

THE USE OF YOUTUBE IN IMPROVING THE SPEAKING SKILLS OF EFL HIGHER EDUCATION STUDENTS

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Abstract

Mastering speaking skills is hard since English is a foreign language in Indonesia. Plenty of problems are faced by both teachers and students. In response to the difficulty in mastering speaking skills, teachers are required to create fun and easy methods in improving students' speaking abilities. Many studies have been conducted to solve this problem, one of them being by using YouTube as a technology development. This study aims to investigate how far the use of YouTube can improve speaking ability among EFL higher education students and to find the most affected components in their speaking skills. The result showed that the use of the YouTube platform gave a positive impact on improving the EFL students' skills in speaking.

Keywords – Speaking skill, EFL, YouTube

Introduction

Mastering speaking skills is hard since English is a foreign language in Indonesia. Lack of a speaking partner always is always a reason behind it. This is a valid excuse because there are only a few places and situations where English is used, such as in the classroom or on international forums.

Plenty of problems are faced by students in mastering speaking skills. The problems are not only coming from the students but also from the teachers as well. Based on research done in classroom activities, Riswandi, D. (2016) found that students' speaking abilities are still subpar, unsatisfactory, and far below expectations. Some conditions were impacted as a result of the student's lack of focus in class. Generally, the students had low motivation and interest in learning. They were so nervous, and not confident in answering and responding to the teachers' questions. They also felt so shy in delivering their presentation. Next, the students could not use good grammatical and appropriate vocabulary in delivering their ideas fluently. They frequently speak in their mother tongue or

second language and hardly ever use words from the English language. They feel hesitant to pronounce English words, and even most of them mispronounce the words. In addition, there was no supporting situation created for the speaking activity. The teacher's repetitive teaching methods bore the students and cause them to lose interest in the material, which has an impact on the student's aptitudes. Additionally, teachers hardly ever produce instructional materials that encourage student speaking. The students consequently resisted speaking and lacked motivation. Any educational level, including higher education, is affected by these issues.

In response to the difficulty in mastering speaking skills, teachers are required to create fun and easy methods in improving students' speaking abilities. They have a responsibility to create a positive learning environment where their students can be encouraged and motivated to study and feel at ease, interested in, and motivated to learn English. Because YouTube offers millions of accessed videos that can be very helpful for the teaching and learning process, using it for educational purposes

can be a tactic to help students' speaking abilities. Numerous research has shown that an intrinsic instructional affordance was offered by videos for TLP. Adhikari, Sharma, Arjyal, and Uprety (2016) claimed that since many people use YouTube as a source of information when reputable organizations and governments broadcast top-notch videos, they may provide value by giving comprehensive and trustworthy information. Internet video content, according to Bonk (2008), may improve students' understanding of subject matter and foster a general love of learning.

Theoretical Review

Speaking Skill in an EFL Context

Speaking is defined as a collaborative process of meaning-making that involves the generation, receiving, and processing of information. Most pupils study English as a Foreign Language or Second Language to enhance their skills in speaking English. The improvement of spoken English has always been used for the assessment and sign of students' milestones in learning a language. According to Adam (2020) and Sari (2019), Speaking makes it possible to communicate with people more effectively and efficiently through verbal means.

The process of human communication is challenging, claim Nasiri, A., and Pourhossein Gilakjani (2016). People need to communicate in order to express themselves and exchange information. When communicating with their audience, speakers utilize language to make them aware of a problem. Speakers use language to advance their own objectives. Hence, speakers must both speak and listen at the same time in order to effectively communicate. Students may develop their vocabulary and grammar by speaking, which will be very beneficial for their other English skills. They can

also express themselves and their thoughts clearly, as well as their feelings.

