THE ANALYSYS OF LEARNING ENGLISH ON YOUTUBE TO IMPROVE SPEAKING SKILL

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Abstract

The goal of this study is to determine whether there is the sudents' perception about YouTube application to improve their speaking skill in the second semester academic year 2021-2022 of English Education Study Program at Faculty of Language and Literature State University of Makassar. Mixed quantitative and qualitative research methodologies were used. In order to fulfill the study's objectives, the information gathered through an interview and a Likert questionnaire. The sample of the questionnaire is 30 students and Interviews of 10 students. The results of data analysis show that (1) positive student perceptions of use of YouTube application in learning speaking skill with the classification, 12 (40%) students classified Strongly positive, (2) According to student explanations provided in interviews about their perspectives of using YouTube, it is a useful and entertaining online learning tool with good characteristics that greatly promote acquiring speaking skills in this age of pandemics. YouTube allows pupils to improve speaking skills despite the pandemic because it still allows for learning many speaking skill with lot of video content education and many native speakers.

Keywords— Students Perception, YouTube, Speaking Skill

INTRODUCTION

Most crucial tool is language for engaging with everyone in the world, which is why so many languages have been invented to make communication simpler. Language is also the primary mode of communication for humans, as it allows them to communicate their thoughts, feelings, and ideas to their interlocutor in a creative and rapid manner. Every human being need language because it is a tool that allows him or her to communicate vocally or in writing using verbs or words that other people can understand.

The existence of covid in 2019, has a lot of impact throughout every sphere of existence, including that of education because of this pandemic, The teaching and learning process takes place in each student's home, where lecturers and students carry out teaching and learning activities through the online system. This was followed by the Minister of Culture and Education (Makarim, 2020) of the Indonesian Republic through Circular Letter no.4 of 2020 which contains that the process of teaching and learning is used online or commonly known by learning from home using the online system to stop the spread of the corona virus (Laili & Nashir, 2020).

Regarding online application, one of the tools that we can use to improve our speaking ability is YouTube. YouTube videos are one of the many types of media that can be used as a source of learning and teaching in the classroom. According to Dale (1969), learning resources are anything that can be used for purposes that can aid during the teaching and learning process.

Acquiring English with YouTube videos is one of the many more cutting-edge and efficient ways to boost one's English-speaking abilities. This method is in line with technological advancements. Teachers might give their pupils YouTube links to help them study and comprehend the curricular materials. You can visit YouTube at any moment and utilize it as a learning tool. Students can reopen the YouTube link if they don't comprehend the lesson.

The term "YouTube" is often used. Users can upload and share videos on YouTube, a platform for video sharing. Internet surfers all over the world use YouTube frequently. Many different demographics, including teenagers, kids, and adults, can use YouTube. "Through video as a learning medium, student learning activities become more focused," according to one study (Dimyati and Mujiono: 2006). YouTube is also considered capable of delivering something that is audible and visible. This can motivate pupils to learn and offer fresh experiences while they are learning.

LITERATURE REVIEW

1. SPEAKING
   a. Definition of speaking
      1. Chaney (1998, p.13) stating that learning speaking skill can make the student share their own ideas or feelings to the others.
      2. Namaziandost and Nasri (2019) stating that Speaking is the process of creating and exchanging meaning in a range of circumstances using both verbal and nonverbal signals.
      3. Kayriye Kayi state that speaking involves generating and transferring meaning in various contexts using both verbal and nonverbal cues. Based on this description, we are able to verbally convey our ideas to others. Usually, we express our feelings to others through speech
   b. Types of speaking
      As stated by Brown (2004, p.141-142) the five basic types of speech are imitative, intense, responsive, interactive, and extended..
      1. Imitative speaking
         Imitation speaking refers to the skill of merely imitating a word, phrase, or even a sentence. Despite the fact that The achievement of the criterion may include a selection of language's prosodic, lexical, and grammatical traits.
      2. Intensive speaking
         Intensive speaking is a style of speaking that is frequently used in assessment contexts. It involves the production of brief oral language segments that are intended to build linkages within a particular set of phonological, grammatical, phrasal, or lexical notions (like prosodic elements-intonation, stress, rhythm, juncture).
      3. Responsive speaking
         The term "responsive speaking" refers to a style of speaking that consists of engagement and comprehension, but only to a very basic degree, as in greetings and brief exchanges of requests and comments.

c. Component of speaking

The term "responsive speaking" refers to a style of speaking that consists of engagement and comprehension, but only to a very basic degree, as in greetings and brief exchanges of requests and comments.

