
Students' Use of YouTube to Practice Speaking Skills: A Case Study

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ABSTRACT

The objective of this research is that the researchers want to find out how students of the English Education Study Program at the University of Palangka Raya use YouTube as a learning medium to learn speaking practically and independently. This is because currently technology has developed rapidly. Many people take advantage of technology in educational life. Youtube is one of the media that has recently been widely used for various things, one of which is in the scope of education. This research is a descriptive qualitative research design that uses a survey as a case study. The subjects of this study are English Education students at University of Palangka Raya in academic year 2022/2023. There are six steps to conduct research using surveys. Those are planning and ensuring main questions, determining population, determining samples, contracting the research instrument, conducting the survey, and analyzing research data. The research data was analyzed qualitatively. The survey results stated that most respondents said that they used Youtube to practice speaking skills such as grammar, pronunciation, vocabulary, facial expressions, intonation, and fluency. This research can be concluded that the use of Youtube as a learning media in speaking class can help students to improve their speaking skills.

Keywords : students' use of youtube, youtube, speaking skills, qualitative research, survey, case study

1. INTRODUCTION

Second language learners learn the target language with several skills. Besides listening, reading, and writing, speaking is included. Basically, language is a tool for communication. Said Romaisa, (2021) said that speaking is the ability possessed by humans to send messages, ideas or one's thoughts freely anytime and anywhere. Communication is not only when people are able to understand what the other people are saying, but an

appropriate response is also needed. Someone uses language more often in speaking. Other people see someone's target language ability as from their speaking. Someone can think they are good at language if they are communicative people.

In learning a second language, technology-based learning media is usually quite reliable currently. The rapid development of technology requires anyone to follow it. Millennials are certainly no strangers to technology. They are even able to use it for many things to help their work, one of which is as a medium that can be used for learning a second language. There are lots of applications for learning languages, one of them is YouTube. Besides being easy to use, YouTube also provides lots of videos where users only need to write keywords on the search board to find videos, they want to watch. Saed et al., (2021) stated that the people of Jordan can accept and follow technological advances supported by the internet quite well. Audiovisuals like YouTube dominate as learning media for Jordanian students. Most students can make the best use of technology to meet their needs such as studying. However, the gap that occurs is where some instructors are still left behind in the digitalization era. They have not been trained in properly utilizing technology to create modern and sophisticated learning.

Meinawati et al., (2020) argued that second language learners usually face several problems when they want to express themselves in speaking the second language. Some of them are lack of vocabulary, lack of understanding of grammar, and inaccurate pronunciation. Another view comes from Nur Syafiq et al., (2021), in 1998, they argued that many second language learners have sufficient vocabulary, but they still find it difficult to express their ideas. In sum, aspects of speaking such as vocabulary, grammar, and pronunciation are very important so that we can speak, but people with these aspects sometimes still get into trouble because they don't know how to say what they want to say. Speaking is an oral language. Therefore, students need to learn practically.

The purpose of this research is that the researchers want to find out how students of the English Education Study Program at the University of Palangka Raya use YouTube as a learning medium to learn speaking practically and independently.

1.1. Speaking Skills

Speaking is one of the essential aspects of human life that supports interpersonal communication. Through speaking, people communicate and express ideas orally with others, and can convey their thoughts and feelings and provides the information and any stories. Speaking as known as productive skill, it is an important skill which must be mastered to communicate in a language. It is a priority for many second language or foreign language learners (Richards, 2008).

People can develop their speaking skills through experience and practice, and it is consistently acquired through experience and continuous training (Romiszowski, 1981). According to (Penny, 2006 in Truong & Le, 2022), the six aspects of speaking ability which are having to be develop and enhance as means as a goal of effective communicative such as vocabulary, fluency, pronunciation, grammar, facial expressions, and intonation.

1.2. YouTube

YouTube platform can provide many kinds of videos and other content, which the content contains short original videos, video blogging, and educational videos (Jalaluddin, 2016). Currently YouTube is very widely used in various ways. Not only for entertainment, but also can be used as an effective and fun learning medium. According to (Saraswati et al., 2021), some of the advantages that users can get are that they can access it without being limited by place and time and can be a learning medium that shows visuals and sounds.

