, they are psychological factors (less motivated, not confident), environment factor (the relationship with their environment), linguistic factors (finding references, vocabulary selection, speaking style and gesture). The use of social media especially YouTube might make the students feel easier in overcoming the various resistance to improve speaking ability.

Keywords: speaking skill; social media; YouTube

INTRODUCTION

English as an international language has an important role in many parts of our life nowadays. Mastering English, especially speaking skill, is importantly needed for the students to allow them to communicate with other people globally. In Indonesia, English is used as a foreign language because using English language for daily activity is something very rare. English is only used in the classroom and in some particular requirements such as in a proficiency test. As a compulsory subject in every level of education, English is taught to the students from junior high school until university level, but in university level and other majors English as taught as an elective course. The Faculty of Economics of University Palangka Raya has an English class as an elective course and they have initiated themselves to have a speaking class out of the regular English class. They have the target and spirit to be able to communicate using English fluently, accurately and appropriately.

However, there has a bitter case between their spirit and the current situation in the English speaking class. Students face plenty of problems in mastering the speaking skill. Based on the researcher's experience in classroom activities, there are some problems faced by the students. First, the student's speaking ability was still low, unsatisfying and far from the expectations. The students felt bored and did not pay attention to the lecturer. Generally, students in that class had low motivation and interest, they felt shy, nervous and lack of confidence when had to answer questions from their lecturer or did a presentation. Second, they could not express their idea fluently in using appropriate vocabulary and correct grammatical forms, in this case the students could only speak two until three sentences because they often hesitated to pronounce the words, and even most of them pronounced the words incorrectly. Third, the situation of the class was not comfortable to support any speaking activity because the class was full. The teacher used monotonous teaching style and the instructional media did not facilitate students to speak that made the students got bored and lose interest to the English course. As a consequence, the students were reluctant and unmotivated to speak.

The situation of the class that should be solved by the lecturer is by being involved directly in the teaching-learning process and making the teaching learning process fun and interesting, especially to the other majors like the students of the Faculty of Economics, because they are not familiar with English language. To actively engage the students in the learning process and enhance their motivation of learning the language, it is highly recommended for the lecturer to create a good media, make a conducive situation and creative activities. It is in line with Nunan (1999, p. 232) who said that teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions.

In a speaking class, to make students happy and enjoy studying the subject, a lecturer should provide an interesting learning activity for them. The activity should encourage all levels of the students from students who are introvert to extrovert traits, and from students with lower motivation to higher motivation in speaking skills. Moreover, the activity should use technology in order to get much attention from students. The situation of the class can be different if a lecturer successfully utilizes technology in their classroom. The use technology in learning activity has got positive perception from the learners as stated in a research' finding by Shadiev *et al.*, (2018) who investigated the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL in authentic contexts. Now, in the industrial era 4.0 and coupled with the pandemic, E-learning has become an important foundation in the world of education. This argument was proven because E-learning can present students the flexibility to open and study learning content wherever and whenever they want (Lee *et al.*, 2017).

According to the condition right now, it is very necessary for the lecturer of speaking class to make effort to change some of these situations into positive ones. Therefore, the researcher proposes YouTube to be a media in teaching speaking in

English. Following Almurashi (2016), it offers learners online materials like websites for learning which can be integrated and utilized by the lecturer in teaching and learning process in the classroom, such as YouTube website. In addition, according to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development. Further, they stated that using YouTube in the classroom let the students have exposure toward authentic English and autonomy in learning (student-centered). Moreover, the results of some researchers show that using YouTube video can improve students speaking skill in terms of pronunciation, grammar, vocabulary and fluency. YouTube video is one of audio visual media because we can watch the pictures and hear the sounds. Richards (1990, p. 67) proved that by using YouTube everyone who learn to use English to be more capable of solving problems and become better communicator. Many ways of more modern and more effective are now available to improve the English speaking skill; and one way in accordance with the technological development is learning speaking English through YouTube. Learning English by using YouTube will get a lot of benefits such as learning will be much more fun, easier to learn the proper pronunciation of a word in a foreign language, and using YouTube video can be able to make the material understandable more quickly.

So, it can be said that YouTube video is recommended to be used for improving students speaking skill especially for other majors, and also learning speaking English by using YouTube is an innovative learning system to be developed although this is not formal system but gives a nice effect in improving English language proficiency. Therefore, the studier tried to apply ICT (Information and Communication Technology) especially YouTube video in teaching speaking at the Faculty of Economics of the University of Palangka Raya.

