

**UTILIZING YOUTUBE VIDEOS TO ENHANCE STUDENTS
SPEAKING SKILLS IN TEACHING ENGLISH TO THE 1ST
SEMESTER ENGLISH DEPARTMENT STUDENTS,
UNIVERSITAS MUHAMMADIYAH SURAKARTA**



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Abstrak

Penelitian ini fokus pada pemanfaatan YouTube sebagai sarana meningkatkan ketrampilan berbicara mahasiswa semester 1 yang mengambil mata pelajaran interpersonal speaking. Tujuan pada penelitian ini adalah untuk mengetahui persepsi pengalaman siswa menggunakan YouTube video dalam mengajar bahasa Inggris. Jenis penelitian yang digunakan adalah fenomenologi. Subject dari penelitian ini adalah 2 mahasiswa yang sudah bergabung pada kuliah interpersonal speaking. Data diambil melalui analisis dengan menggunakan konteks analisis. Hasil penelitian ini diperoleh dari persepsi pengalaman siswa selama 1 semester bergabung di kelas Interpersonal speaking menggunakan YouTube. Hasil menunjukkan sebagai berikut: 1) Siswa merasa percaya diri berbicara saat menggunakan youtube video. 2) siswa merasa senang belajar mata kuliah interpersonal speaking menggunakan YouTube video

Kata Kunci: YouTube website, mengajar berbicara, fenomenologi.

Abstract

This study focuses on the utilizing YouTube video to enhance student's speaking skills in teaching English to the 1st semester who joined interpersonal speaking class. The purpose of this study is to describe how the students' perceive their experience in using YouTube videos in learning English. This type of research is phenomenology. The research recruited two students who had joined Interpersonal Speaking subject as the object of the research. The data was collected through interview. The results of this research were; 1) the students feel confident in speaking using YouTube video 2) the students feel enjoyable learning interpersonal speaking by using YouTube videos

Keywords: YouTube website, teaching speaking, phenomenology

1. INTRODUCTION

YouTube website is currently user-centered. According to Faiqah, Nadjib, & Amir; (2016), YouTube can be a learning related to current internet technology which is in line with the learning approach where students become the center and the main actors of learning activities. This kind of video is important to enhance teaching speaking. Student can know the variety of language in the world and can improve their speaking through authentic material (Jalaluddin, 2016). It has become one of the most-popular websites in the world (Mayoral, Gonzalez, & Flores, 2011).

Video blog (vlog) is a form of information media consisting of videos that are managed by using YouTube. Vlog is also considered a video blogging model with text or audio contributions that students use as learning resources that are familiar with their daily lives using camera phone or digital camera because in this phenomenon, students are required to be more creative to full fill their guidelines learning (Lestari, 2017). In teaching interpersonal speaking, lecturer can use YouTube video to give optimal media learning in order the students can enhance their speaking skills.

In Indonesia, teaching English has been taught since elementary school. However ideally the material that is said to be compulsory has only been given since the 7th grade of junior high school to college. These are four skills that are normally given such as reading, listening, writing and speaking. But in reality, many students still cannot understand verbal sentences or words are spoken by their friends and do not dare to speak English with their friends. It means that students' speaking and vocabulary skills are still limited (Ni Wayan Rati, & Dra. Nyoman Kusmaryatni, 2017).

Interpersonal speaking is a major speaking skills for first semester in English department student Universitas Muhammadiyah Surakarta. Interpersonal speaking course aims to make the students accustomed to think interactively with others, such as introduction, telling favorite teacher, favorite place, experience in speaking, respond a video and killing the time. Those responses are communicative responses are taught in English Department Students (Sumarni, 2014). Indonesia students usually learn speaking skills only taught how to speak, spell, and correct pronunciation of words in front of the class; However, in interpersonal speaking class students use YouTube videos as learning media to the 1st semester. YouTube video is a new way of learning medium to create new entertaining ways because it connects technology as a medium of learning and information technology tools (Djahida, 2017; Labdi, 2014)

The researcher conducted this research because the interpersonal speaking subject was technically a different learning model from the other learning models, and the application of interpersonal speaking subject in each class was different. The

lecturers applied different innovation to create a good learning process. For example, in the first Semester English Department Students, Universitas Muhammadiyah Surakarta YouTube video is used to enhance students' speaking skills in teaching English.

The purpose of this study is to investigate the use of YouTube as a means of improving students' speaking skill to the first semester English Department Students in teaching English. Researcher hopes that the results of this study can become a new learning medium for teaching speaking. Therefore, the researcher chooses first semester English Department Students, Universitas Muhammadiyah Surakarta as the subject of study to conduct research.

