

## YOUTUBE as A Teaching Medium for Learning Speaking

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### **ABSTRACT**

The problem of this research is lack of confidence that students encounter in class to speak up. Researcher use Youtube as the medium of learning English speaking. The questions for the research are how is Youtube used as an online teaching medium for learning speaking and what are the benefits and drawbacks of using Youtube as a teaching medium for learning speaking. In collecting the data, researcher did an observation during English class in school and interview five students to collect more data. The methodology of this research is qualitative case study because the research explored the phenomenon that happened in the data. Then, the data was analyzed by using thematic analysis because it reveal a phenomenon and explain it in detail. The first result of this research showed that students were doing some efforts to participate actively in learning English speaking even they experienced difficulties to express sentences because they were lack of vocabularies, did not master the grammar, and were not good in the pronunciation. The second result of this research showed they experienced some benefits but also some points showed as drawbacks of this implementation.

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### **INTRODUCTION**

In this global world, the demand of English speaking skill is gradually becoming higher. It demands the English students to communicate with new friends from other countries in the world, to fulfil the requirements for completing university courses, to get a certain job and advance the career, etc (Daskalovska, 2018).

People use language in daily interactions to reach many different purposes such as delivering information, beliefs, ideas, emotions and attitudes to other person. During communication with using language, both the speaker/writer and the listener/reader are involved in two main processes: transferring ideas and interpreting the received message (Bouzar, 2019). Thus, oral skill is considerably categorized as one of the main competency that should be developed in learning any language, including in learning English language which is the popular language in the world. This skill needs a combination of the target language knowledge and strategies that make the language students can use the language effectively.

In this day and age, media is the most important and has the widest network is the internet, which connects computer networks to one another. This internet media is the fastest media and has experienced innovation according to the needs of the community, almost all media and community needs are connected to the internet.

Various teaching methods with various teaching media have been discovered by education experts and teachers around the world. Conventional teaching methods which primarily use books and boards are now largely reduced by educational policies. This is the impact of the Internet and Web 2.0 on language teaching and learning over the last 20 years (Alqasham, 2018).

One form of application that is used in the internet network is Youtube. Youtube is a social media or video sharing website that most people in the world know and use this application for. In the world of education, YouTube has become the new media of choice apart from other media used in the education system that already existed and was accepted by policy makers in education. Youtube, which was originally only used as a social media for sharing videos which was used as a mere source of entertainment or boredom buster, has now turned into a new tool for the world of education where

Youtube, which has various videos uploaded by users, can be a source, material and educational/media media. Learning that can be used by anyone, be it educators, students, school staff and even parents can use Youtube as an alternative media in finding and helping find the resources needed.

Most students using an online social media application called "Youtube" every day. It is famous for its various explanation videos that are made as interesting as possible. Users enjoy using this application because there are lots of English learning videos which are very helpful and easy to use. The facts above encourage researchers to use YouTube in learning English.

There are several gaps that distinguish this research from other studies. This research will be conducted in a public high school in a small town in the EFL country, namely Indonesia. The location of this school is quite far from the city center and is in the highlands. The research itself will be carried out during class activities based on the curriculum and syllabus. That leaves the material unmodified, but researchers will fulfill that need with this way of teaching and focus more on improving their teaching and learning process skills.

In this case, by using Youtube as a medium, learning English speaking will be more effective. Also students not only get subject matter from the teacher, but students can easily find information they want to know about subject matter outside of school hours through the Youtube application. Just by typing the word in a search engine, there are many kinds of videos that refer to the desired information.

## **METHODS**

This chapter consists of explanation about research site, the design, the population, the data collection technique, triangulation, data analysis, and the procedure of research.

### **1. Research Site**

The research took place in a public high school at Majalengka, West Java. The school was indicated to be appropriate as a research site because this is the most popular school in the city which has big probability that the students are using Youtube. This was the main factor that enabled the research to be done as what expected in this paper.