Regarding to what has been discussed above, the researcher stated the problems of this research as follows:

1. What are the difficulties faced by non English major students in English speaking skill?
2. What are the impacts of the use of YouTube upon non English major students in speaking skill?
3. To what extent can the use of YouTube help non English major students in English speaking skill?

According to the problem statements above, the researcher states the objectives of the study as follows:

1. To discover the difficulties in English speaking skill for Non English Major students.
2. To know the impacts of the use of YouTube upon non English major students in English speaking skill.
3. To know the extent of the use of YouTube help non English major students in English speaking skill.

Review of Related Literature

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Helen & Mary (1987, p. 211) stated that learning speaking is a long process; firstly, students must carefully repeat models and imitate the teacher, they must memorize basic sentence to gain confidence in their ability to speak the English language, they must practice the sentence and do oral drill. These activities are preliminary to actual conversation. In line with the statement of Helen & Mary (1987, p. 211), "Speaking is having conversation by using specific language", then, to express in speaking we can take the examples from the children. They are able to express emotion, gestures, explore the language, and make fun on it. By their examples, it is expected to be able to speak in English.

In speaking ability there are many activities that can be done, as well a great deal of principles to be kept when conducting speaking. According to Sadtono (1983, p. 85), the activities that can be done for speaking skill are as follows: students practice fix phrases (formulate), students practice make a dialogue, students play game, make a performance, conduct a role play, students use any media like video, picture, etc. for discussion, join the seminar or debate to improve speaking skill.

2. The Element of Speaking Skill

As long has been stated by Harris (1974), there are five elements used in speaking ability, they are pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

Pronunciation refers to the standard of correctness and regional differences that might create misunderstanding toward listeners when the message is conveyed that might also lose and difficult to be comprehended. Harmer (2007) suggested that users of the language must know how to say a word, that is, how to pronounce it. This knowledge is made up of these areas: sounds, stress and intonation.

Another explanation about pronunciation by Manser (1995, p. 133) that pronunciation is way in which a language and a word are spoken. It means, pronunciation is a sound of language that can result in a certain sound or a lot of sounds. It means that pronunciation is one of the five important elements of speaking ability with the aim is to make students be able to communicate with others very well and understandable.

b. Grammar

Grammar is one of the three English components and also one of the prerequisites of speaking abilities to support and help students to have a good ability in communicating well. Manser (1995, p. 82) also supported that “Grammar is a great deal of rules for forming words and making sentences”. In other words, grammar is focused on some rules to form words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentences and to be easily comprehended. Grammar is common in both the written and spoken forms of the language, so their existence is strongly needed in learning speaking.

c. Vocabulary

Vocabulary has an important role in English speaking skill. This is because if the students have a lot of vocabularies, their speaking will be fluent and they are not confused in producing a lot of words. Otherwise, if they only have a small amount of vocabulary, they will not be proficient in speaking.

English speaking ability has a set of qualities that must be fulfilled. This has also long been stated by Harris (1974) that if the qualities are not fulfilled, several shortcomings might occur as follows: if vocabulary limitation is so extreme then conversation will virtually be impossible; if there is a misuse of words and very limited vocabulary then comprehension will be quite difficult; frequent uses of wrong words will impair understanding; because of inadequate vocabulary then conversation sometimes will be limited; sometimes the use of inappropriate terms or lexical inadequacies will make the speaker must refresh ideas.

d. Fluency

Manser (1995, p. 61) stated that fluency is an ability to speak a language smoothly and easily. The students can be called master of English or have a good ability in English if they can speak fluently. It means, the student’s fluency in English is as a sign that they can speak well. Actually, students who can speak English fluently will have no difficulties in pronouncing or producing words orally.

e. Comprehension

Manser (1985, p. 61) stated that comprehension is the power to understand something. The power refers to the student’s ability to make their speaking can be understood easily by other listeners or inviting to speak. Comprehension here clearly good pronunciation, masters grammar well, has a great deal with vocabularies and fluency too. For example, those who are capable of speaking fluently and have a great deal of vocabularies, but they mispronounce lots of words and cannot arrange good sentences, then it is impossible that the others who are listening are able to comprehend their speaking.

3. Definition of ICT (Information and Communication Technology)

Information Technology (IT) or Information and Communication Technology (ICT), 'Info-Tech' is a merge of computing and high-speed communication links which carry data, sound and video. For example, personal computers, new forms of telephone, television, and various handheld devices are included in IT (Sawyer & Williams, 2005, p. 3). This is supported by (Asmani, 2011, p. 97) that Information Technology involves all things related to the process, use as a tool, manipulation, and management consisting of electromagnetic devices and systems for communicating over long distances.