To comprehend speaking skills, students need to comprehend all components it has. Fluency is the primary aspect of speaking performance, and teachers place a lot of emphasis on it while developing speaking talent. Hughes (2002) defined fluency as a student's capacity to talk coherently in order to avert a breakdown in communication driven on by potential listener boredom. According to Hedge (2000), fluency is the capacity to respond coherently by joining words and phrases, clearly articulating sounds, and applying emphasis and intonation. Fluency in the language being learned by the students is required. The second aspect of speaking performance is accuracy. Because of this, teachers should emphasize correctness in their lessons. When speaking, students should pay attention to precision and the completeness of language form while also concentrating on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013). According to Thornbury (2005), learners require difficult, drawn-out, and well-structured phrases in order to correctly apply grammatical structures. To build vocabulary accuracy, one must choose pertinent words for appropriate contexts. In different contexts, learners may use similar expressions or idioms that are not equivalent in meaning. Therefore, it is important for students to be able to use language appropriately. He claimed that learners typically pay the least attention to pronunciation, which is the lowest level of knowledge. Learners must be familiar with phonological norms, as well as the different sounds and how they are pronounced, in order to speak English properly. Pitch, intonation, and stress should also be understood by students. These factors all assist students in speaking English clearly and successfully.

There are some factors seen affecting speaking skill. Dincer (2013) conducted research on teachers' opinions of speaking abilities in accordance with motivational orientations. The results of their study showed that, despite their conviction that speaking practice was essential to speaking ability, teachers had different views about it. The findings also showed that the teachers' motivations for speaking English varied, despite the fact that they were inexperienced in oral communication. The worth of speaking fluency in the English language is viewed differently by learners, according to the researchers, and this distinction is correlated with the evaluations and motivational orientations of the students speaking skills as capable or incapable. The results revealed that students' evaluations of their own speaking talents were unfavorable, and they considered themselves to be bad English speakers. Few of them claimed to be in an ideal situation to take part in speaking duties. Tanveer (2007) looked at the elements that affect speaking capacity learning anxiety in learners and how it affects communication in the target language. The findings showed that learning and performance capacities are hampered by learners' feelings of stress and anxiety. The study found that the learners' speaking performance suffers as a result of their increased anxiety.

When assisting kids with speaking in the classroom, teachers can encounter more speaking difficulties. These involve employing one's native language, being bashful, lacking topical competence, being unengaged, and lacking engagement (Tuan & Mai, 2015). The first issue that pupils face in class is inhibition. On occasion, when the students want to talk in class, they feel speech inhibition. They fear judgment and worry about making mistakes. They are ashamed of how intently the other students are watching them. Littlewood

(2007) stated that pupils' inhibitions and apprehension may also be raised in a language school. The second issue is that students commonly bemoan their memory loss and lack of motivation to speak. Rivers (1968) argues that students usually are unable to participate because their professors pick a subject that is either improper for them or about which they do not have sufficient understanding, and this is backed by research. According to Baker and Westrup (2003), who also supports the aforementioned notion, students find it particularly challenging to react when their teachers ask them to describe something in a foreign language. This is a consequence of the fact that they receive no instruction on what to say, appropriate vocabulary, or appropriate grammatical usage. The speaking class's low level of participation is its third problem. In an extensive class, each student will have very limited opportunity to speak because only one student is able to speak at a time, which makes it difficult for the other students to hear. While some pupils speak often or not at all, others do so infrequently or never. Last but not least, some students wish to talk in their native tongue in speaking classes since it comes so naturally to them (Tuan & Mai, 2015). There are a few reasons why pupils employ their mother tongue during speaking exercises, according to Harmer (1991). The students are going to employ their language when their teachers ask them to talk about a subject they are unfamiliar with, which is the first justification. The students speak their mother tongues naturally, which is the second factor. Students will rapidly utilize their native tongue to explain anything to their classmates if teachers do not encourage them to speak in English.

In addition, Leong (2017) noted that low self-esteem, increased anxiety, and a lack of drive might all have an impact on student's speaking abilities. The students' poor self-confidence was a result of these

circumstances. Additionally, many experienced discomforts in their speaking classes.

In the EFL context, the students have specific problems with speaking skills. Kara (2011) mentioned three difficulties that must be handled at personal, educational, and social levels. When students have personal issues, anxiety is the first thing to be noticed. Because most learners are not doing this process alone and spend most of their time in a classroom, anxiety can be the most difficult aspect of learning an L2. Anxiety is tied substantially to the motivation that results in linguistic proficiency and understanding. At the education level, it relates to the teachers' ability. The teacher's level of proficiency and the way they create a good learning environment is considered. The last is the social factor which is the place the students grow and are shaped. According to the results of his study, personal factors do not have as much of an impact on students' English proficiency as educational and social factors do.

To conclude, a bunch of factors that bring the students get difficulty in speaking skills may come from internal and external factors. Self-confidence and motivation play a big role, yet an educational situation created by the teachers also give a big effect on the students' comfort in speaking.

