

STUDENTS' PERCEPTIONS ON USING YOUTUBE AS MEDIUM IN LEARNING SPEAKING SKILLS AT ENGLISH DEPARTEMENT UIN MATARAM

Rita Sonia¹

¹Student, Faculty of Education and Teacher Training, State Islamic University of Mataram, Indonesia

Corresponding Author Email: soniarita@gmail.com

ABSTRACTS	ARTICLE INFO
<p>This research is about students' perceptions on using YouTube in learning speaking skills independently at English department of UIN Mataram. The aims of the research are (1) To find out the perceptions of English major students who learning speaking via YouTube, (2) To find out the type of content used in learns speaking via YouTube. This type of research is quantitative and qualitative research. The subjects of this research were the first and seventh semesters of the English Language Education Study Program at UIN Mataram. The data collection techniques are questionnaires and interviews. Data collection takes the form of data reduction, data presentation, and drawing conclusions/verification and triangulation methods to ensure data trustworthiness. The results of research on students' perceptions of using YouTube to learn to speak in independent learning in the English Education Study Program are that students learn English from YouTube through music, films, Dialogue videos, and speech. And the results show that most of them use music to learn to speak because the songs are easy to memorize, especially songs that are trending among them, they can easily remember the vocabulary in the song's lyrics. Students responded positively about using YouTube as a learning medium. However, they also found difficulties when learning to speak from YouTube. They don't know what they're doing if they make a mistake because they learn independently.</p>	<p>Article History: <i>Received: October 15th 2024</i> <i>Revised: October 22nd 2024</i> <i>Published: October 2024</i></p> <p>Keywords: <i>Perception, Speaking, YouTube</i></p>

INTRODUCTION

Learning English as a foreign language for students is a challenge in itself compared to learning a second language. Studying English as a foreign language does not enable students to be fully encouraged to use English communication other than in the classroom. This problem is an obstacle in improving students' English language skills, especially in English speaking skills. This occurs because there is no input for this problem. According to Ellis (2005), acquiring a language may occur when a person learning a language is given linguistic input to be explained in detail as a target language.

Specifically, Speaking is one of the main skills in teaching English. It doesn't mean that speaking is the most important skill of all because all skills must be related to each other in the use of language. Ur (1996) argues that if someone masters a language then he can speak that language intuitively. Speaking is a medium through which students can

communicate with others to achieve certain goals or express their opinions, intentions, desires and opinions, also people who know the language are called speakers from this language. Furthermore, in almost all settings, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communications.

The 21st century is the era of globalization and it is important to understand various foreign languages English in this case comes first. English language teaching has been going on for many years and its significance continues to grow and is driven in part by the influence of the Internet.

A rapid revolution is happening in Indonesia for example, learning English does not always have to be done in school or in courses. English is easy to find in daily life, English is common in social media, you can learning some emerging vocabulary, and YouTube already has online tutors who teach as an English speaking learning program.

YouTube application is a platform that provides various kinds of learning materials for students to learning English language, especially English speaking skills. Apart from that, YouTube video applications are increasingly popular in the world of education today. As more and more people become technologically savvy, their education and learning methods are different from previous generations. This leads to an integrated approach and a change in the learning paradigm. This is characterized by the adoption of a new method for teaching students to speak English through the YouTube application, which provides a large number of videos that students can use as learning resources. Students can learn in speaking English through short videos, movies, and English courses. Riswandi (2016) found that the YouTube application could help students in speaking English especially in improving students' vocabulary, grammar, pronunciation, and fluency in English through videos provided on the YouTube application. Therefore, it can be assumed that the YouTube application can also be an effective learning medium for improving students' language skills, which can be used by lecturers, especially in improving students' speaking skills.

English has become a valuable asset for people in education, and technology in Indonesia. Researchers discovered some interesting facts after collecting data from students. It turns out that most students utilize YouTube videos as their medium to watch movies, video reviews, podcasts, and so on. Discovered in their research that every student has a YouTube account, and they use it every day for a variety of things and purposes, such as watching current events, listening to music, watching movies, and many more. The following fact is that some students use videos to obtain information and student materials in order to complete courses and improve their English language skills. The difficulty of finding a teacher or partner to learning English effectively and accurately, particularly in terms of students' speaking skills, is the problem they confront in the process of learning English. Because English is not widely spoken or utilized in Indonesia, there are limited possibilities for children to acquire it directly and consistently. As a result, it was discovered during the research process that students were looking for other ways to learning speak English directly, easily and for free by using Youtube videos as a learning medium.

