

USING YOUTUBE AS A LEARNING MEDIA TO SPEAKING SKILL: STUDENTS' PERCEPTIONS

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Abstrak

Kemampuan berbicara (speaking) merupakan aspek penting dalam pembelajaran bahasa Inggris, namun seringkali menjadi tantangan bagi banyak siswa. Dalam menghadapi tantangan ini, media pembelajaran seperti YouTube telah menjadi salah satu pilihan yang menarik. Studi ini bertujuan untuk mengeksplorasi persepsi siswa tentang penggunaan YouTube sebagai media pembelajaran untuk meningkatkan kemampuan berbicara bahasa Inggris di MTs Nurul Islam. Tujuan penelitian ini adalah untuk mengevaluasi persepsi siswa terhadap penggunaan YouTube sebagai media pembelajaran untuk meningkatkan kemampuan berbicara bahasa Inggris, serta untuk mengidentifikasi hambatan-hambatan yang mungkin dihadapi selama proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan kuesioner dan wawancara sebagai instrumen pengumpulan data. Responden terdiri dari 33 siswa di MTs Nurul Islam Mojokerto. Data dianalisis menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi yang positif terhadap penggunaan YouTube sebagai media pembelajaran untuk meningkatkan kemampuan berbicara bahasa Inggris. Namun, beberapa hambatan juga teridentifikasi, termasuk masalah sinyal internet, kurangnya kepercayaan diri dalam berbicara, dan keterbatasan partisipasi aktif dalam kelas. Kesimpulan dari penelitian ini adalah bahwa YouTube dapat menjadi alat yang efektif dalam meningkatkan kemampuan berbicara bahasa Inggris bagi siswa di MTs Nurul Islam. Namun, perlu perhatian khusus terhadap penyelesaian hambatan-hambatan yang diidentifikasi untuk memaksimalkan manfaat dari penggunaan media pembelajaran ini.

Kata Kunci: Kemampuan Berbicara, Media Pembelajaran,
Youtube, Mts Nurul Islam

Abstract

Speaking skills are a crucial aspect of English language learning, yet often pose a challenge for many students. In addressing this challenge, instructional media such as YouTube has emerged as an intriguing option. This study aims to explore students' perceptions regarding the use of

YouTube as a learning medium to enhance English speaking skills at MTs Nurul Islam. The research objectives are to evaluate students' perceptions of using YouTube as a learning medium to improve English speaking skills and to identify potential barriers during the learning process. Employing a qualitative approach, the study utilized questionnaires and interviews as data collection instruments, involving 33 students at MTs Nurul Islam Mojokerto. Data were analyzed using descriptive analysis. The findings indicate that the majority of students hold positive perceptions regarding the use of YouTube as a learning medium to enhance English speaking skills. However, several barriers were identified, including internet signal issues, lack of confidence in speaking, and limited active participation in class. The conclusion drawn from this research is that YouTube can be an effective tool in enhancing English speaking skills for students at MTs Nurul Islam. However, special attention is needed to address the identified barriers to maximize the benefits of using this instructional media.

Keywords: *article* Speaking Skills, Instructional Media, YouTube, MTs Nurul Islam

PENDAHULUAN

Speaking skill is considered the most crucial aspect of acquiring a foreign or second language. Alexandra et al., (20twenty-one percent) emphasize its significance by stating that "Speaking is the skill that the students will be judged upon most in real-life situations." When communicating orally, individuals express ideas tailored to suit the listener's needs. Menggo, (2018) outlines three essential areas pertinent to speaking proficiency for language learners. Firstly, learners must grasp the mechanics of linguistic elements, encompassing pronunciation, grammar, and vocabulary usage in the correct sequence and with precise pronunciation.

Secondly, they need to understand the functional aspect of language, which involves engaging in communication to exchange information and clarify crucial messages.