2. METHOD

The research is descriptive qualitative employing phenomenological method. According to Creswell (2007) qualitative data can be collected through document analysis or visual material. Data is information in raw or organized form such as letters, numbers or symbols that refers to conditions, ideas, or objects. Data is unlimited and can be obtained anywhere. It is in line with the definition that data is all information provided by nature to be found and chosen as research objects. According to Moleong (2007) descriptive qualitative research are applied to uncover a concept or natural phenomenon that is understood by individual that happened in their life. Phenomenological research is kind of method that concerns to the lived experience (Merleau-Ponty, 1962).

The Subject of this research are two students who joined interpersonal speaking using YouTube video in the 1st Semester from different class. The two subjects are from A class and B class. The specific types for students become the subject of the research are active and competent students chosen by a random. This research focuses on student's perceive their experience learning interpersonal speaking by using YouTube video to the first semester English Department Students, Universitas Muhammadiyah Surakarta.

3. FINDINGS AND DISCUSSION

3.1 Findings

Based on the interview that has been doing analyzed. The finding will answer the problem statement based of the research.

3.1.1 Students feel confident when speaking by using YouTube video

Data 1:

“Perbedaanya pembelajaran menggunakan YouTube video sama tidak itu misalkan dikelas anak presentasi kita ngomong didepan yang lain mendengarkan terus memberikan respon udah itu ajasih jadi lebih grogian didepan kelas langsung ngomongnya. Kalau divideo kita bisa ngomenin apa aja sih kek berupa saran, bisa ngajak collabe. Karena saat aku maju dikelas ngomong langsung didepan kelas ngrasa degdegan , kringet dingin gitu”.

“Before using YouTube videos usually both of the students must speak up in front of class and the others students listen and give respond. it makes me more nervous because I immediately speak up in front of the class and i can't prepare before. If using video, we can provide responses such as suggestions or invite to do collabe. Because when I advance in class talking directly in front of the class feels nervous and my body fells cold” (Appendix number 5)

From the above data, the researcher found that the use of YouTube video in learning interpersonal speaking made student confident because she could speak directly and show themselves. She felt confident when talking in front of camera. She also could easily comment on other people's videos.

Data 2:

“Berkat pembuatan video jadi kek kita ngomong sedikit lebih fasih, makin pd buat ituu. dulu kan awalnya bikin video kan malu-malu gitu jadi sekarang itu sudah terbiasa gitu jadinya kek pd gitu. Malu-malunya tuh kek kaku mb, contohnya aja ya, dulu aku pas buat video awal-awal kalau dilihat temen itu malu banget dan sekarang tuh jadi ak malu kek jadi biasa aja gitu ngomong atau bikin video didepan temenku.

“Making the video seems make me more fluent and more confident to speak up, because once when I make a video I feel ashamed but now I am used to not being shy anymore but instead I feel confident. For the first time, I make a video, I am still embarrassed when my friends see me, but now it becomes normal and not fell embarrassed anymore when I take video in front of my friends” (Appendix number 14)

The interviewee also said using YouTube videos can eliminate their fears when speaking English. Before using YouTube video in learning interpersonal speaking, she is not confident enough to speak English.

Data 3:

“Efek dari take video membuat aku sedikit lancar dan berani dalam berbicara bahasa inggris. Kemaren, ibu saya pernah ngecek tentang skill speaking aku, terus aku percaya diri aja dalam bicara bahasa inggris. Kadang juga temen aku meminta aku untuk berbicara bahasa inggris “ayo coba berbicara pakai bahasa inggris” sebutnya. Akhirnya aku berbicara aja meskipun diejek karena berbicara dengan bahasa logatku. Tapi komenan tersebut buat masukan dan bisa buat intropeksi diri.”

“After taking video I am more fluent and feel confident in public speaking. Yesterday, my mother checked my speaking skills, so I was confident in speaking English. Sometimes my friends also asked me to speak English "let's try to speak English" my friends said. In the end, I spoke up despite being ridiculed for speaking my accent. Their comments can make self-reflection to me” (Appendix number 34)

The data suggest that there are changes during using YouTube video. Before using YouTube video, the student feels his speaking was lacking and was often criticized by his friends because they still spoke English with her accent.