The development of a very significant era of learning in speaking classes, to make students interested in learning speaking courses, a teacher or lecturer must be more creative

to provide interesting learning and teaching activities for students. Activities that are implemented by a teacher or lecturer for learning must be able to motivate students to the level of all students from students who have introverted or extroverted characteristics, and for students who have low motivation to high motivation in English speaking skills. In addition, these activities must keep up with the current era, as the current usage is widespread, teachers can use technology to get a lot of attention from students. Class situations can be different if a teacher or lecturer successfully utilizes technology in their class. The use of teaching in learning activities gets positive perceptions from students as stated in the findings of research conducted by (Shadiev, Hwang & Liu 2018).

In the current era of globalization most students use social media networks for communication and spend their free time instead of using them to improve their oral communication skills. Therefore, using social media networks in particular, Skype, free conversation calls and YouTube applications can improve students' English speaking skills. In addition, learning social media networks can facilitate oral communication skills, reduce anxiety and encourage oral discussion. Researchers also state that social networks make communication faster and more convenient. In addition, learning to teach through social networks learning to speak English can be one of the most interesting and effective medium for learning and teaching English as a foreign language.

Social media networks make communication faster and more convenient. In addition, learning to teach through the Social Network learning in speaking English can be one of the most interesting and effective medium for learning and teaching English speaking skills as a foreign language for students. Kelsen (2009) said that in university English courses, the additional material used from the YouTube application turned out to be interesting, relevant and useful. Based on Aron and Singleton (2012), the YouTube application can be used as a learning medium too to find videos that engage students while promoting their English mastery. Linguistically, the YouTube application can be implemented as a learning medium for various purposes.

The reason the researcher conducted this research was because based on the results of observations made by the researcher, it was found that English students at UIN Mataram used YouTube to learn speaking independently outside of class, therefore the author was interested in conducting this research.

This study shows students at the UIN Mataram English Education Study Program in using YouTube application as a medium for learning English independently. As a foreign language for independent study, to improve language skills and language components, time constraints and classroom practice can cause students to lack confidence in using or practicing English speaking skills. The lack of time to study and practice English in the classroom means that students need more experience in learning the language and look for other platforms to do so.

The purpose of this research is to find out students' perceptions of the use on YouTube videos as an application in learning English as a foreign language for their independent learning and to find out what the content the students use in learning speaking skills. In particular, it seeks to see students' perceptions on using YouTube as medium in learning materials for students who study English outside the classroom using a survey

method. These findings will also investigate students' perceptions the use on YouTube as a medium in learning speaking skills at UIN Mataram in the English Language Education Study Program.

RESEARCH METHOD

The approach of this research is mixed method approach. Creswell argues that mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of the data, and using distinct design that may involve philosophical assumption and theoretical frameworks.

In this research, the researcher applied the sequential explanatory research design. This design combines quantitative and qualitative research methods sequentially, where in the English education majoring the research is carried out with quantitative methods to collect measurable quantitative data that could be descriptive, comparative and associative, in the second stage the research use qualitative data that has been obtained in English education at UIN Mataram. The population of this study was 44 English students at UIN Mataram and the sample of this research was 44 English students.

RESEARCH FINDING AND DISCUSSION

In this section to investigate what the content students use in learning speaking skills independently outside of the classroom. Questionnaires and interview results reveal varying student perspectives when choosing content on YouTube.

YouTube is the largest and most popular online video site in the world, especially the Internet. Currently, YouTube users are spread all over the world of all ages, from children to adults. Users can upload videos, search, watch videos, discuss videos and share video clips for free in learning English using these medium. The aim of using YouTube as a medium for learning English is to create fun and interactive learning, It is clear that YouTube has a positive impact on the learning process.