YouTube is very popular among internet users around the world. YouTube can be used by various groups from young people, children to adults. People who use YouTube or better known as YouTubers can upload videos, search for videos, view videos, discuss various things through videos or those who like songs can view and share video clips of songs without having to pay. Every day there are many people from various countries who use YouTube. It can be said with certainty and certainty that YouTube is indeed very popular and has the potential to be used as a medium during the learning process.

The use of YouTube in educational life has been carried out by many researchers. Silviyanti conducted research in 2019 about analysis of the differences in results that affect the ability to use YouTube for speaking class. The results show that the use of YouTube videos in speaking classes can improve the speaking skills of Manokwari Stikip students. Similarly, (Meinawati et al., 2020) investigated the improvement of effective English speaking skills using YouTube at SMA IT Rahmadiyah, for class X. The research focuses on the implementation of YouTube for teaching speaking using descriptive qualitative method.

However, these studies still have gaps from current research. Previous studies have only focused on implementing YouTube in speaking classes and then assessing their progress. Meanwhile, the current research wants to find out how students use YouTube as a learning medium to learn speaking skills practically and independently. That's because researchers realize that YouTube can be used easily without being limited by place and time. So, students can access it freely.

1.3. Practice Speaking Skills Through YouTube Video

YouTube contributes as a practical learning media. The presence of YouTube as a learning medium creates a positive side for student motivation. This is considered beneficial because students appear more confident and enthusiastic. YouTube plays an important role in improving students' pronunciation skills because they hear English spoken by native speakers and then use imitating techniques (Silviyanti, 2014). YouTube provides an opportunity for students to observe native speakers speaking naturally and then they can practice imitating correct pronunciation, facial expressions, intonation, and using the right vocabulary (Meinawati et al., 2020). Similarly, Riswandi (2016) stated that YouTube can be an alternative in learning speaking skills by observing, imitating, responding, and interacting.

In research conducted in 2019, Kurniawan revealed that YouTube could be a learning medium to train students' speaking skills by making their own videos and then uploading them to YouTube. By uploading videos, students can learn to speak practically. On YouTube, students will get feedback from other users which can be seen from the number of "likes" and comments. Comments from other users can encourage them to improve their speaking quality in other videos.

2. METHODS

This research is a descriptive qualitative research design that uses a survey as a case study. Suharsimi (2006) defined qualitative research as naturalistic research, where the collecting data of the research focuses on describing the situation. Qualitative descriptive is research that is concerned with established answer to the "why" and "how" the situation, phenomenon, or the other things mentioned and the result present as a research report (Suharsimi, 2006). A case study is an empirical investigation that studies a phenomenon that occurs in real life and will generate more variables than data points (Ebneyamini & Sadeghi Moghadam, 2018). The case study method aims to dig up information to the bottom of it

(Merriam, 2001 in Farrell & Yang, 2019). So, this research was conducted using the case study method to investigate more deeply regarding the students' use of YouTube to practice speaking skills independently.

There are six steps to conduct research using surveys (Ary et al., 2014 in Yulitriana et al., 2022). The first step is researchers plan and ensure the main questions that were determined are appropriate to the method used so that the research could produce the required data. Population determination is the second step that must be taken. The subjects of this study consisted of the population, namely all English Language Education students at University of Palangka Raya in academic year 2022/2023. But, before the researchers determine the sample, preliminary study was conducted to find out students who use YouTube for practice speaking by distributing Google Form to English students. It is because it is the characteristic of the students who can be the sample of the study. The reason why the researcher chose the sample. First, because most of them already know how to access videos on the YouTube application and 100% of students are internet users, this can help researchers explore their experiences using YouTube to improve their speaking skills, making them potential respondents for this research. Second, is from the characteristics of the place, namely the English Language Education students at University of Palangka Raya environment which is a place where a large population exposes a second language. Then the third is that students at English Language Education students at University of Palangka Raya is learning and the other have passed all basic speaking skills, and they need media that can increase their skills in the field of English, especially speaking subjects, and by obtaining data from students, researchers hope the results more reliable research. Fourth, they have studied in the English department, which makes them very motivated to improve their speaking skills in a way that is not boring for them to learn English.

