

**THE USE OF YOUTUBE AS TEACHING MEDIA IN PUBLIC SPEAKING
CLASS: STUDENTS PERSPECTIVE**



Compiled as one of the requirements for completing the Undergraduate Study Program at
the English Education Department, Faculty of Teacher Training and Education

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PUBLICATION ARTICLE

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APPROVAL SHEET

THE USE OF YOUTUBE AS TEACHING MEDIA IN PUBLIC SPEAKING CLASS: STUDENTS PERSPECTIVE

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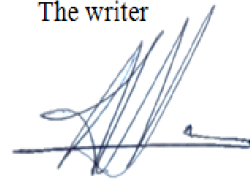
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ABSTRAK

Penelitian ini membahas perspektif siswa tentang penggunaan YouTube sebagai media pengajaran di kelas public speaking. Tujuan dari penelitian ini adalah bagaimana perspektif siswa tentang penggunaan YouTube sebagai media pengajaran di kelas Public Speaking. Peneliti tertarik dengan masalah ini karena penggunaan YouTube diterapkan sebagai media pengajaran di kelas Public Speaking sebagai pengganti tugas ataupun sebagai pengganti pertemuan di kelas. Peneliti juga ingin mengetahui apakah ada kelebihan dan kekurangan dalam memakai YouTube sebagai media pembelajaran di kelas Public Speaking.

Jenis penelitian ini adalah deskriptif kualitatif. Peneliti menggunakan wawancara untuk mendapatkan data dari siswa, karena peneliti ingin tahu tentang perspektif siswa secara mendalam dan wawancara adalah teknik yang tepat untuk mengumpulkan data. Sampel dalam penelitian ini adalah lima mahasiswa pendidikan Bahasa Inggris di Universitas Muhammadiyah Surakarta yang telah mengambil mata kuliah public speaking. Hasil penelitian ini adalah: (1) Menggunakan YouTube sebagai media pembelajaran sangat membantu bagi siswa yang tidak percaya diri dalam berbicara di depan umum dan dalam persiapan yang lebih matang. (2) YouTube memungkinkan siswa untuk berkreasi. (3) Penggunaan YouTube dalam pembelajaran meningkatkan kosakata siswa. (4) Kekurangan menggunakan YouTube adalah tidak adanya pertemuan kelas dan masalah teknis yang menantang.

Kata kunci: YouTube, teaching media.

ABSTRACT

This study discusses students' perspectives on the use of YouTube as a teaching medium in a public speaking class. The purpose of this study is how the students' perspectives on the use of YouTube as a teaching media in Public Speaking Class. Researchers are interested in this problem because the use of YouTube is applied as a teaching media in the Public Speaking class as a task shift or as a substitute for class meetings. Researchers also want to find out whether there are advantages and disadvantages in using YouTube as a teaching media in Public Speaking class.

This type of research is descriptive qualitative. Researchers use interviews to get data from students because researchers want to know about students' perspectives in-depth and interviews are the right technique for collecting data. The sample in this study was five students of English education at the Muhammadiyah University of Surakarta who had taken public speaking courses.

The results of this study are: (1) Using YouTube as a learning medium is helpful for students who are not confident in speaking in public and more careful preparation. (2) YouTube allows the students to be creative. (3) The using of YouTube in learning increase students' vocabulary. (4) Disadvantages of using YouTube are the absence of classroom meeting and technical problems are challenging.

Keywords: YouTube, teaching media

1. INTRODUCTION

YouTube is one of the most popular video sharing services on the internet today (Snelson, 2011). By being used as a video sharing site for all circles, YouTube provides features such as searching for videos, playing videos, uploading videos, downloading videos, subscribing, live streaming, sharing video links, discussions/questions, and answers about videos for free (Wankel, 2010). There are millions of people who access YouTube, so Youtube has the potential to be used as an interactive learning medium (Snelson, 2011). Even if they do not register an account, users can still see the video post.