From all the explanations above, ICT is an inseparable combination containing broad understanding that is any activity related to the process, manipulation, management and transfer of information among media. It can be restated that ICT is the science of technology that can help learning English in particular, because at the time of the current pandemic Covid 19, a new breakthrough is needed in the world of education to make it more efficient and learning more effective with adequate information technology. This technology has become a provider of information and can be used as a means of telecommunication, for example computer that can be interconnected through the Internet. More recently, there has been the addition of communication among computers, which is when people 'go online' to the internet.

YouTube, as a part of IT, is a form of entertainment that establishes a story by sound and a sequence of images giving the illusion of continuous movement. YouTube is one of media that is suitable for teaching activity. It is very useful because it can make the students more interested to the learning activity. Sometimes, the students feel bored of the situation of the class, so they need an entertainment and YouTube is one of the suitable media in modern era by applying the IT.

YouTube is the biggest and popular site of online video in the world, because the users of YouTube are from all over the world and all level ages, from children to the level of adults. The users can upload video, search, watching videos and discuss about video also share the video for free. Every day million people access this digital platform. So, YouTube is potential media to English teaching. YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive. Instructional videos on YouTube can be used as an interactive learning in the classroom and for the students themselves through online presentation or offline. Application of YouTube as a medium of learning English can be used anytime and flexible with the computer or media presentation requirements connected with the internet. Therefore, students are expected to maximize YouTube as learning as much as possible.

4. YouTube Video for Education

The availability of educational technologies and self-produced videos placed on YouTube also has made teaching more exciting. Furthermore, Agazio & Buckley (2009)

supported the idea that these videos could be accessed at any time of the day, is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods.

The attractiveness of videos in teaching comes from the combinations of images and sounds. It will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos (Chee & Casey, 1996).

It means, YouTube video can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in internet.

5. The advantages and disadvantages of YouTube as a learning media

Sukarni (2012) stated the advantages of YouTube as a learning media as follows:

1. Potentially, YouTube is the most popular site in the world and currently provides value to education.
2. Practically, YouTube is easy to use and can be followed by all groups including students and teachers.
3. Informatively, YouTube provides information about the development of education, technology, culture, etc.
4. Interactively, YouTube facilitates us to discuss or do questions and answers and even review a learning video.
5. Shareably, YouTube has an HTML link facility, embed a learning video code that can be shared on social networks such as Facebook, Twitter and Blogs / Websites.
6. Economically, YouTube is free for all people.

However, there are several disadvantages of YouTube as a learning media as follows:

1. The network signal is still less supportive for students in rural areas.
2. The availability of videos, not all material taught in class has videos on YouTube. Therefore, teachers in advance must ensure the availability of videos is in accordance with the teaching material.

The quality of the content, the teacher must pay attention to the date of the video to know that the information in the video is not out of date, that the quality of the video content must also be considered because videos are often made by individuals without limits and often videos also violate the rules of decency because they display indecent videos.

METHOD

In this study, the researcher used qualitative research to get the data. Qualitative research was conducted through an intense and/or prolonged contact with a “field” or life situation. These situations are typically “banal” or normal ones, reflective of the everyday life of individuals, groups, societies, and organizations (Miles and Huberman, 1994).

In line with above, Putra (2012) states that qualitative research is an appropriate research method used in a study since it has characteristics that support to find out the problems inductively.

Based on the purpose of the study, the researcher wanted to find out deep information about the use of YouTube to improve speaking ability of Non English Major students of Faculty Economics of the University of Palangka Raya. So, through the qualitative method, the researcher was able to know what the subject experience related to this study. And the researcher believed that qualitative research is an appropriate method for this study.

Fifteen students (nine females and six males) were selected as participants of the research, representing the three parallel classes of English course. The data were obtained by asking them to speak in front of a camera about 5 topics in English which have been prepared. The topics were about: 1) How to explain your CV?, 2) What’s your dream job?, 3) How to sell stuff via Online?, 4) Tell about your activity at home during pandemic!, 5) How to manage our finance?, in which they could choose one of the topics based on their own interest. This was done after they were watching YouTube videos related to the topics chosen in order that they could see how English was spoken.

The researcher also collected the supporting data by using the semi-structured interview. It was used to get detail information about the use of YouTube to improve the speaking ability for Non English Major students following Herdiansyah (2009).

The technique of data analysis used in this study was a descriptive analysis. Hence, to get a deeper understanding, the researcher analyzed the data by listening the recording of the participants’ speeches several times. The researcher recorded the interviewees' answers and opinions with a camera in mobile phone. Each interview spent around 9 minutes to respond to the questions and orders from the researcher as the interviewer. Each participants got the same questions that must be answered. Further, to find deep information, several additional questions were asked by the researcher based on the interviewee’s answers in accordance with the topic chosen.