Learning to speak English can be challenging for many individuals, as highlighted by (Limeranto & Bram, 2022) who assert that "Speaking is the most complex and difficult skill to master." Various factors contribute to speech difficulties, including a lack of confidence and uncertainty in pronunciation, grammar usage, and vocabulary. Effective language instruction activities are necessary to improve speaking abilities, as they encourage practice and confidence-

building. Utilizing media in the teaching and learning process plays a crucial role in transmitting knowledge effectively. Well-packaged learning materials not only enhance comprehension but also stimulate students' curiosity, ultimately facilitating clearer understanding and more engaging learning experiences.

YouTube serves as a valuable platform for enhancing English language skills, particularly in speaking, due to its widespread popularity among students and its utility as an educational resource. Widely accessible across various age groups, YouTube offers a plethora of features such as video search, playback, upload, download, subscription, live streaming, sharing, and discussion, all for free (World Health Organization; London School of Hygiene and Tropical Medicine, 2017). As one of the most popular video-sharing services online (Snelson, 2011), YouTube attracts millions of users, presenting immense potential as an interactive learning medium. Even without creating an account, users can benefit from the wealth of educational content available on YouTube, making it an invaluable tool for English learners seeking to improve their language skills.

Dewi et al., (2022) highlight the numerous advantages of YouTube as an educational medium, including its potential to enhance learning through editing, ease of use, provision of informative content, interactivity, shareability, and cost-effectiveness. Integrating YouTube videos into lesson plans aligns with the learning preferences of today's generation, fostering skill development, boosting self-confidence, and promoting active learning (Irawan, 2020). As education evolves alongside technology, leveraging platforms like YouTube allows for interactive and engaging teaching methods, offering solutions for introverted students and enriching classroom experiences with diverse learning opportunities (Irawan, 2020).

At MTs Nurul Islam Mojokerto, students are assigned tasks related to public speaking in English classes, such as creating and uploading videos of speeches or self-introductions on YouTube. Additionally, when there are no in-person classes, students are assigned public speaking tasks to be uploaded to YouTube by the teacher. Moreover, during exams, exceptional students practice public speaking in front of peers, with the sessions livestreamed on YouTube. Utilizing

YouTube enhances students' confidence and expressiveness, thereby improving their conversational and pronunciation skills both inside and outside the classroom. This approach is particularly significant for researchers at Islamic boarding schools, where access to gadgets may be limited compared to public schools, prompting the proposal of a study titled: "Using YouTube as A Learning Media for Speaking Skills: Students' Perceptions."

Methodology, as defined by Polit and Beck (2004), encompasses the techniques for gathering, organizing, and analyzing data. In this qualitative study, the researcher applied specific methods, including the utilization of questionnaires, to investigate the phenomenon under examination. Questionnaires serve as crucial tools for collecting primary data, offering insights that secondary data sources cannot provide. The study's objective is to elucidate a phenomenon by acquiring precise information, emphasizing the importance of meticulous data collection through observation and questionnaire analysis without disrupting teaching and learning activities aimed at enhancing speaking skills. Cresswell (2003) underscores methodology as a cohesive set of methods tailored to address research questions and

meet the researcher's objectives. The research process commenced with problem selection pertinent to English grammar learning courses and the researcher's interests. Preliminary observations in English language courses were conducted, and research problems were formulated as inquiries to be addressed through the study. Subsequently, the researcher identified the appropriate approach to address the formulated problems.