By utilizing YouTube as a learning medium, it can create conditions and an interactive learning atmosphere. Thus the use of Youtube can be used for interactive learning in the classroom, both for students and teachers through online and offline presentations (Sukani, 2012). Arsyad (2017) also says that learning media is media that carries messages or information that is instructional or contains teaching intentions. According to Sukani (2012) Youtube has advantages as a learning medium such as (1) Potential, able to provide edit value to education, (2) Practical, can be used easily and can be followed by all groups, (3) Informative, can provide information the development of education, culture, technology, and others, (4) Interactive, facilitates discussion and even reviewing a learning video, (5) Shareable, has facilities to share links across social networks, (6) Economical, accessible for free.

Careful planning following the learning objectives and integration of videos available on YouTube as a support tool will optimize learning outcomes because they are in line with the learning styles and interests of the current generation. Thus, students are expected to be able to improve their skills, abilities, overcome a lack of self-confidence, and integrate technology into educational programs that can stimulate active learning and provide additional knowledge beyond the expected abilities (Agazio, 2011). Generally, students learn to read, listen, write, and speak. Where students required to practice in class or outside the classroom as an additional activity. For example, speaking material, students are required to follow step by step from their manual. Sometimes in this method, students feel bored or not interested in learning methods like this, even just leaving until they come home and never get the knowledge that is being conveyed.

It is time for teachers to apply learning innovations that are different from conventional methods. The shift in the educational paradigm which includes classroom learning should follow technological developments. One of them is to use YouTube as a learning medium in class and outside the classroom. With this media, a teacher can display videos or interesting assignments for interactive, interesting, and fun learning (Meyers, 2011). Not only that, but YouTube can also provide a solution to replace class hours and have a good impact on students who introvert in speaking in front of the class and provide additional knowledge beyond the expected abilities (Agazio & Bucklev, 2011).

In the Department of English Education at the Muhammadiyah University of Surakarta, learn regularly about learning in class or outside the classroom which requires students to study and do assignments. For example, in the Public Speaking class, when introducing themselves students are given the task of making videos and uploading them to YouTube. Then when there are no meetings in class, students are given

Public Speaking assignments and upload them to YouTube. Not only that, during the mid and final tests students are also required to make videos and then upload them to YouTube. To be precise, the process of making and uploading videos to YouTube requires adequate preparation and network and quota.

Based on the description above, the researcher is interested in researching the use of YouTube as a medium for learning English, which later is to find out students' perspectives about the media. This is important for researchers to know students' perspectives because researchers can find out students' views about YouTube as a learning medium.

The purpose of this study was to determine students' perspectives on YouTube media as a learning medium, especially in learning English. Researchers hope that the results of this study can be a reference for learning innovation for teachers in the Department of English Education. Because in conditions like this Pandemic (Covid-19) many teachers must adapt to online learning media first (Purwanto et al, 2020). Then to find out what students think about YouTube media through their respective perceptions.

Therefore, the researcher chose the Public Speaking Class in Department of English Education at Muhammadiyah University of Surakarta as the research object to conduct the research itself. Based on the description above, the researcher proposed a study with the title: The Use of YouTube as Teaching Media in Public Speaking Class: Students, Perspective.

2. RESEARCH METHOD

This study uses descriptive qualitative methods in collecting data and analyzing it. Descriptive research according to Hamdi & Bahruddin (2014) is a research method to describe existing phenomena, which are taking place at present or in the past. Raco (2010) presents the stages in qualitative research, namely: 1) Identification of the problem that is the

target of the research. 2) Discussion / literature search. 3) Determine the aims and objectives of the research. 4) Data collection concerning the selection and determination of potential potential participants. 5) Data analysis and interpretation. 6) Reporting.

In this study, the six stages have been applied to this research which focuses on the responses of English students at the Muhammadiyah University of Surakarta in using YouTube as a learning medium in their public speaking classes. In this case, the researcher needs to obtain data from students, find out students' perceptions, then try to analyze interview transcripts and draw conclusions from data analysis to conduct this type of research.

