

## PROMOTING STUDENTS' SPEAKING SKILL IN VIRTUAL LEARNING: UTILIZING YOUTUBE AS MEDIA AND VIDEO POSTING

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### Abstract

This research study aimed to present the investigation of utilizing YouTube as learning media for students to access speaking videos and posting those speaking videos on social media in promoting students' speaking skill in virtual instruction. A mixed-method of qualitative and quantitative approaches is applied in this study. In collecting the data, three instruments were used, namely observation, interview and documents of students' speaking test results. The class observation revealed that the students learned more in understanding how to perform speaking better from the speaking videos they had watched from YouTube. The average score the students gained from their videos uploading on Instagram after the course (4.12) was higher than that in the pre-test (2.40). These scores were assessed based on speaking scoring rubric of Brown's (2001). From the uploaded videos observation (watching) of the students, it could be seen that their speaking performance improved from their initial videos to the second ones in which they were more confident, accurate, fluent and comprehensive. From the interview to the lecturer, it was understood that the students enjoyed watching the videos and they became more motivated to learn and practice their speaking skill. Besides, in order to post their best speaking videos, they put their best efforts to perform well since they realized that their videos would be watched by myriad numbers of people. Therefore, this research work confirmed that utilizing YouTube as media and posting videos on social media as activities applied in virtual speaking class promoted students' speaking skill.

**Keywords:** speaking skill in EFL, teaching media, youtube videos as learning media

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### Introduction

People learn a language in order to be able to use that language orally as well as in English learning. Thus, in Teaching English as a Foreign Language (TEFL), speaking seems to be the most important skill to acquire by the learners after the other three, namely listening, reading and writing (Arung, 2016; Vadna cited in Kosdian, 2016). However, in Indonesia, most of the students who learn English find difficulties to master this productive skill due to various factors including low knowledge of the language, lack of self-confidence, in-supportive environment to practice the language, teacher's ineffective teaching methods, and teachers' creativity in utilizing teaching media.

According to Ristyani, et.al. (2020), teachers can use media as a tool

to support the process of teaching and learning to become more effective. Meanwhile, Wahyuni & Yokhebed (2019) gave their best opinions that learning media are the instruments used to deliver the information to the learners. These ideas implicitly confirm that utilizing media in teaching and learning process will help both the teachers and the students to build more effective learning since learning media can be used as tools to convey the content of the lessons to the learners.

In relation to this, school closures due to covid-19 outbreak which causes process of the instruction held fully online required teachers to utilize the most appropriate and effective learning media in their speaking classes. As Zaitun, Z. et.al. (2021) argued that using effective and interesting educational

media that fits digital era will build more meaningful speaking class atmosphere.

There are various types of media for online instruction and one of them is YouTube channel. As one of the most widely used websites worldwide, YouTube might be utilized in EFL courses to increase students' language proficiency, particularly in speaking and listening abilities. Due to its easy to be accessed, YouTube plays a significant role in providing knowledge, regardless of language abilities of the users (Sari, 2019).

In terms of utilizing YouTube in teaching speaking in EFL classrooms, some previous studies proved that this media was effective. Nuha and Saputri (2021) analyzed 4 theses and 6 articles which discussed the utilization of YouTube in order to improve students' speaking skill. The differences between pre- and post-tests from the research papers they worked on, indicated that YouTube was an effective learning media for all level of education including children.

Another research was conducted by Ilyas and Putri (2020) who experimentally scrutinized 48 first semester students of English major, Universitas Islam Riau, Indonesia, who were taught speaking by using YouTube media. The results of the study revealed that these students' speaking ability improved significantly in the post-test. In other words, it was found that students' speaking proficiency before and after the experiment was significantly different.

Besides these two, there were other numerous previous studies which discussed YouTube to be used as media in EFL speaking classrooms with various research objectives, and, the ones which investigated YouTube as the learning source to get the examples of speaking performance through videos to imitate were still limited in numbers. Thus, in

this research work, the researchers presented a study of speaking class students in which the lecturer invited her students to watch speaking videos in YouTube, discussed them in the learning process, then let the students made their own speaking videos to be posted in their social media. Therefore, the objective of this research study was to quantitatively and descriptively reports whether or not YouTube as the media served speaking videos examples for the students, promote their speaking skills which were assessed from their speaking videos performances uploaded in social media.