### **2. Research Design**

The methodology used in this research was qualitative. Case study type was chosen as the research design it studies more realistic responses on the use of Youtube in English class. Case study explores the phenomenon within its context by using some data (Baxter & Jack, 2008). The fact confirmed how Indonesian students using this app as their favorite application can be analyzed by this research design.

### **3. Participants**

Certainly, researcher had a class of students and a teacher to be observed for fulfilling the needs of this research. One class only, during the whole research, was considered to be enough for collecting the data. However, qualitative research dug the data deeply for more information that happens in the phenomenon.

### **4. Technique of Collecting Data**

In the purpose of collecting data, several instruments are used during the class taking process, they are:

#### **a. Observation**

The researcher played the role as observer and teacher in the same time. It occurred only one time on each in the classroom and in the chat app which involved 36 students. Researcher observed the class during using Youtube as an online teaching medium in learning speaking. Based on Aburezeq and Ishtaiwa (2013), the observation has to be focused on interactions (teacher-student, student-student, student-content) that appeared from how the features of the application is utilized to teach & learn speaking skills and views of teacher regarding the challenges of its use.

#### **b. Interview**

Interviewing five students to collect the data researcher needs. Researcher asked several questions related to students' point of view about the benefits and drawbacks of its implementation. Bouhnik and Deshen (2014) had categorized the area of interview regarding benefits and drawbacks of using Youtube, which are technical, educational, and instructional. Therefore, researcher asked students based on those points.

### **5. Data Triangulation**

Triangulation was needed to prove that the data taken match the purposes of this study, data can answer the research question, and data can be trusted. The data of this research was validated by showing many data which was taken from the class and compare to another data of another similar research. After that, member checking was the next step. Researcher showed the data to participants to assess the accuracy.

## 6. Technique of Analyzing Data

In analyzing data, researcher needed to apply thematic analysis. Heriyanto (2018) stated that it is a core skill to analyze qualitative data because this type of analysis reveals how to find out patterns of phenomenon and explain it in detail. Moreover, the characteristics of it is theme identification process. It has three steps that should be followed, i.e. understanding data, coding, and finding themes. It suits this research because the research use observation and interview that needs this thematic analysis to convert the data to be findings.

## 7. Research Procedure

Procedure always be needed to do something or to solve a problem. It mentions steps that should be taken, the context that should be made, and the reason why doing the step. It is a demand in every aspect, including doing research. Procedure can be guidelines for the researcher along research process. The research was done in few steps to help students' adaptation to methods the researcher offers for learning English speaking skill. As we know, teachers are, mostly, not using this app in teaching and learning method that is different from what the researcher applied:

- a) The researcher told them what they would do in class, that is, they learned to speak while being recorded on video directly in class and made speaking videos as an assignment;
- b) They upload videos to youtube app;
- c) Material is delivered in class in a conventional way, but assignments must be sent to groups;
- d) The collected data in the form of speaking videos were analyzed using thematic analysis;

These results are presented to reveal the findings of this study and discussion of the findings of the application of YouTube as a medium for teaching English speaking.

## RESULTS AND DISCUSSION

This chapter consists of explanation about the findings during collecting data and discuss it with some explanation of experts.

### 1. Findings

The findings of this study were collected from observations and interviews. Observations were made twice, first in class and second in the YouTube application.

### 2. Observation

Researcher found some phenomenon about students and the teacher during the use of Youtube in teaching speaking. Below are tables that showed the fact researcher found in class and in the Youtube application on each step researcher did.