3. FINDING AND DISCUSSION

3.1 FINDING

1.1.1. Using YouTube as a learning medium is helpful for students who are not confident in speaking in public and in more careful preparation.

YouTube is a learning innovation. In the learning process using YouTube, students don't just come to class and then go home. However, students are tasked with making videos about speaking, reviewing material on YouTube, and as a substitute for class meetings. Therefore, when there are students vocabulary less, insecure, and lack of preparation can be helped by YouTube as a medium of instruction.

Data 1

“Jadi kalau tanggapan aku sih banyak bagusnya Public Speaking lewat YouTube gitu. Misalkan kita ngomong, kita bisa bicara dengan bebas gitu lo, gak langsung dinilai sama orang lain. Kita ngomong langsung dari apa yang kita pikirin dan merangkai kata-kata tentang grammar, vocab kita tu

langsung terucap tanpa mikirin lawan jenis bicaranya hehe... gitu sih mas.”

"So if my response is there are a lot of good things about Public Speaking via YouTube. For example, if we talk, we can talk freely like that, we are not immediately judged by other people. We speak directly from what we think and compose words about grammar, our vocab immediately comes out without thinking about the opposite sex hehe ... that's how it is, bro." (Appendix number 1)

From this data, the participants said that when using YouTube in the Public Speaking class, there were many good things, being able to speak freely, not being immediately judged by others.

Data 2

“Karena Public Speaking itu sendiri kan biar nglancarin (speaking) akunya. Itu tu kenapa, aaa lebih enakan pakai YouTube sebenarnya. Karena gak langsung atau secara langsung bilang ke orangnya sih. Kadang kalau aku sendiri, kalau langsung ke orangnya takut. Aduhh, takut grammarnya salah gak ya. Jadi kalau lewat YouTube, langsung udah ceplas-ceplos aja sebisanya.”

"Public Speaking itself allows me to improve my speaking. That's why, it's actually better to use YouTube. Because not directly or directly tell the person anyway. Sometimes if I'm alone, if I go straight to the person I'm scared. Ouch, I'm afraid the grammar is wrong or not. So if you go through YouTube, just speak as frankly as you can." (Appendix number 2)

Then the next explanation, the participant said that it was better to use YouTube. Because if you speak directly afraid that the grammar is wrong. If you use YouTube, you can speak out frankly.

Data 3

“Aaa.... gimana ya, suka-suka aja sih mas, tapi itu apa namanya.... ihh mau ngomong kok susah, suka sih apalagi juga jarang masuk kan, tapi itu kendalanya tu kadang aku kaya... kendalanya Hp sih, skill, saya juga kurang dua-duanya. Kadang saya masih buka teks jadi ada keuntungan. Ada persiapan lebih matang, ngomong gak grogi sama teman-teman, takut salah .”

"Aaa ... what do I do, I like it, but that's what it's called I want to talk how hard it is, I like it especially I rarely enter it, but that's the problem sometimes I'm rich ... anyway, my skills are also lacking both. Sometimes I still open the text so there are benefits. There is more preparation, don't feel nervous with friends, afraid of mistakes." (Appendix number 5)

From the data above, the participant explains that the participant sometimes still uses text to speak, as well as more mature and confident preparation.

Data 4

“Yaa mungkin bapaknya ini yang memanfaatkan teknologi yang canggih gitu, menurutku aku gak suka mas. Kalau semisal bapaknya tidak memakai YouTube, kesannya tuu gak mengikuti perkembangan zaman gitu lo. Nah makanya aplikasi itu dipakai. Terus, mungkin bapaknya pengen kita menggunakan media YouTube untuk melatih kepercayaan diri gitu, atau bisa di bilang gak PD dalam menyampaikan sesuatu.

Soalnya gimana ya.... anak itu berbeda-beda. Masudnya, ada yang percaya diri ada yang nggak gitu lo. Jadi kalo anak yang gak percaya diri gitu merasa terkucilkan, tertekan, kasihan gitu anaknya. Tapi, mau gak mau ya gimana, itu tuntutan tugas kampus, ya udah dijalanin aja gitu.”