Third, research sampling was carried out by researchers. In this study, researchers used purposive sampling to take samples. Purposive sampling is a procedure followed by researchers in ensuring that they provide criteria for which respondents can be selected and used as samples (Lenaini, 2021). According to (Arikunto, 2013) the notion of purposive sampling is a method that collects samples without originating from random, region or strata, but rather originating from the existence of views that focus on certain purpose. The characteristics used in determining the sample are by using a questionnaire, namely students who use YouTube for speaking. There are six samples of students who use YouTube in learning speaking.

Fourth, the researchers contracted the research instrument. This study uses questionnaires and interviews as research instruments. The instrument is divided into three dimensions. The instrument used in this study was adopted from (Kurniawan, 2019).

In the questionnaire, the researchers divided them into two dimensions or two information topics that the researchers wanted to find out. Both are closed-ended question type questionnaires. The first questionnaire (Table. 1) consists of 4 statements with responses YES or NO. These statements were given to the sample with the aim of finding information related to YouTube access by students. The second questionnaire (Table. 2) consists of 6 statements. It will be analyzed with a Likert scale. Respondents can choose Strongly Disagree, Disagree Neutral, Agree, Disagree, and Strongly Agree. The second questionnaire was given to respondents because it aims to find out the use of YouTube for Speaking for students.

Researchers use semi-structured interviews where questions may be added to adjust the situation if researchers feel that the information is needed in this research. Interviews will be conducted to find out about students' use of YouTube to practice speaking skills in depth and find new facts related to the matter being studied. Interviews can also be used to find information like the results of student responses to the questionnaire so that the data obtained is valid. The data obtained from the interviews will be analyzed qualitatively.

The fifth step is conducting a survey. Questionnaires were answered using Google Forms, while interviews were conducted by *chatting on WhatsApp* and face to face. The last step, which is the sixth step, is processing data. After conducting the survey, the researchers collected data and then analyzed it. The last steps will be taken by the researchers in analyzing research data. There are 3 steps of data analysis, namely data reduction, data display, and drawing conclusions (Miles and Huberman, 1994). Data reduction is the first step in data analysis. This is the process by which researchers filter data and simplify it. This is because not all data obtained from interviews is needed in this study. However, all data from the questionnaire will be analyzed. Next, the researchers will show the reduced data in the table form. This is so that researchers can draw conclusions more easily before the data is described. The last step is for the researchers to draw conclusions based on the data that has been obtained in the study.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Questionnaire

No.	Statement	YES	NO
1.	I have a YouTube account.	100%	0%
2.	I access YouTube everyday.	83%	17%
3.	I can access YouTube everywhere.	50%	50%
4.	I can access YouTube easily.	100%	0%
Total		333%	67%
Average		83%	17%

Table 1. Accessibility

The first to fourth statements are made to determine the accessibility of students in using YouTube. To the first question, 100% of students answered YES. From these results, the researchers can conclude that all students choose a YouTube account. For the second statement, 83% of students answered YES, while 17% answered NO. So, it can be concluded that most students use YouTube every day. In the third statement, YES answers get a percentage of 50% and NO gets a percentage of 50% as well. It can be said that half of the respondents can access YouTube at any time. Meanwhile, the rest can use YouTube with limited space due to possible constraints. In the fourth statement, students answered YES with a 100% percentage. So, all respondents consider YouTube easy to access.

No.	Statement	SD	D	N	A	SA
5.	YouTube can help me to learn English grammar.	0%	0%	17%	50%	33%
6.	YouTube can help me to enrich my vocabulary.	0%	0%	0%	33%	67%
7.	YouTube can help me to practice intonation while speaking.	0%	0%	0%	50%	50%

8.	YouTube can help me to practice facial expression while speaking.	0%	17%	0%	17%	67%
9.	YouTube can make me speaking fluently.	0%	0%	17%	50%	33%
10.	YouTube can help me to practice pronunciation.	0%	0%	0%	0%	100%
Total		0%	17%	34%	200%	350%
Average		0%	3%	7%	33%	58%

Table 2. Usefulness

The fifth to tenth statements in table 2 are related to student satisfaction in practicing speaking skills by learning the six aspects of speaking skills through YouTube. Aspects of speaking are grammar, vocabulary, intonation, facial expressions, fluency, and pronunciation.