#### a. First Meeting

|   | Teacher   | Students  |
|---|---|---|
| 1 | Delivering materials of dialogue.                               | Listening to what teacher said, the response were none.   |
| 2 | Try to attract students to dialogue with classmates.            | Some students dared to dialogue in front of the class but some students lacked confidence.  |
| 3 | Asking for dialogue using English and pointing to two students. | Speaking a few English words but grammatically error. Do not want to speak English on the grounds that they do not know vocabulary and are afraid of mispronunciation. Speaking a few words of English but mixes with Indonesian because he lacks English vocabulary. |
| 4 | Assist students in constructing sentences together.             | Following the teacher even the pronunciation was not clear enough.  |

|   |   |   |
|---|---|---|
|   |   | Other students try to write down the sentences on their books.  |
| 5 | Asking for some questions from students | Two students asked about narrative using Bahasa and did not want to use English even teacher helped them by translating the questions to be repeated. |

b. Second Meeting

| Teacher   | Students   |
|---|--|
| Sharing the link of five dialogue example videos. Then, give instructions for making a dialogue video and then upload the dialogue video on the YouTube application with the teacher's direction. | Not all students responded the instruction. The total of students who responded are 24 students of 36 students in that class.  |
|   | The length of time students tell stories varies. Some are short and some are long.<br>The longest video length is 4 minutes. While the shortest duration is only 1 minute. |
|   | Some errors in their pronunciation occurred.   |

3. Benefits and Drawbacks

The interview is done to five students with five questions. The answers were analyzed using thematic analysis and revealed in this part. Some keywords described the answers of students on the interview questions. Later on, a statement is presented as the evidence for each keyword. They are:

a) Learning is fun

Student D stated that "It was fun, when I was sleepy I became enthusiastic because I used a different learning method."

b) Can study anywhere anytime

Student A stated, "It's fun and being able to share knowledge with others, as a Youtube user I feel learning to speak English by using YouTube as a medium is a good way of learning, besides being more modern I can know and can correct my English pronunciation mistakes. . The advantage is that apart from improving my speaking English, I can also learn to write, read and listen through my own videos and can also know how to upload videos and edit interesting learning videos on YouTube. Apart from that, the video is a memento for me when I was at school."

c) The teacher is creative

Student B stated, "creative and also provides new knowledge on how to make learning interesting."

d) There are no additional fees

Student B states, "It's free, so we only need to connect to the internet."

e) Consumes a lot of time

Student C stated, "The challenge is that sometimes it consumes a lot of time because there are many processes that have to be done before uploading the video."

## f) Can avoid mispronunciation of words

Student C stated, "we are more confident, especially when editing videos, we can filter out the pronunciation of the words we mispronounce first."

Discussion is the part where researcher discuss about the findings to answers the research questions. First research question was answered by the data from observation and the second research question was answered by the data from interview.

How is Youtube used as an online teaching medium for learning speaking?

The observation showed how the use of Youtube as an online teaching medium for learning English speaking. The process of its use was like what have been planned by researcher. Each step was done since the beginning until the final step. However, some phenomenon happened during the observation in both meeting.

Students followed the instruction of teacher during the teaching. Their efforts have to be appreciated because they face the struggle to learn English speaking both in class and in group chat. They participated actively to practice their English speaking and to improve their capability in speaking English. They did every guidance which was given by the teacher during English teaching.

Students mixed English with Bahasa Indonesia during the teaching and learning process. They did not have the knowledge of many English vocabularies but intend to perform their ability. It was a good step for them in mastering English, because it needed the effort to practice in direct communication. By mixing the languages, they also added new knowledge because teacher helped them in arranging the correct sentences. The grammar and the vocabulary of students when speaking English were tried to be made as good as possible by teacher.

Beside mixing the languages, they also have a problem in English pronunciation. As known, pronunciation is a key to deliver the English sentences correctly to be understood by the listener. The pronunciation of students were still imperfect, even most of the words were mispronounced. The incorrect pronunciation happened during speaking in the classroom and during sending the recording in the group chat. Teacher helped them in pronouncing the words correctly and instructed them to repeat what the teacher pronounced.

What are the benefits and drawbacks of using Youtube as an online teaching medium for learning speaking?