"Yes, maybe this father is the one who uses such sophisticated technology, I think I don't like it, bro. For example, Lecturer doesn't use YouTube; it looks like the old man doesn't keep up with the times. So that's why the application is used. Then, maybe the father wants us to use YouTube as a media to train self-confidence, or can he say that he is not PD in conveying something. The problem is, how do you do it children are different. The point, there are those who are confident, there are those who are not like that. So if a child who is not confident in himself feels isolated, depressed, so sorry for the child. But, whether you want it or not, what is the demand for campus assignments, so just do it." (Appendix number 12)

Participants said the lecturers used technology and used YouTube media to train self-confidence, or did not have confidence in what they said.

Data 5

“Kalau aku disuruh memilih... aduhh gimana ya, bingung aku hehehe. Mending ke YouTube aja kalau aku, karena kan kita ada persiapan gitu lo, ngomong juga ada runtutannya gitu. Kalau di depan umum, otomatis mau ngomong susah, bingung apa yang mau diomongin, kurang percaya diri juga. Contohnya, bagi orang yang vocabnya belum banyak pasti bingung gitu mau ngomong apa.”

"If I was asked to choose ... oh what, I'm confused hehehe. It's better to just go to YouTube for me, because we have preparations like that, by the way there is also a sequence. If in public, you automatically want to talk difficult, you are confused about what to say, you also lack confidence. For example, for someone whose vocabulary isn't much, they will be confused about what to say." (Appendix number 13)

From this data, participants prefer YouTube because of the preparation. For example speaking in public, just speaking is difficult, confused, and lacks confidence. For example, for people whose vocabulary is lacking.

Data 6

"Jujur, kalau aku itu basicnya bukan di Bahasa Inggris. Dulu itu ada rencana pindah jurusan tetapi gak dibolehin, sampai aku nangis gitu. Jadi media YouTube itu membantu sekali mas. Jujur mas, kalau ada pertemuan dikelas gitu, yang pertama saya ngedown banget. Karena saya punya mental breakdown gitu, ya intinya ada suatu masalah diwaktu dulu samapai sekarang ini. Jadi rasa takut itu menjadi tertolong karena adanya media YouTube itu mas."

"Honestly, my basics aren't in English. Previously, there was a plan to change majors but it was not allowed, until I cried. So the YouTube media is very helpful. Honestly, if there is a class meeting like that, the first one I really download. Because I have a mental breakdown, the point is there was a problem from the past to now. That fear is helped because of the YouTube media, bro." (Appendix number 14)

Participant said that he didn't like English. When there is a class meeting, the first one feels down. Because she have a

mental breakdown caused by problems you experienced before. However, it helps to have YouTube as a teaching medium.

Data 7

“Kalau menurut saya sih lumayan bagus mas. Yang sebelumnya kita takut berhadapan dengan kamera (orang introvet gitu) bisa jadi orang percaya diri. Terus apa yaa... bisa menyuarakan apa yang ada difikiran kita gitu lo. Supaya orang lain bisa mendengarkan apa yang kita sampaikan.”

"In my opinion, it's pretty good. Previously, we were afraid to face the camera (intro-vets like that) could be confident people. So what ... can we voice what is on our mind. So that other people can listen to what we have to say." (Appendix number 15)

Participants argue that using YouTube is quite good. Those who were previously afraid to face the camera (or to be more specifically introverted) can be confident people.

Data 8

“Kalau dari aku sih, aaaa mudah dapat informasi sih mas. Kalau aku sih, nyarinya informasi kalau di YouTube. Aku juga lebih suka melihat materi lewat media YouTube, daripada yang tertulis (pembelajaran secara langsung). Jadi lebih paham penjelasan lewat media. Karena bisa di ulang-ulang videonya ketika belum paham juga. Itu sih kelebihan yang signifikan bagiku. Terus enak aja sih mas menurutku. Yaa... gitu aja sih mas kurang lebihnya seperti itu.”