This was in line with previous research, it conducted by Balbay and Seher, which is proved that most students benefited greatly from videos on YouTube channel playlists. Research finds that YouTube as medium can improve aspects of their speaking, students' perceptions in the use on YouTube medium such as pronunciation, grammar, vocabulary and self-confidence, and another research from (Creswell, 2012), the results show that the majority of students benefited greatly from the videos in this specially designed playlist of additional materials. The benefit of a YouTube channel of special materials that can be accessed online is that it helps students become independent.

Based on an interview conducted by researchers with one of the students, the researchers found that there were several ways they could learning English speaking skills, including learning through movies, dailogue video, speech, and through music. From the results above, 20 students chose music, 16 students chose movies, 6 students chose dialogue video, 3 students chose speech. Many of them use music to learning speaking because the music are easy to memorize, especially when the music are trending among brands, they can easily remember the vocabulary in the song's lyrics. This statement is supported by

McKinnon (2011), who states that the scenes, movements, feelings, and gestures presented in YouTube video segments offer significant visual encouragement for language learning.

Apart from that, there are also those who learn English through movies. When they watch a movie, they activate the subtitle feature so they can collect the vocabulary contained in the movie and its meaning. This statement is also supported by Tan and Pearce (2012) who explain that the use of YouTube videos helps students and is seen as an effective way to support their learning. It can be concluded that learning speaking skills using YouTube can help students to learn independently outside the classroom.

YouTube as medium allows students to improve their speaking skills. Students can understand more quickly and broaden their knowledge of learning English from various sources by watching videos on YouTube. Because the YouTube application is easy to use and the students' can replay the video until they understand. This is in line with the results of previous research conducted by Jessy Gracella¹ and Dedi Rahman Nur, namely that students can more quickly understand and broaden their knowledge of learning English from various sources by watching videos on YouTube.

Next, the results of questionnaires and interviews are displayed on what content students use to learning English speaking skills from YouTube. Almost all respondents answered that music content was because it was more fun and could be practiced repeatedly while singing.

In essence, a song means a group of words that are sung and accompanied using certain musical instruments. Music are an important part of learning English, learning English is nothing more than learning various types of meaningful sounds. Music can also make class more interesting and lively. When the students' like the music taught by the teacher, they will happily and enthusiastically do them, and that's when, indirectly they were learning something, this was in line with previous research conducted by Garryn and Ranutu.

From the quote above, it can be concluded that choosing appropriate English music content can create a fun atmosphere for independent learning outside the classroom. More than that, the words used in music tend to be easy to memorize, making it easier for students to add new vocabulary.

From previous research conducted by Nabila Jihan entitled "Students' Perceptions of Using YouTube Videos to Improve Their Autonomous Learning, Universitas Kebangsaan Malaysia (UKM), Bangi Campus" This research only focuses on students' perceptions of using YouTube as a medium for learning English. This research does not explain what YouTube content students watch in learning English, but in my research there is an explanation of what YouTube content students use in learning English speaking skills.

The students' perception in using YouTube as medium in learning English speaking skills for their autonomous learning.

From the interview results, researchers found that YouTube is considered an interesting medium for learning English because it is supported by a large selection of content that can be used to learning English speaking and can be studied with native speakers. This statement is supported by Gunada, (2018) who said that YouTube offers the opportunity to communicate with native and non-native speakers of English, as well as learning various dialects and variations of English used throughout the world. When watching videos, through

YouTube students can choose the type of content they want to learn speaking because YouTube provides various types of content that they can choose from.

The subtitle feature supports students to better understand the material presented in YouTube videos. From these features, students feel that they can improve their speaking skills, pronunciation and increase vocabulary. This study also reports the strength of YouTube because of its re-watchability, flexibility and ease of access. This statement is supported by the results of Rahayu (2020) who found that students preferred multimedia activities such as YouTube videos because YouTube is a medium source that can be accessed easily. YouTube is available wherever and whenever students can watch videos again and access them easily anywhere and anytime.

CONCLUSION

It can be concluded that students consider that there are several ways they can learning English speaking skills, including learning through Music, Movies, Speech and through video dialogue. And the results show that most of them use music in learning speaking skills for various reasons, one of which is that it is easy to memorize the vocabulary in the music lyrics. It has a positive response about using YouTube as learning media.

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