FINDINGS AND DISCUSSION

The main data were obtained from the speeches of 15 participants about the topics they were choosing. It was shown that the most interesting topics chosen were “What’s your dream job?” and “How to manage our finance?”. From the result of interview, it was

shown that the topic concerned about vocabulary, pronunciation and grammar which was related with their need in their English course they were taking. After they watched YouTube about the related topics, they stated that the YouTube made them easier to speak English. This is in accordance with the statement of Harmer (2007) and Manser (1995) that the correct pronunciation could make the listeners understand what the speakers mean. In this research, the participants did it by imitating the way the speakers in YouTube were speaking. As shown in the recorded speech, they had better pronunciation in which they imitated and practiced how to pronounce the words correctly.

It is true that grammar is very important to make the English sentences spoken comprehensible. From the result of the research, it was shown that 60% of the participants had problems in English grammar. This was shown in their speeches which were mostly grammatically incorrect, although they have been watching the examples in YouTube before speaking in front of the camera. They stated that the speech in YouTube was too fast that they could not get the grammar although they repeated the YouTube video several times.

Moreover, more than half of the participants (60%) had problems in vocabulary. Since the topic chosen was related with their major, i.e. economics, the terms were mostly about economics. However, after they were watching YouTube which was telling about the topic in economics, then they were helped understand several vocabulary items used in economics such as 'interest', 'banking portfolio', etc. This was shown in the result of interview that they got the meaning of economics vocabulary after watching YouTube.

Regarding fluency, most of the participants (80%) were not fluent; they sometimes had long pauses that their speech was not smooth. Based on the interview results, it was stated that they stopped speaking because they had no more ideas about the topic they were talking. Although they have repeated the video on YouTube several times, they were still in doubt to speak.

In relation to comprehension as stated by Manser (1995), it clearly needs good pronunciation, masters grammar well, has a great deal with vocabularies and fluency. From the result of speaking in front of the hand phone camera, it was shown that most of the participants were not good in pronunciation, grammar, vocabulary, and fluency. This was seen from the results of recorded speech and interview, in which the participants still had less efforts to increase their speaking ability. They were less motivated and not confident in speaking in English. This was because the environment (at home or in the class) did not support them how to find more references on grammar and to select suitable vocabulary. Although they were facilitated by the video in YouTube they were watching, their speaking style and gesture were still not as expected.

Answers from other questions in interview also showed different opinions among the participants about how YouTube can improve their speaking ability in English. Somehow, the researcher found some factors faced by students of Faculty of Economics in improving their speaking ability, including psychological factor, socio-cultural factors,

and linguistic factor. Hence, in some issues of it, it has a relationship with the impact that they feel when they learn speaking using YouTube.

It can be understood that the use of YouTube was very helpful for them in many aspects, such as to give illustration how to communicate easily and how to speak fluently. However, from the interview, the researcher also knows some factor faced by students of Faculty of Economics in improving speaking skill. i.e. the unwillingness, lack of motivation, insufficient grammar and lack of vocabularies.

As learning speaking is a long process (Helen & Mary (1987, p. 211) repetitions and imitations from the models in YouTube might greatly help the participants to speak, and they must memorize basic sentence to gain confidence that practicing the sentences and doing oral drills were suggested.

CONCLUSION

The researcher investigated the use of YouTube among Non English Major students for solving problems in improving speaking skill. This study used qualitative approach by having students speak in front of a hand phone camera and by using semi structure interview. Through the analysis, it can be concluded that the use of YouTube among Non English Major students mostly gave positive effect for them to solve problems in improving speaking skill in English. However, the researcher also found various factors in dealing with students' ability in speaking in English, such as psychological factors (less motivation, not confident), environment factor (the relationship with their environment), linguistic factors (finding references, vocabulary selection, speaking style and gesture). However, the use of YouTube among Non English Major students in improving speaking skill has made students feel easier in overcoming the various factors they faced in speaking English.

The researcher suggested that the use of YouTube among Non English Major students is useful for the lecturer and the students. For the lecturer, they can use it to discuss and review the video that contain how to speak and pronounce the words related to their major. For the students, the use of YouTube can help them solve some problems in speaking in English. This is because they can share their problems even they do not meet directly. Although it is not the only media to solve the problems in improving speaking skill in detail, but it is a way for them to get various solutions that are very useful for the improving speaking in English.

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