The researcher develops a data collection instrument as advised by Hidayati (2017) to gather information about the central phenomenon, research participants, and study locations. The study examines the teaching and learning process in English courses comprehensively, emphasizing the utilization of technology, particularly YouTube, to enhance speaking skills. Two questionnaires are administered to students to identify challenges encountered when utilizing YouTube for English language learning. Conducted at MTs Nurul Islam in Jabontegal village, the research spans from February to March, focusing on ninth-grade students aiming to improve their speaking skills through YouTube videos. In this study, descriptive analysis was employed to present the data findings. Initially, information was gathered through

interviews and questionnaires. Subsequently, each piece of information was analyzed to uncover insights and meanings, leading to structured presentations and drawing conclusions. Continuous analysis and verification of conclusions were conducted to ascertain the validity of findings regarding teachers' speech in English teaching. Data collection involved observation, interviews, and questionnaires, focusing on students' learning of speaking skills through daily English lessons, facilitated by YouTube media. MTs Nurul Islam in Jabontegal village, Mojokerto regency, under the leadership of Muhammad Ikhsan, offers a collaborative curriculum blending salafiyah and national education methods, including specialization programs in science, language, and Quranic memorization. Integrating YouTube into English learning aligns with modern educational trends, fostering student engagement and motivation in the classroom.

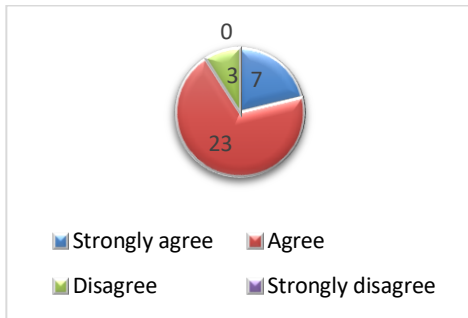
HASIL DAN PEMBAHASAN

This chapter delves into the results and discussion of the current study, presenting them separately for clarity. The findings are divided into two sections: one based on

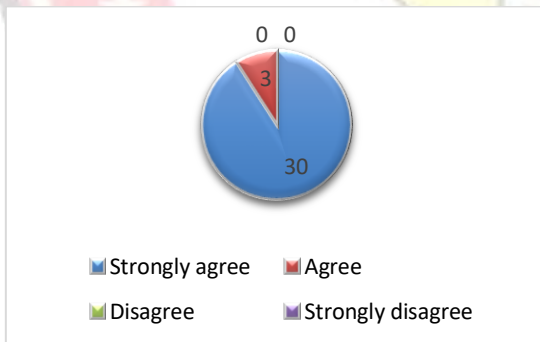
interviews and questionnaires, and the other focusing on observations regarding students' speaking skills enhancement. The initial part discusses the data gathered from interviews and questionnaires, while the subsequent section explores the collection and analysis of data to assess the relevance of YouTube media in enhancing the speaking skills of students at MTs Nurul Islam. Under the problem statement, "How are the perceptions of students at MTs Nurul Islam in using YouTube to improve speaking skill?" the chapter specifically examines students' perceptions, with data gathered from interviews involving five students and questionnaires from thirty-three students at MTs Nurul Islam.

The students were asked to fill out a questionnaire student are made up of two parts. Part 1 is related to YouTube media. Part 2 of the student questionnaire is related to students' speaking skills and speaking problems. There are fifteen items as factors that improve students' speaking ability. Below are the Collection data results from the Student Questionnaire. The findings of the questionnaire to speaking skill students' perceptions. Nine grade students consist of thirty-three students in one class.

(maf'ula), (speaking skill-YouTube)

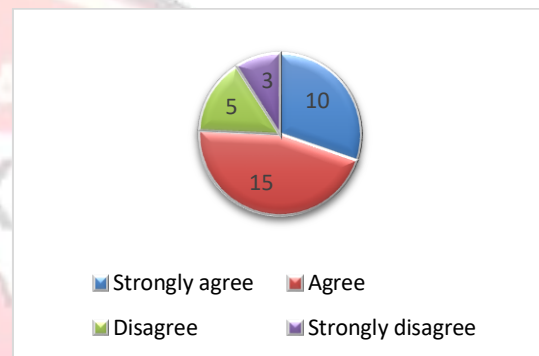


According to the findings obtained from a survey involving thirty-three respondents, a significant majority of students, seventy percent, expressed agreement with the ease of utilizing YouTube media for learning spoken English, while twenty-one percent strongly agreed with this notion. Conversely, nine percent of students disagreed. Consequently, it can be inferred that utilizing YouTube for learning purposes facilitates comprehension and is readily understood by students.