"For me, it's easy to get information, bro. For me, look for information on YouTube. I also prefer to see material via YouTube, rather than what is written (live learning). So you

better understand explanations through the media. The video can be repeated when you don't understand it. That is a significant advantage for me. Then it's delicious, bro in my opinion. Yeah ... I see, bro, it's more or less likes that." (Appendix number 3)

From this explanation, participants revealed that using YouTube is easy to get information or material, when they do not understand the explanation. So you better understand the explanation of YouTube media care because you can repeat the video when you don't understand it.

Data 9

“Apa yaa..... untuk pemakaian YouTube udah bagus sih mas, udah enak. Cuma kalau tatap muka itu, pak fitiri ngomongnya tu kadang aku gak paham. Kalau memakai YouTube bisa paham gitu, karena ada persiapan untuk memahaminya, bisa diputer berkali-kali videonya. Jadi ada keuntungan tersendiri.”

"What ... for using YouTube is already good, bro, it's already delicious. Only if it's face to face, Mr. Fitiri says that sometimes I don't understand. If you use YouTube you can understand that, because there is preparation to understand it, you can play the video many times. So there are advantages." (Appendix number 7)

Participants explained that using YouTube is good and delicious. However, face to face sometimes don't understand the explanation. But if you use YouTube, you can understand, because there is preparation to understand it, and you can play the video many times.

Data 10

“Menambah kepercayaan diri, terus menambah pengetahuan juga kan otomatis. Yang dari awal gak pernah cari materi di YouTube, akhirnya sekarang sering mencari materi di YouTube. Jadi, selain paham materi kita juga jadi mengerti tentang cara mengucapkan pronunciation Bahasa Inggris yang benar itu bagaimana.”

"Increasing self-confidence, continuing to increase knowledge is also automatic. Who from the beginning never looked for material on YouTube, now he often looks for material on YouTube. So, in addition to understanding the material, we also understand how to pronounce correct English pronunciation." (Appendix number 17)

Participants said that from the beginning they never looked for material on YouTube, now they often search for material on YouTube. In addition, it helps participants to get material and information about the lesson.

Data 11

“Terus keuntungan yang lain, yaa..... misal ada tugas tentang pemakaian YouTube itu, biasanya linknya dikirim di Schoology. Terus kita bisa lihat video-video dari temen-temen yang lain. Jadi kita bisa belajar, misalnya “ohh.. kita kurang ini, kurangnya kita disini.” Terus kita juga bisa kenal sama yang lainnya, jadi gak sekedar bikin video dan ngumpulin tugas doang. Terus kalau masalah ngedit-ngedit, aku gak ada

masalah, soalnya cuman diedit, disambung-sambung aja, dan yang penting jadilah bikinnya.”

"Then another advantage, huh for example there is an assignment regarding the use of YouTube, usually the link is sent to Schoology. Then we can see videos from other friends. So we can learn, for example "owhhh.... We are lacking, we are lacking here." Then we can also get to know each other, so it's not just making videos and collecting tasks. Then if the problem is edited, I have no problem, the problem is that it is only edited, in conjunction, and the important thing is to make it." (Appendix number 18)

The next participant also said that, using YouTube, he could see the results of his friend's video from the assigned assignment. So the participant can self-correct whether what he is doing is right or not. So that you better understand the material.

Data 12

“Kalau semisal dikasih tugas YouTube gitu, aduhhh.... saya seneng banget mas, jadi saya enjoy banget gak ada tekanan sama sekali, enak banget lah jalaninnya. Seneng banget pokoknya dapet dosen yang menerapkan media youtube sebagai media pembelajaran seperti ini, jadi ada kesan tersendiri.”