1. Grammar

According to Rizqiningsih and Hadi (2019) conducted For the student to construct appropriate sentences in conversations, both oral and written, grammar is crucial, and Grammar is used to predict and account for a speaker's or listener's optimal level of linguistic understanding.

2. Pronunciation

When trying to communicate, learners can speak more clearly by using proper pronunciation. The term "pronunciation" describes how words are traditionally or formally spoken. It means the pronunciation of students make their sound and when speaking, make sure the words are delivered clearly. (Rizqiningsih and Hadi, 2019).

2. YouTube

1. Definition of YouTube

A source of amusement is YouTube where narrative is delivered using voice and a sequence of images that appear to be moving continuously. One of the tools for teaching languages is YouTube. This is quite beneficial because it may boost students' motivation to learn. When students become bored with the situation in English class, they look for fun, and YouTube is one of the most appropriate media nowadays for this purpose (Communication and Information Technology).

2. YouTube video in education

Teaching has become more engaging thanks to the availability of instructional tools and user-produced videos posted on YouTube. Additionally, these videos could be accessed whenever it suited the pupils and from any location. In addition, YouTube is used to engage students, illustrate theoretical material, and generate new teaching strategies. (Agazio &Buckley, 2009)

3. The advantages of YouTube video

YouTube videos have a number of benefits for educational reasons. According to Jalaluddin (2016) these benefits are listed below.

1. As an approach for learning references in the classroom.

2. YouTube is a useful resource for learning.

3. As a resource for educationally inspiring tools that engage students and encourage contemporary learning styles.

METHODS

A. Research design

Both quantitative and qualitative methods were used in this study to achive the research question and interview that researcher have formulated

B. Research setting

This research was conducted at the State University of Makassar's Faculty of Languages and Literature located on Jl. Mallengkeri Raya, Parang Tambung, Tamalate District, Makassar City, South Sulawesi.

C. Research Subject

Five classes in the second semester are the focus of this study with 30 students population

D. Research focus and definition

The Focus of this research has two focus. The independent focus was YouTube and the dependent focus was speaking skills, the explanation of operational definitions as follows

E. Research instrument

The researcher mixed methodologies in this example of collect data and obtain data. This instrument was used to gather comprehensive and logical dasta as well as the responses to the problem statements research questions.

F. Produce of collecting data

The researcher used a questionnaire to collect data. The researcher used the procedures below to acquire the data in an easier manner:

1. Prepare the questionnaire
2. Giving out the questionnaire to the second-semester English education study program participants. Collect students answer. After the students have fill out the questionnaire, the researcher asked to submit their work.
3. After that, the researcher gives the interview question for the student who have fill out the questionnaire and the researcher help to capture it.
4. Finally, record the results of questionnaire about the students' perception to understand YouTube's effects on developing speaking abilities.

G. Data analysis
1. Questionnaire
a. Classifying all of the collected data based on statement of the problems;

The questionnaire used Likert Scale that consisted of four point scales as follows:

Statement	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Table 2.1.Perception Scoring System

2. Analyzing the percentage by using formula as below :

$$P = \frac{f}{N} \times 100\%$$

Where:

P : Percentage
F : Frequency
N : Amount of sample

<div align="right">(Gay, 2012)</div>

3. Utilizing the formula for mean scores below, get the average rating of students' perception:

$$\overline{X} = \frac{\Sigma x}{N}$$

$\overline{X}$: Mean score
ΣX : Sum of row scores
N : The entire participant population

$$\chi = \frac{\sum x}{N}$$

$$= \frac{5475}{74} = 73.98$$

<div align="center">(Gay, 2012)</div>

4. Making the categories of students' perception based on the range of scale criteria below :

Range of scale	Student's Classification	
	Positive Items	Negative Items
85-100	Strongly Positive	Strongly Negative
69-84	Positive	Negative
53-68	Undecided	Undecided
37-52	Negative	Positive
20-36	Strongly Negative	Strongly Positive

Table 2.2. Perception Classification

5. Creating categories by grouping pupils who frequently receive the same grade
6. Describing how students feel about using YouTube for learning speaking skill by interpreting the data and making conclusion

Interview

The data from the interview were analyzed as follows :
1. Collecting the raw data
2. Transcribing the recording
3. Drawing conclusion

RESULT AND DISCUSSION

   The results showed the results of questionnaires and interviews to respond to the first chapter's research questions. The inquiry for the study is "What is the students' perception of the use of YouTube videos in learning English speaking skill?". Interviews and questionnaires were used by researchers to gather data.