The fifth statement is about student satisfaction in learning grammar in speaking skills through YouTube. As many as 33% of students as respondents strongly agreed with this statement. Then 50% of students also chose to agree. So, it can be concluded that most students feel that YouTube can help them learn grammar in speaking skills. As many as 17% of students chose neutral, so they thought YouTube could be used to learn grammar in speaking, but it was not very effective. Meanwhile, no one chose "disagree" and "strongly disagree".

The sixth statement is about students' opinions regarding the use of YouTube to help students enrich vocabulary. As many as 67% of students answered strongly agree and 33% of students chose to agree. So, it can be said that YouTube can help all students who are respondents in enriching vocabulary.

The seventh statement is about students' opinions regarding the use of YouTube in helping students practice speaking intonation. 50% of students strongly agree and 50% of students choose to agree. So, it can be said that all these students can practice intonation through YouTube videos.

The eighth statement is about students' opinions regarding the use of YouTube in helping students practice facial expressions when speaking. As many as 67% of students chose "strongly agree" and 17% of students chose to agree. From this percentage it can be concluded that most students think YouTube can be used to practice facial expressions when speaking. However, as many as 17% of students chose Disagree, so according to them, they could not use YouTube to practice facial expressions.

The ninth statement is about students' opinions regarding the use of YouTube in helping train students' fluency in speaking. Students who choose "strongly agree" are as many as 33% and 50% who answer agree. While the rest chose neutral. It can be concluded that most of the students think that they can practice fluency in speaking via YouTube. Whereas 17% of those who chose neutral means there is a possibility of practicing fluency through YouTube.

The tenth statement is about students' opinions regarding the use of YouTube in helping students practice pronunciation. All respondents chose "strongly agree" or as many as 100% of students thought that YouTube could help participants practice pronunciation.

3.1.2. Interview

Question 1. How do you use YouTube to learn speaking?

For this question, all stated that they learned speaking through YouTube by imitating video games, films, English video conversations, and songs on YouTube. As expressed by all the respondents that they used YouTube to learn speaking skills and experienced a lot of progress in speaking skills from various videos and songs on YouTube and then imitated and practiced it in real life. Some of respondents who uploaded imitation videos on YouTube to find out how fluent and other aspects of speaking skills are. This is because it makes it easier for them to remember what they have learned when they practice speaking. What a great achievement for them.

Question 2. What aspects of speaking can you practice when using YouTube? Why?

For this question, the answer varies among respondents. Most of respondents answered that there are many aspects of speaking skills that can be gotten from. The sixth aspects of speaking are experiencing a lot of progress. Watching videos on YouTube and then imitating them can make them think hard about the vocabulary to be used for the next video, follow the sentences properly, and improve their way of reading a vocabulary correctly or

pronunciation. Of course, it also forces them to read a lot independently. And some of the respondents who think that the grammar aspect in learning speaking using YouTube is not effective because conversations and what is studied specifically and in detail such as grammar is different, so it is not helpful.

Question 3. Can using YouTube to learn speaking independently increase your motivation and confidence? Give your reason!

In the third question, most of respondents interviewed mentioned that using YouTube to learn to speak independently increases their motivation and confidence. YouTube is packed with lots of interesting and rich visual content that will motivate them to learn speaking and considering that each student is not confident in practicing their speaking, using YouTube is a way to increase their level of confidence because the students do not have to practice face-to-face with other people. In other answers, two students stated that YouTube did not have a significant effect on increasing their learning motivation.

Question 4. Why do you use YouTube to practice your speaking skills?

There are some reasons for the students; as it is known, YouTube is an easy-to-use application to practice speaking, there were many various. Also practice through YouTube is like chatting with someone and helping the students without having to interact with people when practicing speaking.

Question 5. Do you think you can be a good speaker if you often practice your speaking skills using YouTube? Give your reason!

In the last question, most of the respondents stated that they can be good speakers because they often practice. But some others said that being a good speaker is not only achieved by using the YouTube application; there are many other platforms that are no less supportive. Apart from that, it is undeniable that YouTube also has limitations.

