

## UTILIZING VLOG IN YOUTUBE TO INCREASE STUDENTS' INTERESTING IN SPEAKING ENGLISH LEARNING AT THE FIRST SEMESTER STUDENTS' OF ENGLISH LANGUAGE EDUCATION UNIVERSITAS ISLAM SYEKH YUSUF IN ACADEMIC YEAR 2019/2020

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### *Abstract :*

The research focused on increasing students' interesting in speaking English learning by using video as media. This study aims to find out how YouTube contributes the developments of students' speaking English skill. It is an action research on the first semester students of English language education in the academic year 2019/2020. As we know that speaking is one of the most important skills in language to be learnt in English as a foreign language. Unfortunately, When the writer observed before doing the research the writer found that the students still have the problems in learning speaking English. It was because they are not interest or confidence when they have to speak in front their friend. Therefore, to solve the problems, the writer tried to use utilizing vlog in YouTube as media in learning speaking English. Utilizing vlog in YouTube could increase the students' interesting in speaking English learning. It was proved by the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.000 was smaller than probability score 0.05. It was calculated by SPSS version 24. In other words, using YouTube as media has given contribution to improve students' speaking English skill.

**Keywords :** *Speaking, self-confidence, YouTube*

### INTRODUCTION

As we know that language is one of the tools for the communication. It is important for the human's life, as David Kilgour (1999) "language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships".

Meilinda (2018) supported the theory above that "Language is needed for daily communication. Without language, effective communication cannot be achieved and misunderstanding will take place. One of the languages is English, and it is used by millions of people around the world. It means that English is a means of global communication for many activities"

Therefore, English has been recognize as one of the languages that many people use to be able to communicate with other people from various countries because English is the most common primary language in words as an international language, so the ability

to communicate in English is a necessary for international relations to participate in the wider world of work.

In real life, many students think if they success in speaking of course they are also successful in learning English. In another word, being able to speak well is important in life that is why people needs to learn how to speak English well.

Unfortunately, when the writer observed in the second semester students of English language education, the writer found that the students still have the problems in learning speaking. It was because they did not have self-confidence when they have to speak in front of their friend. In speaking activities, students' self-confidence is important. It was supported by Isnaniah (2018) "The confidence is important of successful process learning English for the students."

There are many reasons why students were not confidence when they had to speak English in front their friend. It was because the students don not have many vocabularies and their speaking English habit in daily life. This problems make the students worried do the mistake when they are speaking.

To solve the problems above, the teacher should use the good media. Thus, to achieve the good English learning process the teacher should be selective to choose the media.

Agustina (2016) supported that "Along with the advance of technology, media will bring the impact to people, both in positive and negative sides and we need to be wise in choosing what we can take from it. Taking the positive side will gain many good impacts for us"

The theory explained that technology provides many medium for students to learn English. But the teacher should choose the appropriate media to get good result because there are still media that are not in accordance with the class condition. Therefore, the writer believed that YouTube is one of media can help students to improve their self-confidence in speaking English.

It was supported by Sari that using technology especially social media such as YouTube in learning English speaking process can enhance students' motivation and self-confidence. It was because by using YouTube as media besides for watching the video, the students also doing vlog as much as the common speaking activities in the class with their peers. Vlog enabled them to speak freely and comfortably without feeling anxious but doing activities in class with the peers also gave them enjoyable learning moment and interactions.

Therefore, if they can increase their interesting to learning English speaking, they will also improve their English speaking automatically. Albantani & Madkur (2017) said that "YouTube usefulness is indeed to only share and also take video only. YouTube is a website that provides a variety of videos such as video clips, movies and video uploaded by YouTube users". This theory explained that YouTube is a web for video sharing which all of users can share by Vlogging their video and watching video. Watkins & Wilkins (2011) gave opinion that "Since YouTube and other online videos are most immediately

observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes.”