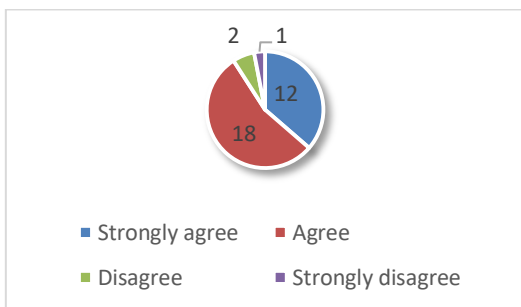


The findings derived from a questionnaire involving thirty-three participants revealed that regarding part 2, the utilization of YouTube videos for language learning significantly reduces anxiety in the classroom, with ninety-one percent

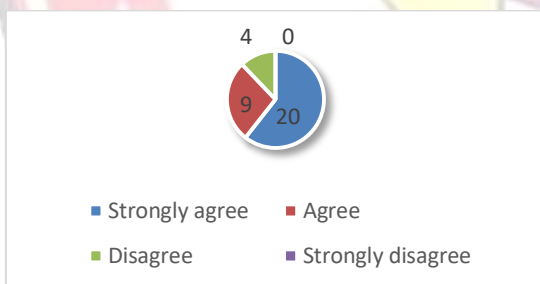
strongly agreeing and nine percent agreeing. Notably, no students selected disagree. This suggests that incorporating YouTube media into learning makes the process engaging and prevents boredom for students.



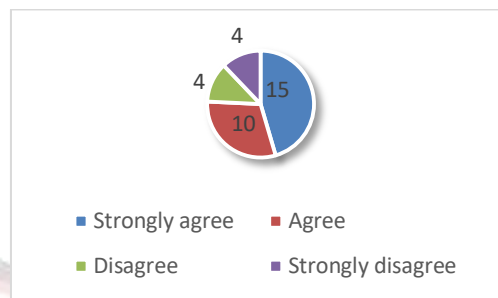
According to the findings obtained from a survey involving thirty-three participants, part 3 of the questionnaire indicates that YouTube videos assist in guessing the meanings of unfamiliar words. Thirty percent of students strongly agreed, while forty-six percent agreed. On the other hand, fifteen percent disagreed, and nine percent strongly disagreed. These results suggest variations in students' ability to comprehend words through YouTube media, yet a majority agreed with the usefulness of YouTube videos in this aspect.



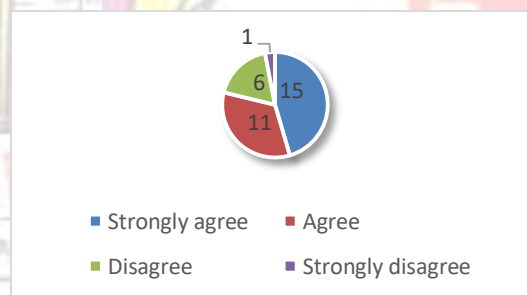
According to findings from a questionnaire involving thirty-three participants, part 4 highlights YouTube as a beneficial tool for language learning. Thirty-six percent of students strongly agreed, while fifty-five percent agreed. Conversely, six percent disagreed, and three percent strongly disagreed. Despite the majority finding learning through YouTube media useful, there were some who did not agree, particularly those who might not favor speaking learning activities.



According to a survey with thirty-three participants, in section 5, sixty-one percent strongly agreed that YouTube media aids speaking tasks, while twenty-seven percent agreed, and twelve percent disagreed. Overall, more students find learning to speak comfortable with YouTube media facilities.