Steps in Enhancing Speaking

There are some ways in improving speaking skills. According to Bashir (2012), students who produce communicative output mostly wish to complete a project, such as gathering data, planning a trip, or making a movie. They can utilize the language that the teacher just taught, but they may also draw on any additional vocabulary, grammatical rules, and communication

techniques that they are acquainted to in order to finish the project. If the learner successfully conveys their ideas through communicative output activities, this meets the success criteria. Accuracy is not a factor until the message is jeopardized by its absence. Verbal interactions occur because the participants' expertise in common communication is lacking. There is a significant real understanding gap in activities involving communication output. Students must close the information gap to finish the assignment. In such positions, language is a tool, not an end in itself. The teacher utilizes a variety of tasks from these varied input and output domains alongside a balanced activities approach. This variation is beneficial for learners of all proficiency levels, including beginners, as it is more stimulating and likely to result in successful language acquisition. Many students incorrectly believe that speaking is the end goal of language learning, despite the fact speaking is an important component of language learning. Effective teachers give their students speaking strategies that help them become more fluent and self-assured speakers. These strategies consist of giving limited responses, identifying scripts, and discussing language. These teachers assist pupils in speaking so that they can use speaking and minimal responses to learn. Language learners who doubt their ability to adequately participate in oral contact typically keep silent while others speak. Creating a repertoire of brief responses that these students can use in various conversations is one way to get them to start contributing. These remarks might be quite beneficial for beginners. To communicate understanding, agreement, uncertainty, and other emotions in reaction to another speaker, conversation participants use brief, predictable, and frequently idiomatic answers. A student is able to concentrate on what the other person is saying instead of having to

simultaneously plan a response by having a stock of such responses.

Recognizing Scripts is the second. There are times when conversations are part of a scripted communication context. In general, social, and cultural standards dictate certain patterns or scripts for greetings, apologies, praises, invitations, and other activities. The same is true for actions like getting information and making purchases, which include transactional transactions. It is frequently possible to anticipate how a speaker's time will relate to what comes after it in these scripts. Instructors can aid students in developing their speaking abilities by giving them the scripts for various scenarios, which will help them prepare for what they will hear and how to reply. Through interactive exercises, teachers can show their pupils how to manipulate and alter the words used in different scripts.

The following stage is to discuss language. When they cannot comprehend another speaker or when they think that their discussion partner has not understood them, language learners are frequently too embarrassed or timid to talk. By assuring students that misunderstandings and the need for clarification can occur in all types of interactions, regardless of the participant's level of language proficiency, instructors can help students overcome this hesitation. Additionally, teachers may give pupils vocabulary and expressions for explanation and comprehension exercises. By encouraging students to use clarifying language when there is a misunderstanding in class and rewarding them when they do, teachers can create an authentic practice environment in the classroom. Students will gain self-assurance in their abilities to handle the many communication situations they may run into outside of the

classroom as they become proficient in a variety of clarifying approaches.

YouTube as an Educational Tool

A web-based platform with open access called YouTube makes it simple for users to view, upload, and share video clips. It enables users to distribute those video clips throughout the internet via email, blogs, mobile devices, and other websites. Due to its convenience, teachers are using it as a teaching tool to aid students in developing their grasp of what they are learning. YouTube is one of the new e-resources that can be used in modern tertiary education pedagogy (Jackman, 2019). The most popular website for uploading videos, YouTube, is also acknowledged as a vital modern e-resource with numerous advantages in academic settings.

YouTube videos can be a good content source to enhance case teaching materials already utilized in health management and policy, according to Green et al. (2018). The relevance and use of YouTube in teaching and learning were noted by Dreon and Dietrich (2009), who also cited instructors' favorable reactions to the website as justification for employing video streaming in the classroom. One of YouTube's distinguishing characteristics is its capacity to differentiate between users and content producers (de Berail, et.al 2019). Since some submit the video for sharing while others watch it for educational objectives, students who use YouTube tutorials may be categorized as content users and creators. Social media was discovered to efficiently encourage social education and can replace traditional training methods (Buzzetto-More, 2012; Buzzetto-More, 2014). The traditional lecture-centered classroom's teaching style is being tested by active learning hybrid tools like YouTube (Hund & Getrich, 2015). According to Topps,

Helmer, and Ellaway (2013), YouTube videos are advantageous for instructional purposes because they are generally thought to be simple to share with academics from other disciplines and schools. Students from less affluent social backgrounds who had never used ICT devices like tablet PCs scored worse in class than those who had, according to the study by Ferrer et al.'s (2011). As a result, modern communications' importance and relevance in the classroom are further reinforced.