"For example, given a YouTube assignment like that, ohhh ... I'm really happy, bro, so I really enjoy no pressure at all, it's really nice to do it. I am very happy to have a lecturer who applies YouTube as a learning medium like this, so there is a distinct impression." (Appendix number 9)

The interviewees had a perspective on using YouTube as a teaching medium. He said that using YouTube as a teaching medium could make it easier to get information and understand material that could be reproduced. From the beginning never looked for information about learning, now they are looking for the material more often.

1.1.2. YouTube allows the students to be creative

Data 1

“Mungkin karena abis ngedit timbul perasaan puas, gimana gitu rasanya kalau hasilnya bagus (menjelaskan yang di rasa). Ketika semisal ada tugas buat ngedit gitu, kreatifitas saya otomatis keluar gitu hehe. Terus, saya memperdalam After Effect (aplikasi edit video) dan lain-lain untuk mengedit video. Sehingga, otomatis dapat ilmu baru lagi ketika melihat video tutorial mengedit video. Dan enak juga ngerjain tugas, dapat ilmu ngedit baru kan enak.”

"Maybe because after I edited there was a feeling of satisfaction, how would it taste if the results were good (explaining what was in taste). When there is an assignment to edit like that, my creativity automatically comes out, hehe. Then, I deepened After Effects (video editing application) and others to edit videos. So, you can automatically get new knowledge when you see video editing tutorial videos. And it's nice to do assignments, to get new editing knowledge, right? (Appendix number 8)

From the explanation above, the participants revealed that if there was a task for editing a video, the creativity would automatically come out. Then deepen the effects in the editing

application. So that doing assignments is fun and you get new knowledge.

1.1.3. The using of YouTube in learning increase students' vocabulary

Data 1

“Kalau keuntungannya banyak mas. Jujur saya sudah lama gak ngedit-ngedit kan, efek-efek juga sudah pada lupa. Terus kemarin, 6 bulan yang lalu saya dapet tugas membuat YouTube itu, terus saya ngulik lagi. Jadi saya inget lagi, bisa lebih dalam lagi mempelajarinya. Karena saya masih amatiran gitu mas, jadi kaya gitu untungnya mas. Terus untungnya juga gak ada tekanan sama sekali, enjoy aja gitu. Keuntungannya juga, speaking saya jadi lancar, bertambah kosakatanya, ya... kaya gitu lah.”

"The benefits are a lot, bro. To be honest, I haven't edited it for a long time; the effects have also been forgotten. Then yesterday, 6 months ago I got the task of making YouTube, then I continued to do it again. So I remember again, can learn more deeply. Because I'm still an amateur like that, that's how rich, fortunately. Then fortunately there is no pressure at all, just enjoys it. The advantage is that my speaking becomes fluent, my vocabulary increases, huh ... it's like that." (Appendix number 10)

From the explanation above YouTube is that it can increase vocabulary. So that is an advantage in itself.

1.1.4. Disadvantages of using YouTube are the absence of classroom meeting and technical problems are challenging

Data 1

“Kalau kelemahan menurut saya, apa ya... ya gak ada. Ya mungkin jadi jarang ketemu sama dosennya, kaya gitu. Soalnya homemeeting terus kan. Ya mungkin itu bukan kekurangannya menurut saya.”

"In my opinion, what is the weakness ... what is it, no. Maybe you rarely meet the lecturer, it's like that. The problem is home meeting continues right. Yes, maybe that's not the drawback in my opinion." (Appendix number 11)

Participants explained that the disadvantage of using YouTube as a teaching medium is that they rarely meet lecturers. Because, it is home meeting continues.

Data 2

“Tapi kalau dari kekurangan, masalah memori hp penuh kadang juga bener sih. Aku juga kadang minta bantuan temen,apa namanya.... sekalian minta upload lewat akun YouTube ku lewat hpnya dia. Jadi aku lewat hpnya temen gitu sih. Terus kuota juga, tapi bagiku ya tidak terlalu bermasalah. Cuman, terkadang kalau upload video di YouTube kadang kita harus upload di tempat yang lancar jaringannya, yang ada wifinya biar hemat kuota, di kampus contohnya. Permasalahannya sih cari tempat gitu aja sih mas.”