Ataei (2012) explained that YouTube might be used in hybrid learning to replace the teacher's spoken input and thus, it makes the class become more engaged. In terms of speaking, YouTube which is used to complement the learning of language will promote learning attitude. Ilyas and Putri (2020) added that YouTube, a website of video-sharing, serves video clips, TV clips, music videos, movie trailers, and other content such as movie trailers and other contents such as video blogging, short original films, and instructive videos. Among these, some are very useful in the classroom (Hussin, et.al., 2020).

Further, these scholars added that YouTube videos may provide real-life examples of how to speak English, hence, it can be used as the alternate technique to improve speaking skill of the students. The students are expected to obtain ideas for speeches from the speaker's environment while viewing YouTube videos so that they can attempt inventive, intense, reactive, active, interactive and the whole aspects of performing speech (Nuha and Saputri, 2021).

Referring to big numbers of supporting theories of YouTube videos and speaking skill of EFL students, in

this study, the researchers designed a technique in their virtual speaking class in utilizing YouTube as the learning source for students to get various examples of speaking performance videos. After watching several videos, the students were required to upload their own videos on their social media. At this stage, the study was laid on research findings of several researches which investigated uploading speaking videos to social media.

One of the studies was the research work of Rahayu and Putri (2018). These researchers measured students' motivation in improving English pronunciation after they uploaded their speaking videos in YouTube. The instruments used to collect the data were questionnaire and observation. The result revealed that 80% of the participants admitted that this way motivated them in mastering English pronunciation since they prepared and rehearsed before uploading their speaking videos. Realizing that their videos would be watched by myriad people made them practice hard especially on how to get very correct pronunciation.

### Methodology

In this study, a Mixed-Method Research (MMR) was applied. Johnsons, et.al. (2007) explained that Mixed-Method Research is the combination elements of qualitative and quantitative research approaches. In this study, the researchers used documents of students' speaking pre- and post-tests' results as the quantitative approach and describing those quantitative results descriptively as part of the qualitative element. As the subjects of the research, the researchers applied purposeful sampling in which the participants were English students who were taking their Speaking class in English major, Faculty of Education, Muhammadiyah University of Jakarta. In their pre-liminary study, the researchers

got the information from speaking subject's lecturer that a total number of 57 first semester students were asked to watch YouTube and made their own speaking videos to be posted on Instagram account as major learning activities in virtual classes.

In collecting the data, the researchers used three tools, namely interview, documentations of tests' results and observation. The tests' results were taken from the files of the lecturer and the observation conducted was watching the students' speaking videos which had been posted on Instagram. Meanwhile, the interview session was administered to get supporting information from the lecturer in order to elaborate the data.

The research was taken on the academic year of 2021/2022 in which all the process of teaching and learning speaking held virtually. Therefore, this research work was also conducted fully online starting from interview, did the observation and collected the data of students' speaking pre- and post-tests' results.

### Research Procedures

In order to get clearer idea, the following Figure 1 presents the research design and procedures applied in this research:

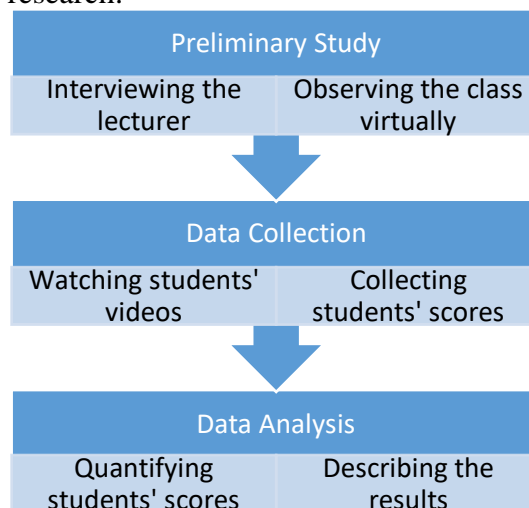


Figure 1. Research Procedures

It can be explained from the procedures above that in the pre-liminary study, the researchers did the interview to the lecturer to get the info related to teaching and learning process of the speaking. In order to get the picture of the activities in virtual class, the researchers did the observation. At this time, it was known that the students were given the tasks to watch speaking videos from YouTube and then in the next meeting, they had to report what they could learn from the videos. After the discussion, each student was asked to make each speaking video of their own to be posted on Instagram. This video creation was also instructed to them in the beginning of the course.