Challenges in The Use of YouTube in Education

YouTube is known for its convenience in finding any kind of video. Although it can help to be used as an educational tool, there are also some challenges that must be considered. Burke (2009) found three challenges that should be faced in the utilization of YouTube. First, unlimited videos mean unlimited searching time. If the teachers or students do not have specific keywords in searching for any kind of video, they will waste much time in searching the video because YouTube will show thousands of videos. Second, the credibility and accuracy of the source are not all valid. As we know that anyone can make a video to be posted on YouTube without seeing their professionalism in each field. Here is the function of teachers as an instructor to lead the students. Last, videos on YouTube are various and free. Sometimes bad content is provided as well. The wisdom in picking the video is also needed. These weaknesses of YouTube videos can be a consideration for the teachers in giving a task to the students.

The Use of YouTube in Improving Speaking Skills

Since its initial debut in 2005, YouTube has become one of the most widely used social media platforms worldwide. It is a

famous platform used for sharing and watching tons of videos (Alexa, 2011). With more than a billion users, It contains the most online video content of any size (Camm, et.al, 2018). Many researchers and teachers are interested in the use of YouTube as a tool for educational purposes which is followed by a positive perception from the students (Maziriri, E. T., et.al, 2020). The application of YouTube in the classroom will be easy because most college students have used YouTube websites in their personal lives.

YouTube can be utilized as a tool to help pupils with their speaking abilities. The use of YouTube in education provides a bunch of benefits. These benefits include capturing students' interest, focusing students' attention, observing challenging events, generating interest in the subject, improving content attitudes, building rapport with students, fostering creativity, boosting collaboration, inspiring students, making learning enjoyable, lowering anxiety about frightening topics, and improving students' understanding. Several previous studies conducted showed that YouTube can positively help students in improving their speaking skills. A study conducted by Riswandi, D. (2016) using classroom action research. In addition to demonstrating the teaching and learning process while using YouTube in the classroom, he sought to determine the extent to which YouTube can enhance students' verbal communication skills. The results demonstrated that including YouTube into lessons can boost students' passion for and interest in learning English. The pupils' speaking abilities then improved in terms of fluency, vocabulary, pronunciation, grammar, and content.

Another study was conducted by Wahyuni, A. et.al (2021) on 40 students of an English department at the Technocrat University of Indonesia. They examined the advantages of YouTube

videos in improving students' speaking. The outcome demonstrated that YouTube can assist pupils in honing their public speaking abilities. Since they can mimic the original speaking style in the video, students can benefit from watching some videos, such as news and debates, to improve their pronunciation and intonation. Yet the teachers were suggested to be able in providing the type of videos should watch since the students found it difficult in deciding it.

Additionally, students believe that YouTube can make the lesson simpler because it features music and digital effects that make it more realistic and understandable, according to Almurashi, W. A. (2016). It also can improve students' interest and understanding by watching some video lessons on YouTube. The videos provided in this platform can more fully and realistically deliver the lesson than conventional teaching techniques.

Methodology

In this study, the researcher reviewed some studies related to the use of YouTube in English as a Foreign Language in speaking classes.

Finding

Some studies have been conducted by in finding the use of YouTube in speaking classes for EFL higher education students. The result showed that they were positively related. Not only students but also teachers could use it to support the teaching and learning process in speaking classes.

Conclusions

Speaking is quite a hard skill to comprehend for EFL students. Many problems were identified as the reasons coming from both students and teachers. Several studies found a lack of motivation, lack of vocabulary comprehension, boring classes, and many

more as the reasons why students have low speaking skills. Therefore, teachers need to do a harder effort in giving creative yet easy strategies in teaching speaking. Receiving a great deal of attention from researchers and teachers, YouTube is considered to play a leading role in the students' improvement in speaking skills. Researchers have continually found that YouTube is useful for expanding students' knowledge and enhancing their communication abilities. This platform provides thousand of learning sources with creative content that can improve the student's motivation and interest which ends with the improvement of students' speaking.

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