"But if from a deficiency, the problem of a full cellphone memory is sometimes true. I also sometimes ask for help from friends, what's the name.... as well as asking to upload via my YouTube account via his cellphone. So I went through a friend's cellphone. Then the quota too, but for me it's not too problematic. However, sometimes when we upload a

video on YouTube, sometimes we have to upload it in a place with a smooth network, with wifi so that it saves quota, on campus for example. The problem is just looking for a place, bsro." (Appendix number 4)

Participants explained that the use of YouTube media has shortcomings, from cellphone specification and network.

Data 3

“Kekurangannya sih sinyal atau Hpnya juga kadang lemot, menurutku. Karena membuat atau mengakses media YouTube sinyalnya harus stabil. Contohnya, ketika mengupload video. Itu sinyalnya harus stabil, kalau gak stabil lama banget terkirimnya.”

"The downside is that the signal or the cellphone is sometimes slow too, in my opinion. Because creating or accessing YouTube media the signal must be stable. For example, when uploading videos, the signal must be stable; if it is not stable it will take a long time to send." (Appendix number 6)

From the data above, the participants explained that to access YouTube media, the signal must be stable, sometimes the cellphone is slow. For example, when accessing YouTube videos the signal must be stable.

Data 4

“Ya mungkin sisi negatifnya, lebih banyak membutuhkan kuota buat upload intinya. Terus misalkan mau upload dan filenya besar kan nguras kuota banyak yaa mas. Ada juga, dosen yang mengajarkan lewat media YouTube mau gak mau kita juga harus melihat YouTube itu. Apalagi kalau

misalkan ada dosen yang live di YouTube, kita harus mantengin livenya itu kan. Otomatis memakan kuota besar, kadang sinyal ya susah. Kita juga sendiri juga rugi.”

"Yes, maybe the downside is, it requires more quota for uploading, in essence. Then, for example, I want to upload and the file is large, it will drain a lot of quota, bro. There are also lecturers who teach via YouTube, like it or not, we also have to watch YouTube. Especially if there is a lecturer who lives on YouTube, we have to monitor the live, right? So it takes up a large quota, sometimes the signal is difficult. We also lose ourselves." (Appendix number 16)

The downside is that it requires more quota to access or upload videos. For example, a large video file size also requires a large quota and live streaming of material delivery from lecturers.

3.2 DISCUSSION

3.2.1 Using YouTube as a learning medium is helpful for students who are not confident in speaking in public and in more careful preparation.

From this data, students are greatly helped by the use of YouTube as a teaching medium. They explain that using YouTube can help the insecure to speak in public, as well as more preparation. This finding is supported by the theory (Agazio & Bucklev in Sharoff, Leighsa (2011) "YouTube can stimulate active learning and provide additional knowledge beyond the expected abilities." From these processes YouTube is very helpful to students.

Data 1 the participants said that when using YouTube in the Public Speaking class, there were many good things, being able to speak freely, not being immediately judged by others.

Data 2 the participant said that it was better to use YouTube. Because if you speak directly afraid that the grammar is wrong. If you use YouTube, you can speak out frankly.

Data 3 the participant explains that the participant sometimes still uses text to speak, as well as more mature and confident preparation.

Data 4 participants said the lecturers used technology and used YouTube media to train self-confidence, or did not have confidence in what they said.

Data 5 participants prefer YouTube because of the preparation. For example speaking in public, just speaking is difficult, confused, and lacks confidence. For example, for people whose vocabulary is lacking.

Data 6 participant said that he didn't like English. When there is a class meeting, the first one feels down. Because she have a mental breakdown caused by problems you experienced before. However, it helps to have YouTube as a teaching medium.

Data 7 participants argue that using YouTube is quite good. Those who were previously afraid to face the camera (or to be more specifically introverted) can be confident people.