Currently, YouTube becomes a popular in teenager sociality. Some people especially for teenager spend their time to watch some videos in YouTube, and also make vlog to upload their video into YouTube. They have been familiar about YouTube. Hence, it can make the teacher easy to give the instructions learning English process. Wang & Chen (2019) also gave opinion that English teaching by watching videos on YouTube, students not only can learn English in a more organize way, but also enjoy various learning resources on YouTube according to their needs and interest. It means that source on YouTube can be authentic material, because the teacher can show the real things on video YouTube.

By using authentic material, the student would understand the material well. Thus, learning speaking English by using YouTube will make students more interested because in YouTube, the students founds many real materials, it gives students the opportunity to practice communicating in different social contexts and in different social roles. Besides, it also allows students to be creative.

Sari (2018) proposed that “Both Vlog and YouTube Channel when combined create a meaningful and enjoyable teaching media for students. First, because it gives chances for students to speak up using English without interruption. Second, students are given enough time to arrange what they want to deliver in their vlogs. Third, vlog can be done in any place at any time that are convenient for students to record themselves and speak their opinions.”

However, YouTube can give the students opportunity to practice speaking English in outside class with the aim of determining its effect on students’ speaking skills.

Almurashi (2016), said that “Using YouTube videos to teach English classes as extra material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful.”

Based on the description above, the writer interested in conducting research under the title “using YouTube as media to improve students’ speaking English skill at the second semester students of English language education Universitas Islam Syekh Yusuf in academic year 2018/2019.

## A. Method

The design of this study was quantitative research and the kind of this research is experimental research. According to Fraenkel R. Jack, Norman E Wallen (2011) states that “experimental research is type of research that directly attempt to influence a particular variable, and when properly applied, it is type for testing hypotheses about cause-and-effect relationship.”

The writer utilized YouTube in teaching speaking skill as media. The population of the research in the first semester students of the students English Language Education Universitas Islam Syekh Yusuf in academic year 2019-2020. There are 77 students as

population, it was consist of 2 A, 2B and 2C while the sample of the research was about 30 student by using purposive sampling.

The writer take the material from YouTube, the material is about **transportation, dinner with a friend, asking and giving direction, retelling short story, job interview, opening a saving account in a bank, shopping and giving instruction to do something.**

The data of this research was obtain through several techniques, such as interviews, observations, tests, and documentation.

In this research, the students were given the pre-test and post-test, in pre-test, the writer asked students to dialogue with their partner in front of class by using role play technique. While post-test, the writer asked students to dialogue with their partner in front of class by using impromptu technique..

Both of the pre-test and post-test was done to know whether there was differences result or not between before and after the students were given treatment by using youtube as media.

## B. Research Findings

In analyzing the data, the writer used the real score of the students. It was obtained to look for the difference between the pre-test and post-test score. The result of the test would be processed by using statistical calculation IBM SPSS version 24.

The result of the descriptive statistics analysis of the pre-test's score were seen in the following table:

**Table 1** Result of Pre-test and Post-test

|                    | N  | Min | Max | Sum  | Mean  | Std. Deviation | Variance |
|--------------------|----|-----|-----|------|-------|----------------|----------|
| Pretest            | 30 | 45  | 79  | 1992 | 66,40 | 8,775          | 77,007   |
| Posttest           | 30 | 75  | 89  | 2419 | 80,63 | 4,944          | 24,447   |
| Valid N (listwise) | 30 |     |     |      |       |                |          |

The table above showed that pre-test and post-test had difference minimum and maximum score. From the table 1, the total pre-test scores of the students were 77,007 and the mean was 66.40; with the minimum score was 45 and maximum score was 79. While the total post-test scores of the students were 24,447 and the mean was 80,63; with the minimum score was 75 and maximum score was 89. Thus, based on the significant difference from both pre-test and post-test, it can be concluded that after the treatment, the result of students' speaking skill were quite different.

### The Test of the Analysis Assumptions

Before the writer conducted the testing and analyzing the data, needed to know whether the data was normal and homogeneity.

#### a. Test of Normality

To know the data was normally distributed or not, the writer should count the normality test. The data processed in the calculation of normality test using Liliefors in SPSS version 24. The complete result of testing can be seen in a table as follows:

**Table 2** Result of Test Normality

a. Lilliefors Significance Correction

The table above showed that significant value of pre-test was 0.047, while the significant value of post-test was 0.000.