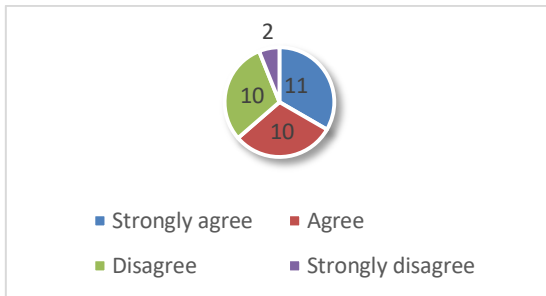


Findings from a questionnaire with thirty-three participants reveal that in part 6, YouTube media motivates teachers to engage with students enthusiastically: forty-six percent strongly agreed, thirty percent agreed, twelve percent disagreed, and twelve percent strongly disagreed. Thus, both students and teachers are motivated by YouTube media in the learning process.

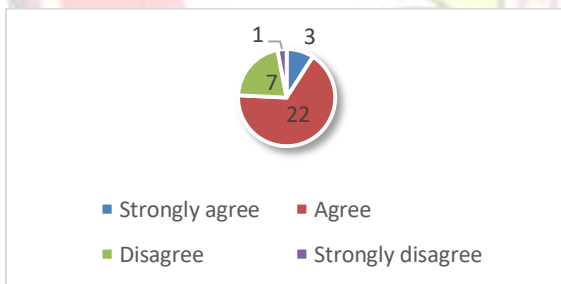


From a questionnaire involving thirty-three participants, it was found that in part 7, YouTube media accessibility was highly favored: forty-six percent strongly agreed, thirty-three percent agreed, eighteen percent disagreed, and three percent strongly disagreed. This widespread agreement might stem from students' familiarity with YouTube from a young

age, making access to YouTube media trouble-free for them.

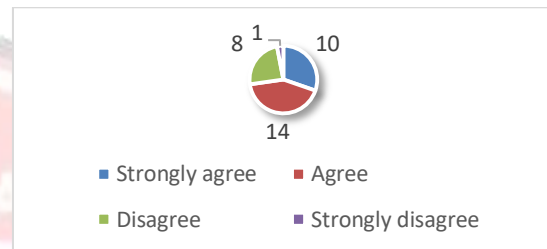


From a questionnaire with thirty-three participants, section 8 indicates that YouTube media offers numerous reference sources, with thirty-four percent strongly agreeing, thirty percent agreeing, thirty percent disagreeing, and six percent strongly disagreeing. Although YouTube has many subscribers, teachers are available to guide students in the right direction, ensuring accuracy in their references.

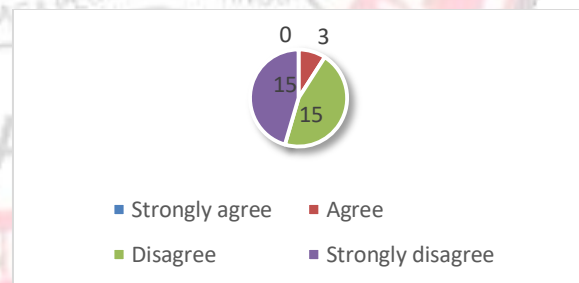


From a questionnaire with thirty-three participants, in section 9, it was found that YouTube videos motivate students to comment and discuss in class, with nine percent strongly agreeing, sixty-seven percent agreeing, twenty-one percent disagreeing, and three percent strongly

disagreeing. YouTube media encourages active participation in discussions among students, although some may lack confidence to speak up.

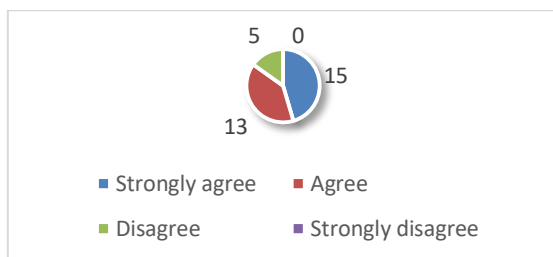


From a questionnaire with thirty-three participants, in part 10, it was found that students' interest in continuing English learning with the YouTube application is high, with thirty percent strongly agreeing, forty-two percent agreeing, twenty-four percent disagreeing, and three percent strongly disagreeing. Most students express a desire to continue using YouTube for learning, finding it engaging and not boring.