4. Discussion

In the research that has been done, the researchers have obtained research data after conducting a series of surveys. In the results of the study, all respondents admitted that

they had a YouTube account for them to use every day and easily. However, there were several respondents who stated that they could not access YouTube anywhere. One of the reasons is the limited internet quota, because YouTube can indeed be accessed by connecting it to the internet network. Some of the respondents also stated that they could access YouTube at will if they were in a place where there was Wi-Fi.

There are several aspects of speaking skill. Those are grammar, vocabulary, intonation, facial expressions, fluency, and pronunciation. Statements 5-10 are given with the aim of knowing the use of YouTube to practice speaking skills by paying attention to six important aspects of speaking. In the results of the questionnaire the researcher can see from the average proportion value where the answers Strongly agree have the highest average value (58%) followed by answers that agree (33%). So that researchers can know that all respondents feel that YouTube can be used as a medium to practice speaking skills independently quite effectively because most aspects of speaking can be overcome through YouTube according to most respondents.

The use of YouTube in learning English is carried out by some respondents by imitating conversations or texts contained in video games, films, English video conversations, and songs on YouTube. There were also several respondents who uploaded videos of their practice to YouTube to independently evaluate the results of their own speaking practice and find out what aspects their speaking skills lacked.

As we know that of the six aspects mentioned above are aspects that every learner must have in learning English speaking skills, and most of the respondents stated that when they learn speaking skills using YouTube, the aspects that increase are like vocabulary because when they see the English text on YouTube they automatically feel curious about the meaning of the word and then translate the word to find out its meaning so they can better understand the atmosphere or intonation when reading the word.

Then fluency, some respondents felt that when they practiced speaking skills through YouTube, they felt more confident and made them speak English more fluently. Facial expressions, when watching movies or videos on YouTube there are often actors who speak and express them with various kinds of expressions depending on the atmosphere. This makes respondents know what expressions to make when speaking something. Pronunciation, in the same way as Expressions, on YouTube which is the basis of videos and sound allows them to hear the words that are spoken and how to pronounce the sentences or words correctly. Last is grammar. There were a few respondents who said that this aspect

could be improved through learning using YouTube, because sometimes in a dialogue or song there is no correct grammar, only a few like documentaries or international news videos.

Being easy-to-use is another reason why the respondents use YouTube; the application provides many entertaining videos for students. Nowadays, students are more interested in exciting activities, and they're more likely to pay attention when they watch videos instead of reading the walls of text in books and notes. YouTube, which is a learning platform known for rich visual content, offers a variety of videos for learning to speak that include not only conversation but also contents such as role-playing and describing a picture. And these contents can help students who are unaccustomed to practicing with other people improve their confidence through learning independently.

When researchers asked each respondent whether learning to speak through YouTube could make them good speakers, some of them agreed and some of them didn't. according to the respondents, researchers can conclude that YouTube does not fully help students in learning languages, especially in the context of English. Because just like other learning applications too, YouTube also has limitations in its use. Because YouTube is only an intermediary tool, while speaking is a productive skill which inevitably must be practiced directly by interacting directly with other people.

5. CONCLUSIONS

Based on a series of surveys that have been conducted in this study, there are several things that can be concluded in the results of this study.

Most of the respondents stated that YouTube is an application that they have and can use quite easily. On YouTube, users can not only hear but also see visuals because YouTube is an application that contains millions of interesting videos that respondents can use as a medium to practice speaking independently. Someone can be a good speaker if they are able to apply the six aspects of speaking well. According to the respondents, most of these aspects can be learned using YouTube. Starting from watching, listening and observing carefully, then imitating can be done to practice speaking using YouTube. In addition, only a few of the respondents stated that they also made videos which were uploaded on YouTube as a way for them to practice speaking using YouTube.

YouTube can be a medium that enables respondents to become good speakers if they are trained continuously and in the right way. That's because YouTube has many advantages according to what is needed for people who want to practice speaking

independently such as having millions of varied videos, presented in an attractive way, easy to find native speakers to become role models, easy to access, can be used anywhere and anytime, and so on. Besides that, the respondents often felt insecure about practicing public speaking, so they chose YouTube to help them practice independently without any embarrassment, doubt, and fear of making mistakes.

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