Data 4:

“Ada manfaat yang didapatkan dalam menggunakan YouTube video diantaranya yaitu kita menjadi percaya diri, melatih kreativitas dalam mengedit video, tapi sebelumnya saya udah punya skill mengedit dari sma, jadi skillku sedikit membantu dalam proses mengedit video. Namun disisi lain, hal itu menjadikan masalah besar bagi teman-temanku yang tidak bisa ngedit video. Tapi berkat pembuatan video berulang kali mereka jadi berusaha dan akhirnya sekarang sedikit bisa mengedit.”

“There are benefits of using YouTube videos as like become confident and creative in editing skill but before that I already had editing skill when I was in senior high school. It helped me to do editing process. the other hand, it made a big problem to my friends who couldn't edit videos before. The effect of making video many times makes them want to try process editing until they can edit as little as possible” (Appendix number 26)

The interviewee has also observed a lot of changes in her friends before and after using YouTube video in learning interpersonal speaking, not only being

confident but also they can get video editing skills. She said "many of my friends who used to not be able to edit videos, but they can do now.

3.1.2 Student feel enjoyable learning interpersonal speaking by using YouTube video.

The Interview said if using YouTube video in teaching English not makes bored during process learning in the class. Using YouTube videos is considered fun because the manufacturing process can be anywhere. In learning interpersonal speaking, YouTube video can change the meeting class to be online class.

Data 1:

“Sekarang kalau disuruh membuat video dan upload merasa senang . Karena dengan itu kita bisa melihat video teman-teman kita. Dengan itu, kita bisa mengenal satu sama lain meskipun hanya dilingkup kita sendiri. Menurutku upload video bisa membuat kebanggaan tersendiri. Dengan memanfaatkan YouTube video sebagai media pembelajaran sama aja memanfaatkan teknologi yang modern saat ini. Karena melalui internet membuat manusia bisa melihat dunia yang berbeda, dan kemajuan teknologi juga mampu menunjang profesi seseorang menjadi speaker yang professional.”

“Now when the lecture asks me to make videos and upload i feel happy because we can see our friends' videos. With that, we can analyze each other even though they are just live around us. In my opinion, uploading a video can create its own pride. By utilizing YouTube video as a learning subject in teaching English is the same as utilizing in this modern technology. From an internet, people can see a different world, and technological advancements are also able to support someone become professional speaker” (Appendix number 3)

Based on the statement above, the interviewee said if the internet could support her knowledge of speaking more widely and the effect of using video could also improve friendship.

Data 2:

“Ada pengalaman baru selama aku disini, aku disini orang baru jadi banyak yang belum tau tentang kepribadianku, banyak yang lihat hanya dari cover saja. Seperti contohnya temenku dikelas mengerti kalau aku orangnya cuek, judes dan setelah aku membuat video dan aku upload linknya di scholoogy akhirnya mereka mengetahui sifat asliku. Dari situ aku merasa senang, karena komennya anak-anak bagus kalau aku orangnya ternyata tidak cuek dan lainnya. jadi manfaat dari pembuatan YouTube video membuat orang-orang tidak ngjudge aku by cover karena saat kita bikin video berulang kali

akan membuat sifat asli kita kelihatan. Jadi asik juga kalau kita lihat videonya teman-teman kita juga.”

“There are new experiences during In here, in here, many new people who do not know about my personality, many people see me by a cover. For example, my friends in the class understood that I was a cool person, bitchy and after I made a video and I uploaded the link on schology, they finally found out my true nature in myself. From there I felt happy, because the comments of my friends are good if I am not ignorant and others. So the benefits of making YouTube videos can make people not judge me by a cover because when we make videos many times, it will make our true nature visible. So it looks funny when I see my friend’s video.”

Based on the statement above the person being interviewed, the student assumed if someone cannot judge only by the cover when they did not know well about them. "Everyone must recognize slowly in each individual." An approach that is needed is watching videos frequently on YouTube, through videos students can see the actual attitude of one's personality, she said.”

Data 3:

“Akibat dari komentar orang-orang membuat aku bisa introspeksi diri untuk memperbaiki kelemahan pada diriku. jadi pembuatan video itu sangat membantu aku untuk terus memperbaiki logat aku yang medok agar tidak medok lagi dan fasih dalam berbicara karena segala sesuatu butuh praktik untuk mengilangi logatku , jadi pembuatan video terus menerus sangat membantu, the best solution.”