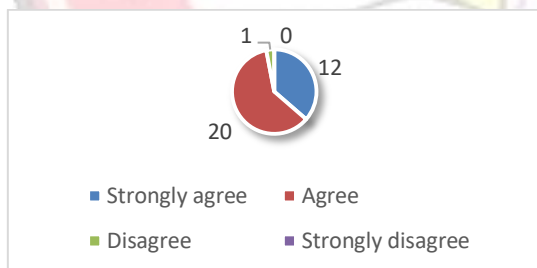


From a questionnaire with thirty-three participants, in section 11, it was found that students' satisfaction with learning to speak using YouTube media sources is low, with nine percent agreeing, forty-five percent disagreeing, and forty-six percent strongly

disagreeing. Despite the widespread use of YouTube media, many students are unsatisfied with its application in learning speaking.

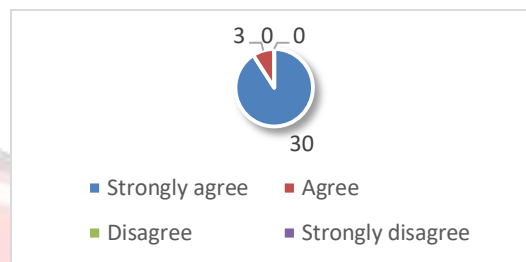


From a questionnaire involving thirty-three participants, in section 12, it was found that forty-six percent strongly agreed, thirty-nine percent agreed, and fifteen percent disagreed that YouTube videos enable the use of appropriate vocabulary and correct grammatical forms. Students utilizing YouTube media feel they acquire more words or vocabulary with accurate pronunciation.

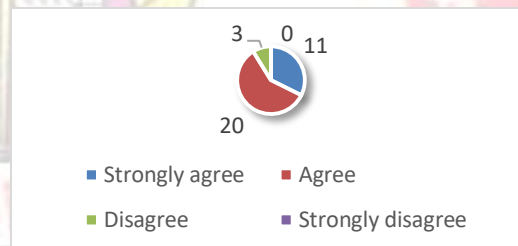


From a questionnaire with thirty-three participants, in section 13, thirty-six percent strongly agreed, sixty-one percent agreed, and three percent disagreed that their pronunciation improves when learning via YouTube videos. Thus, students feel they acquire more words and

practice pronunciation effectively through YouTube media.



From a questionnaire with thirty-three participants, in section 14, nine percent strongly agreed and ninety-one percent agreed that they do not feel bored when the teacher uses YouTube videos in class. Thus, students find that YouTube media adds excitement to their learning experience.



From a questionnaire involving thirty-three participants, in part fifteen, thirty-three percent strongly agreed, sixty-one percent agreed, and nine percent disagreed that YouTube videos prevent them from going astray while speaking. Thus, students feel more focused and directed when utilizing YouTube media, and they believe that YouTube sources, with the guidance of the teacher, keep them on track.

Interview Discussion

Based on the interview findings, several aspects regarding the utilization of YouTube media in class need further exploration. Firstly, in terms of preparation, most students find the materials provided accessible, although internet connectivity remains a concern. Some students, however, express dissatisfaction with the lack of supplementary documents alongside video assignments. Secondly, during implementation, while some students feel hesitant due to perceived lack of fluency, others find the interactive nature of speaking exercises beneficial for building confidence. Thirdly, concerning facilities, students generally cite weak signal as the main challenge, yet they appreciate the support provided during technical difficulties. Fourthly, students' satisfaction with YouTube-mediated learning varies, with some feeling passive while others feel motivated and enthusiastic about their progress. Fifthly, regarding student abilities, while some notice incremental improvement, others feel stagnant due to lack of confidence. Lastly, the face-to-face learning model incorporating YouTube media receives positive feedback, as students find it engaging and not tedious.