Most of the statements above show that YouTube helps students who are not confident, enjoy, and prepare more carefully. Therefore it can be said that the advantage of using

YouTube is that it can increase vocabulary and make speaking fluent

Data 8 participant revealed that using YouTube is easy to get information or material, when they do not understand the explanation. So he better unde`rstand the explanation of YouTube media care because you can repeat the video when you don't understand it.

Data 9 participants explained that using YouTube is good and delicious. However, face to face sometimes don't understand the explanation. But if you use YouTube, you can understand, because there is preparation to understand it, and you can play the video many times.

Data 10 participants said that from the beginning they never looked for material on YouTube, now they often search for material on YouTube. In addition, it helps participants to get material and information about the lesson.

Data 11 using YouTube, he could see the results of his friend's video from the assigned assignment. So the participant can self-correct whether what he is doing is right or not. So that you better understand the material

Data 12 participants feel happy when given a task related to YouTube, feel enjoy, there is no pressure, and a distinct tone of impression.

From the findings above, it can be said that YouTube allows the student to get information, understanding the material easily no pressure, and impression.

3.2.2 YouTube allows the students to be creative

Data 1 the participants revealed that if there was a task for editing a video, the creativity would automatically come out. Then deepen the effects in the editing application. So that doing assignments is fun and you get new knowledge.

In line with Suryosubroto's (2009) theory of the characteristics of creativity, namely "a large curiosity drive; often asks good questions; give a lot of ideas or suggestions on a problem; free in expressing an opinion; stand out in an art field; have their own opinion and can express it; not easily influenced by others; strong imagination; high originality (seen in the expression of ideas, essays, and so on and using original methods in problem solving); can work alone or collaborate and enjoy trying new things ". The process of making a YouTube video for a given assignment that requires students to be creative and innovative in making the video. From the above findings it can be said that YouTube bringing up student creativity and new knowledge.

3.2.3 The using of YouTube in learning increase students' vocabulary

Data 1 the participant feels enjoy, and speaking and vocabulary become fluent. So that is an advantage in itself.

This is in line with the opinion of Social media users provide significant results for the learning of students Mohamed & Guandasami (2014) and Abdelazis (2015). From the data above, it can be concluded that using YouTube is that it can increase vocabulary and make speaking fluent.

3.2.4 Disadvantages of YouTube are the absence of classroom meeting and technical problems are challenging

From the data above, it can be seen that participants complained about the use of YouTube as a medium that rarely met with lecturers because it continues to be done at home and participants have difficulty accessing YouTube because the network is unstable, requires a large quota, and cellphone specifications must support it.

It is in line with Sigit Haryanto's (2018) research entitled Advantages And Lacks Of Schoology Based E-Learning (Ptk Study In Academic Listening Course Teaching) with the results of the study also having weaknesses, namely: "on an internet connection, there is no internet, learning cannot run. Second, when using a cellphone as an operational tool, sometimes there are signal constraints that hinder the course of learning activities. Third, plagiarism and cooperation can occur in sending assignments. "

Data 1 Participants explained that the disadvantage of using YouTube as a teaching medium is that they rarely meet lecturers. Because, it is home meeting continues.

Data 2 participant explained that the use of YouTube media has shortcomings, from cellphone specification and network.

Data 3 the participants explained that to access YouTube media, the signal must be stable, sometimes the cellphone is slow. For example, when accessing YouTube videos the signal must be stable.

Data 4 the downside is that it requires more quotas to access or upload videos. For example, a large video file size also requires a large quota and live streaming of material delivery from lecturers.

From the data above it can be said using YouTube, students felt there was a lack of class meetings and technical constraints.

4. CONCLUSION

In conclusion, the use of YouTube media as a teaching medium in the public speaking class has benefits, advantages and disadvantages. For students, they feel many benefits about using the media. Among them help students who are not confident, prepare more carefully, enjoy, foster creativity, and make it easier to get information and understand material about learning. For the advantages, it can increase vocab and improve speaking. Then the drawback is that it requires a stable network, a large quota, must have HP specifications that support it and rarely have class meetings.

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