1. Quantitative study result

Range of Scale	Frequency	Percentage	Students' Perception
85-100	12	40%	Strongly Positive
69-84	13	44%	Positive
53-68	4	13%	Moderate
37-52	1	3%	Negative
20-36	-	-	-
Total	30	100%	Strongly Negative

Table 3.1 Perception Classification

The table above demonstrates that students have different perceptions about towards the use of YouTube in learning speaking. The perception classification table above shows that most students think positively about the use of the YouTube app to improve speaking abilities.
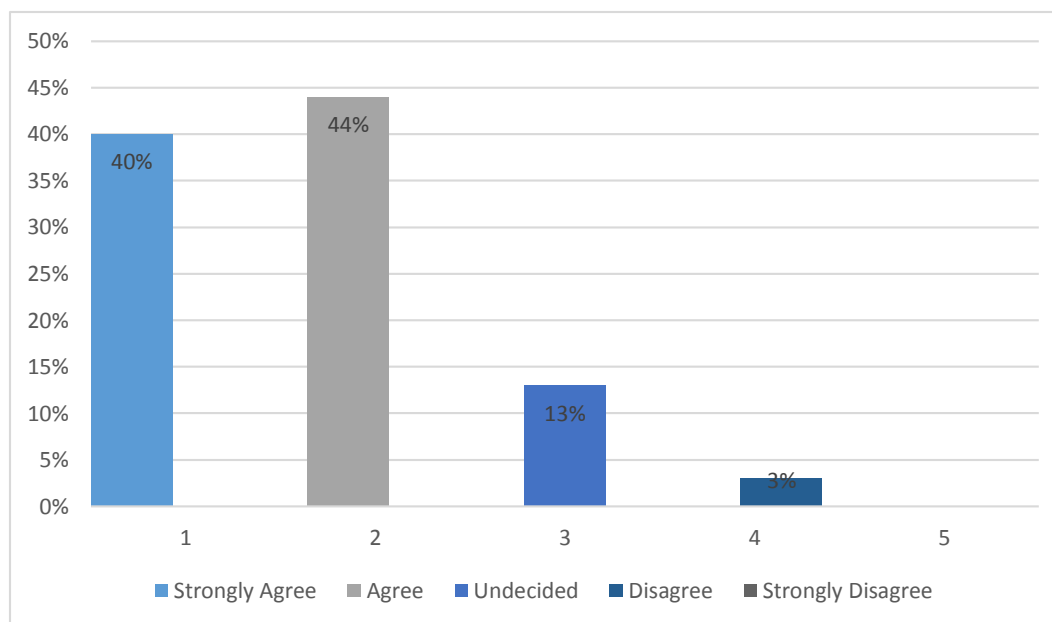
2. Qualitative study result

Diagram 4.1. Frequency and Percentage of Students' Perception

Regarding the results of students' perceptions, diagram 4.2 demonstrates that different explanations are expressed using an agree, disagree, and unsure stance. There are 12 (40%) students have a very positive perception and 13 (44%) students have a positive perception. It can

be concluded that 25 (83%) students have a positive perception of the use of YouTube in learning speaking skill.

DISCUSSION

Regarding the data, it is impossible to separate the benefits of YouTube itself from the findings that demonstrate students have a favorable view. YouTube is a good online learning tool, according to several comments made by students based on the findings. Researchers can conclude that this is because YouTube has good features and supports the learning process during the pandemic, YouTube is a simple application that is easy to operate and can be used anywhere it is available, for most phones in this era. Features to display screens, videos, images, audio, and messages allow them (lecturers and students) to carry out the learning process. This is relevant to L. Tjokro (2009) E-learning includes multimedia tools like graphics, text, animation, sound, and video, which makes it easier to digest and one of its numerous benefits. Based on the previous theory about the advantages of E-learning and previous research on user satisfaction with the YouTube feature.

CONCLUSIONS

The researcher comes to the conclusion that based on the results and discussion of the preceding chapter:
1. Students' perception towards YouTube is useful for teaching people how to talk. This is supported by the percentage of respondents to the survey that indicates 12 (40%) students are classified as strongly positive, 13 (44%) students are classified as positive, 4 (13%) students are classified as moderate, 1 student (3%) is classified as negative and there are no students which is strongly negative. This suggests that students' attitudes regarding using YouTube to practice speaking skills are positive.
2. YouTube is an effective and entertaining online learning tool with positive traits that really encourage learning speaking in this pandemic era, according to student explanations in interviews on the use of the platform. Despite the pandemic, students can still improve their speaking abilities by using YouTube because both students and lecturers can still learn and practice there.

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