Overall, students show varying levels of engagement and satisfaction with the integration of YouTube media in speaking classes.

Questionnaire Discussion

Based on the questionnaire findings, the researcher identified fifteen aspects to describe. Firstly, in part (a), it was revealed that twenty-one percent strongly agreed, seventy percent agreed, and nine percent disagreed that YouTube media is easy to use for learning English speaking, indicating students find it comprehensible and suitable for active learning. Secondly, in part (b), ninety-one percent strongly agreed and nine percent agreed that using YouTube videos reduces anxiety in class, implying enhanced engagement and interest. Thirdly, in part (c), thirty percent agreed, forty-six percent strongly agreed, fifteen percent disagreed, and nine percent strongly disagreed that YouTube videos aid in guessing the meaning of unfamiliar words, reflecting varying perspectives on its efficacy. Fourthly, in part (d), thirty-six percent strongly agreed, fifty-five percent agreed, six percent disagreed, and three percent strongly disagreed that YouTube is beneficial for language learning, highlighting its overall utility despite some dissent. Fifthly, in part (e), sixty-one

percent strongly agreed, twenty-seven percent agreed, and twelve percent disagreed that YouTube facilitates speaking tasks, underscoring its effectiveness in enhancing speaking skills. Sixthly, in part (f), forty-six percent strongly agreed, thirty percent agreed, twelve percent disagreed, and twelve percent strongly disagreed that YouTube motivates teachers and students, suggesting its positive impact on classroom dynamics. Seventhly, in part (g), forty-six percent strongly agreed, thirty-three percent agreed, eighteen percent disagreed, and three percent strongly disagreed that YouTube is easily accessible, emphasizing its widespread familiarity and ease of use. Eighthly, in part (h), thirty-four percent strongly agreed, thirty percent agreed, thirty percent disagreed, and six percent strongly disagreed that YouTube's abundance of references can be confusing, highlighting the need for proper guidance. Ninthly, in part (i), nine percent strongly agreed, sixty-seven percent agreed, twenty-one percent disagreed, and three percent strongly disagreed that YouTube encourages class participation, showcasing its potential to foster engagement. Tenthly, in part (j), thirty percent strongly agreed, forty-two percent agreed, twenty-four

percent disagreed, and three percent strongly disagreed that students enjoy continuing English learning with YouTube, demonstrating its appeal and perceived effectiveness. Eleventhly, in part (k), nine percent strongly agreed, forty-five percent agreed, and forty-six percent strongly disagreed that some students feel unsatisfied with YouTube learning, indicating varied experiences and satisfaction levels. Twelfthly, in part (l), forty-six percent strongly agreed, thirty-nine percent agreed, and fifteen percent disagreed that YouTube aids in vocabulary and grammar, highlighting its role in language acquisition. Thirteenthly, in part (m), thirty-six percent strongly agreed, sixty-one percent agreed, and three percent disagreed that YouTube improves pronunciation, suggesting its efficacy in oral skill development. Fourteenthly, in part (n), nine percent strongly agreed and ninety-one percent agreed that YouTube prevents boredom in class, indicating its ability to enhance engagement. Lastly, in part (o), thirty-three percent strongly agreed, sixty-one percent agreed, and nine percent disagreed that YouTube helps maintain focus during speaking, suggesting its value in guiding learning trajectories.

SIMPULAN

Based on the findings and discussions of the research on "Using YouTube as a Learning Media to Improve Speaking Skills: Students' Perceptions" at MTs Nurul Islam, it can be inferred that students generally perceive learning speaking skills with YouTube media positively. This conclusion is drawn from various aspects of the learning process, including preparation, implementation, facilities, student satisfaction, student ability, and the applicable learning model. However, obstacles were encountered during the learning process, such as internet signal issues for some students, low confidence leading to limited practice, and passive participation or lack of interaction among certain students in class.

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