

THE USE OF YOUTUBE VIDEO BY NON-ENGLISH MAJOR STUDENTS OF THE FACULTY OF ECONOMICS FOR SPEAKING SKILLS

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Abstract

This study was conducted to investigate the use of social media especially YouTube by students the 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 a hand phone camera with the topics already prepared. Five online meetings were done to know their progress. The Semi-structured interview was also done to collect the supporting data of deeper information needed. The result showed that the use of social media especially YouTube gave a high impact on the speaking ability of Non-English Major students as seen from their video and deep information from the interview. However, there was 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: Social media, YouTube, speaking skills.

INTRODUCTION

English as an international language has an important role in many parts of our life nowadays. Mastering English, especially speaking skills, 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 the English language for daily activity is something very rare. English is only used in the classroom and 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 at the university level and other majors English as taught as an elective course. The Faculty of Economics of the University

Palangka Raya has an English class as an elective course for the students 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 researchers'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 they 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 a monotonous teaching style and the instructional media did not facilitate students to speak which made the students got bored and lose interest in 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 the English language. To actively engage the students in the learning process and enhance their motivation for learning the language, it is highly recommended for the lecturer to create 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 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 of technology in learning activity has got positive perception from the learners as stated in a research finding by Shadieff 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 the speaking class to make effort to change some of these situations into positive ones. Therefore, the researchers 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 the teaching and learning process in the classroom, such as the YouTube website. Besides, according to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance the conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development. Further, they stated that using YouTube in the classroom lets the students have exposure toward authentic English and autonomy in learning (student-centered). Moreover, the results of some researchers show that using YouTube videos can improve students speaking skills in terms of pronunciation, grammar, vocabulary, and fluency. YouTube video is one of the audiovisual media because we can watch the pictures and hear the sounds. Richards (1990, p. 67) proved that by using YouTube everyone who learns to use English to be more capable of solving problems and become a better communicator. Many ways of more modern and more effective are now

available to improve the English speaking skill; and one way following 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 a formal system but gives a nice effect in improving English language proficiency. Therefore, the study tried to apply ICT (Information and Communication Technology) especially YouTube videos in teaching speaking at the Faculty of Economics of the University of Palangka Raya.

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

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

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

1. To discover the difficulties in English speaking skills for Non-English Major students.
2. To know the impacts of the use of YouTube upon Non-English major students in English speaking skills.

3. To know the extent of the use of YouTube helps Non-English major students in English speaking skills.

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 an oral drill. These activities are preliminary to actual conversation. In line with the statement of Helen & Mary (1987, p. 211), "Speaking is having a conversation by using specific language", then, to express in speaking we can take the examples from the children. They can express emotion, gestures, explore the language, and make fun of it. By their examples, it is expected to be able to speak in English.

In speaking ability, many activities can be done, as well as many 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 x phrases (formulate), students practice make a dialogue, students play the 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.

The Elements 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. These elements were used in this study to know the students' speaking skill.

1. *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 how 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.

2. *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 many 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. Also, it 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.

3. *Vocabulary*

Vocabulary has an important role in English speaking skills. This is because if the students have a lot of vocabulary, their speaking will be fluent and they are not confused about 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 the 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.

4. *Fluency*

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

5. *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 vocabulary and fluency too. For example, those who are capable of speaking fluently and have a lot of vocabulary, but they mispronounce lots of words and cannot arrange good sentences, then it is difficult for others to comprehend their speaking.

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 that 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 to learn English in particular, because at the time of the current pandemic Covid-19, a 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, a 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 the media that is suitable for the teaching activity. It is very useful because it can make the students more interested in the learning activity. Sometimes, the students feel bored with the situation of the class, so they need entertainment and YouTube is one of the suitable media in the modern era by applying 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 video also share the video for free. Every day millions of people access this digital platform. So, YouTube is a potential medium for 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 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.

1. 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, are 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 on the internet.

2. 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. Shareable, 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 support 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 following the teaching material.
3. 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.

MATERIALS & METHODS

In this study, the researchers 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, respective of the everyday life of individuals, groups, societies, and organizations (Miles and Huberman, 1994).

In line with the 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 researchers wanted to find out deep information about the use of YouTube to improve the speaking ability of Non-English Major students of Faculty Economics of the University of Palangka Raya. So, through the qualitative method, the researchers was able to know what the subject experience related to this study. And the researchers 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 that 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 the pandemic, 5) How to manage our finance?, in which they could choose one of the topics based on their interest. This was done after they were watching YouTube videos related to the topics chosen so that they could see how English was spoken.

The researchers also collected the supporting data by using the semi-structured interview. It was used to get detailed information about the use of YouTube to improve the speaking ability of Non-English Major students. The technique of data analysis used in this study was a descriptive analysis. Hence, to get a deeper understanding, the researchers analyzed the data by listening to the recording of the participants' speeches several times. The researchers recorded the interviewees' answers and opinions with a camera on the mobile phone. Each interview spent around 9 minutes to respond to the questions and orders from the researchers as

the interviewer. Each participant got the same questions that must be answered. Further, to find deep information, several additional questions were asked by the researchers based on the interviewee's answers following 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 the interview, it was shown that the difficulties concerned about vocabulary, pronunciation, and grammar which were related to their need in their English course they were taking. After they watched YouTube about the related topics, however, they stated that YouTube made them easier to speak English. This is following 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 on YouTube were speaking. As shown in the recorded speech, the impact of YouTube showed that they had better pronunciation in which they imitated and practiced how to pronounce the words correctly.

Grammar is indeed 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 on YouTube before speaking in front of the camera. They stated that the speech on 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 with vocabulary. Since the topic chosen was related

to 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 the 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 about. Although they have repeated the video on YouTube several times, they were still in doubt to speak.

Concerning comprehension, as stated by Manser (1995), it needs good pronunciation, master grammar well has a great deal with vocabulary 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 at pronunciation, grammar, vocabulary, and fluency. This was seen from the results of recorded speech and interview, in which the participants still had fewer 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 on how to find more references on grammar and to select suitable vocabulary. Although they were facilitated by the video on YouTube they were watching, their speaking style and gesture were still not as expected. Answers from other questions in the interview also showed different opinions among the participants about how YouTube can improve their speaking ability in English. Somehow, the researchers found some factors faced by students of the Faculty of Economics in improving their speaking ability, including psychological factors, socio-cultural factors, and linguistic factors. 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 an illustration of how to communicate easily and how to speak fluently. However, from the interview, the researchers also knows some factors faced by students of the Faculty of Economics in improving speaking skills, for example the unwillingness, lack of motivation, insufficient grammar, and lack of vocabulary.

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 sentences to gain confidence that practicing the sentences and doing oral drills were suggested.

CONCLUSION

The researchers investigated the use of YouTube among Non-English Major students for solving problems in improving speaking skills. This study used a qualitative approach by having students speak in front of a hand phone camera and by using a semi-structured interview. Through the analysis, it can be concluded that the use of YouTube among Non-English Major students mostly gave a positive effect for them to solve problems in improving speaking skills in English. However, the researchers also found various factors in dealing with students' difficulties 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 skills has made students feel easier in overcoming the various factors they faced in speaking English. The researchers 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 contains 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 medium to solve the problems in improving speaking skills in detail, it is a way for them to get various solutions that are very useful for improving speaking in English.

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