At the next stage, the researchers watched the videos posted by the students in the Instagram. After watching their videos, the researchers collected the documents of their pre and post-test results from the lecturer. The students' initial videos were assessed as their pre-test while the other videos created by the end of the course were evaluated as their post-test. In the last process of this research procedure, the researchers analyzed the scores of both pre- and post-tests and then descriptively described the findings.

### Findings and Discussion

The data were collected by using 3 instruments; documentations of students' speaking scores from the lecturer, interview to the lecturer and observation (class observation and videos watching). Thus, the findings of the study will highlight what data the researchers found from those three research instruments.

The findings found from both pre- and post-tests results of the students revealed that in the average, the students performed better in the post-test. From the interview to the lecturer, it was known that students' speaking performance in the videos was assessed

based on the scoring rubric of Brown's (2001) which covers 5 components, i.e., fluency, pronunciation, grammar, and comprehension.

As Brown (2001) proposed, each of the 5 components of speaking scoring rubric contains 5 levels of the score starting from 1 (the lowest) until 5 (the highest).

In order to get the average score of students' speaking test results, a manual calculation was applied. The steps of calculating both tests were the same. All scores gained in pre and post-tests were firstly accumulated and then divided by total numbers of the students. The average score in each of the tests was gained from the calculation of total numbers of the students got each level of the score in each component.

The following table 1 presents the average scores of the students both in the pretest and posttest:

**Table 1.** Students' Average Scores of Pre-test and Post-test

Pre-test	Post-test
2.40	4.12

The higher average score reached by the students in the posttest showed that they made improvement in their speaking skill before and after learning by accessing speaking videos from YouTube. The lecturer added that speaking scores gained by the students in pre-test were mostly in level 1 and 2 of Brown's speaking proficiency assessment, while in the post-test, most of them performed in level 3 and 4. The students enjoyed watching, hence this activity motivated them in learning. By watching various examples of speaking performance videos, the students might be able to understand their weaknesses and started to improve those points.

From virtual class observation, the researchers got the ideas that inviting the students to share what they could learn

from the videos they had watched made them understand more why the speaking performed by the speakers in the videos were good. At this moment, the lecturer encouraged and motivated the students to learn and practice more so that their speaking performance would improve. Further, from the observation the researchers did on the videos created and posted by the students, it could be seen that students' speaking skill improved after the teachings. They were becoming more confident, accurate, fluent and comprehensive in their speaking performances. The lecturer, in the interview explained that the students got the ideas on how to perform speaking well from YouTube videos. Besides, asking them to post their own videos also gave big impacts to them to practice and put their best efforts to perform speaking as best as they can.

### Conclusion

This research was aimed to present the data of students' improvement in performing speaking before and after they were invited by their lecturer to watch speaking videos in YouTube. Besides, the progress was also measured due to the requirements from Speaking class' lecturer to the students to post their speaking videos on Instagram.

The data got by the researchers through documentations of students' speaking scores, interview to the lecturer and observation confirmed that utilizing YouTube as one of learning resources and posting students speaking videos on Instagram promoted students' speaking skill. Students' documents of posttest results revealed higher score, that was 4.12 in the average, compared to that in the pretest, namely 2.40.

The observation on the videos of speaking from the students, posted on the Instagram supported this quantitative results in which on the post-test videos the students performed much better

compared to the ones in the pretest. They were more confident, accurate, fluent and comprehensive. In sum, this research concluded that YouTube used as learning sources and the activities to ask the students post their speaking videos on Instagram promoted students' speaking skill.

This research finding in line with that Saed, et.al. (2021) recommended in the research in which embedding YouTube videos into EFL classroom was proven effective to students' speaking skill improvement.

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