“The effect of people's comments can reflect on myself to correct weaknesses in myself. Making video was very helpful for me to improve my accent dialect so that no longer accent dialect and fluent in speaking because everything needs practice to reduce my accent, so making video was continuously helping me. It was the best solution.” (Appendix number 22)

The quote above is mentioned as a result of uploading the students' videos so that she can see and comment on her videos without having a direct face to face. With that, she can have personal feedback for her next video.

Data 4

“Dengan menggunakan YouTube video bener sih ngilangin aku ngapak,, gimana sih,, gimana yaa kan temen-temenku selalu complain “ ih videomu tuh seharusnya bagus, bahasa mu bagus tapi cara penyampainmu masih

blepotan gini gini, kek medoknya masih ada, qolqolahnya masih medok dan jangan terlalu cepat-cepat dalam menyampaikan. Terus sama aku tak terima aja masukannya tak buat catetan buat diri aku, jadi next video bisa buat bekal dan tidak aku ulangi lagi gitu.”

”Using YouTube video can eliminate my accent dialect. Because my friend always complains me "you have to create good video, your language is good enough but your speaking skill is still needs to be improved. Your pronunciation is still mediocre, and still too fast when you are speaking. I made the criticism to repair my next video” (Appendix number 33)

Therefore, based on the data above, The respondent feels happy because her accent can be lost after using YouTube video during one semester. Making a video can eliminate her thick accent. After uploading a video, her friends can watch and provide a input for next her video be better than before.

3.2 Discussion

3.2.1 Students feel confident when speaking by using YouTube video

Derived from the data, student gets a sense of confidence to speak English. She thinks if the use of YouTube videos can increase self-confidence because it does not meet directly when speak English. This finding is supported by Tarigan's theory (2008: 16) speaking is the ability of a person to express her knowledge, convey ideas of words, and convey thoughts in front of people. Most of the statements above indicate that using YouTube videos can make a sense of confidence to speak English. Students often make videos and repeatedly make preparations during taking video process. Therefore, it can be said that YouTube videos can make her confident.

3.2.1 Students Feel Enjoyable Learning Interpersonal Speaking by Using YouTube Video

These findings are like the theory of herrman (2016) , by using YouTube in teaching English can improve students' understanding and students' skill. In addition, YouTube can be an alternative learning clinical skills based on video, as a teaching tool to create an active and enjoyable.

The purpose of using YouTube videos in learning interpersonal speaking is to make students feel enjoy to enhance their speaking skills. In the process of making videos, students feel more co if given the assignment in learning interpersonal speaking using YouTube video. The students will be more confident to show their self. They can be more active and confident to be creative through video. Student can get comments from other people who provide input for the next her video.

4. CONCLUSION

4.1 Conclusion

It is found that the students feel confident when they speak indirectly by using YouTube video, students feel enjoy learning interpersonal speaking by using YouTube video.

It can be concluded, that students perceptions about YouTube video as teaching English are positive. Consequently, YouTube video can be accepted by students to enhance their speaking skill because using YouTube video makes student fell confident and enjoy. There are two themes based on the student's perception about YouTube video.

First, the theme is students feel confident when they speak indirectly by using YouTube video. The interviewee fells that the process in making a video can enhance speaking skills. If she makes video, she also can repeatedly try to find good ones, if she speaks in front of class, she cannot do it.

The Second theme is student feel enjoyable learning interpersonal speaking by using YouTube video. The interviewee fells if using YouTube video everyone can play role play to express their ideas in front of camera. She also can be creative in the process of making video.

4.2 Implication

Based on the result of the research. The research gives some implications about students' perceive their experience learning using YouTube video.

- a. For the Students

The students must be able to make use of media learning in teaching such as YouTube videos as well. The Students must have enthusiasm to enhance speaking skill using YouTube videos to improve their speaking skill because through YouTube videos students feel enjoyable and confident. The Students are able to utilize YouTube videos in interpersonal speaking class by making videos and uploading video on the YouTube website in order to make students fell confident to speak English.

b. For the lectures

The lecturers must be able to identify the student's character so the learning process becomes enjoyable because the students have different abilities and interest in learning. Besides that, the lectures must care and give appreciation to every assignment that students have done. The lectures must be more flexible because not all generations need the same learning model.

4.3 Suggestion

Based on the conclusion about, the researcher hopes the research will be useful for reader. The researcher also gives some suggestion based on the result as follows:

- a. The English lecture is expected to give better explanation before students making a video so that student can create a good video.
- b. The lecture also needs to give more attention to the insecure student's and also give appreciation in every video that have been uploaded.
- c. For the next researchers should use more one participant to collect the data in order to know more about their experience learning with the different issue.

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