From the interview session, the researcher found several benefits from this application, namely:

## 1. Devices and applications

Student devices can be taken anywhere which creates the possibility to study in class at any time. The size and weight of this tool is not big and heavy to carry around. It can even be put in a pocket without any hassle and people can take it to every place they want, every time.

This application has many benefits for users. For example, besides being able to be used as a medium for teaching English speaking, during the process students also learn to write, read, listen and also edit videos. Access to using YouTube is not complicated because it is in accordance with the amount of knowledge that students can get.

Users are also not charged additional fees. That's because users only need an internet connection to use the application and run all the features. Users can use data packages, but don't spend so much data. Users can also use wifi to use the application as long as the wifi connection is secure and good enough.

## 2. Fun learning happened

The learning which happened in was more fun. It is because students are facilitated by the teacher to do the learning process in various and acceptable ways. This fun learning produced the attraction of students to participate in the learning process. It is proved by the statements of students in the interview. Students need the guidance of teachers in learning English speaking and it can be better when the condition or class atmosphere is fun and not stiff.

## 3. Students

By using this application for studying, student safety must be safe. It keeps students focused on learning activities and not distracted by safety concerns. Focusing on learning to speak is very important because speaking practice requires thinking about vocabulary, pronunciation, and grammar.

Students can also choose the right words or sentences before the video can be uploaded. In this context, students can choose the right words before making videos or when making videos or even during the video editing process. The words spoken should be recorded as best as possible to avoid trouble. This is because students, teachers and audience must maintain a relationship between them to have a better learning experience for students.

The use of Youtube also make students and teachers more creative. Some statements of students proved that Youtube made them close to the teacher in the context of communication. Students were comfortable because the approach of teacher was acceptable in the group chat. It improved the process of learning English speaking become better and better.

#### 4. Teacher

Creative teachers in the learning process to create a fun teaching and learning process. The teacher appreciates the students' answers to the instructions given, namely about ordering to upload videos of dialogue between students.

Another benefit of this implementation is that the teacher is a YouTube user. This makes the teaching and learning process not take long because the teacher has mastered the application. This also makes the teacher's creativity increase because they can use every feature as much as possible. This is an advantage because teachers use YouTube before the data collection process.

From the interview session, researcher found some drawbacks of this implementation, they are:

#### 1. Consuming a lot of time

A lot of time should be spent because students have to learn outside the class also. The time for learning was getting an extra duration from the teacher.

#### 2. Trouble on the phone

The trouble were phone signal and phone lagging. Students mentioned the two things in interview.

#### 3. Not all students use smartphone

The teaching and learning process need a device to make it possible being practiced. Unfortunately, not all students have a smartphone, it made them to lose the chance for participating the teaching and learning process. Students who only have smartphone that can participate in the learning.

## CONCLUSION

Researchers have carried out two data collection techniques to answer research questions. Both of these techniques succeeded in answering questions with some findings from the class. The first question has been answered, namely about YouTube being used as an online teaching medium for teaching speaking. The use of this application was carried out according to what was planned by the researcher and the data collected showed several responses from students. The students showed an intention to learn speaking, they demonstrated their ability to speak English. The second research question has also been answered through interviews with students. There are several advantages and disadvantages of implementing it and have been discussed in the previous chapter. These benefits are due to devices & applications, for students, teachers, and the learning process. One of them is learning to speak English becomes more fun and attracts students to participate and take part in learning sessions.

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This research is targeted to be read by English teachers everywhere. This suggests them to implement English speaking teaching by using Youtube as a medium. This is due to the benefits of using it for the learning process which helps students become more comfortable. In addition, English students and teachers become better and more creative in the teaching and learning process. Another suggestion is for the future researcher regarding the relevant or similar topic. Researcher suggested the future research has to dig deeper another benefits while encounter the drawbacks that were revealed in this paper. It is for the better treatment to the students by implementing this topic for helping them practicing their English speaking ability. Then, for the more complete points to be presented in the paper about the similar topic with this paper.

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