Based on testing criteria, if the significant score is more than 0.05. it means that the data is normal distribution, and if the significant score was less than 0.05. It means that the data is not normal distribution. It was because the significant value of post-test (0.000) were less than 0.05.

a. Test of Homogeneity

To test of data homogeneity, the writer also used SPSS version 24. The complete result can be seen as follow:

**Table 3** Result Test of Homogeneity

The data above showed that the significant score was .026. Based on the testing criteria if significant score < 0.05 it means the data is not same variant group, and if significant score > 0.05. It means the data is the same variant group. The result of the test shows that the population variant is not homogenous.

b. Testing of Hypothesis

Because the data was not normally distribution, so test of the data hypothesis used non parametric test. It was Mann Whitney test. The result testing of hypothesis showed the following table:

**Table 4** Result Test of Statistic Mann-Whitney

| Null Hypothesis                                                       | Test                             | Sig. | Decision                    |
|-----------------------------------------------------------------------|----------------------------------|------|-----------------------------|
| 1 The distribution of Youtube is the same across categories of group. | Independent Samples Mann-Whitney | .000 | Reject the null hypothesis. |

|           | Kolmogorov-Smirnov 1 |    |       | Shapiro-Wilk |    |       |
|-----------|----------------------|----|-------|--------------|----|-------|
|           | Statistic            | Df | Sig.  | Statistic    | Df | Sig.  |
| Pre-test  | 0.170                | 30 | 0.027 | 0.929        | 30 | 0.047 |
| Post-test | 0.251                | 30 | 0.000 | 0.799        | 30 | 0.000 |

| Levene statistic | df1 | df2 | Sig.  |
|------------------|-----|-----|-------|
| 5.218            | 1   | 58  | 0.026 |

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|--|--|------|--|--|
|  |  | ey U |  |  |
|  |  | Test |  |  |

Based on the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.000 was smaller than probability score 0.05. It was concluded that  $H_a$  was accepted. In other words there was a significant positive effect of using Youtube as media to improve students' speaking English skill.

## C. Discussion

From the finding above, it could be concluded that utilize vlog in YouTube has given effect in learning English speaking skill because there was difference result before and after treatment. The score before treatment was showed by the result of pre-test was 66,40 while after treatment the score was showed in the result of post-test was 80,63. Besides, the result from pre-test and post-test, It was also proved by the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.000 was smaller than probability score 0.05. It means that there was a significant positive effect of using Youtube as media to improve students' speaking English skill.

It showed that YouTube as media has given the usefulness in learning speaking English process. It was proved by the writer after doing the research, the writer found many advantages using YouTube as media in learning English speaking. First, the learning process would be much more fun, it was because in YouTube presented many interesting topic and material and also presented games and examples of language that are often found everyday so that it is more relaxed and enjoyable for students. Second, learn the pronunciation by acquiring with the direct of native speaker would make easy for students. Third, YouTube showed many interesting video. Therefore, it make be the authentic material, so the students would be understanding material faster. And the last, the students can get the learning video easily from YouTube, so that they find many material or what they need to learn English easily.

Based on the advantages above, learning by using YouTube can be believe to have a potential impact on foreign language learning. By using YouTube, the teacher would find a lot of resourceful media to learn speaking foreign languages.

## D. Conclusion

The conclusion of the research that YouTube carries a lot advantages in teaching and learning to speak. Using YouTube in learning speaking provides an authentic English language model. In addition, YouTube in speaking allows students to learn correctly pronunciation, improve their vocabulary and understanding differently culture. A video on YouTube is generally easy to understand because of the visuals available instructions. Using it in learning attracts and motivates students to do it learn. However, the teacher must also pay attention to the equipment used when teaching. The teacher must also manage the use of YouTube and its effects for students, so that they can see it clearly and become aware of its purpose YouTube for their learning.



Due to the fact that YouTube in the research can really improve the students' English speaking English skill, but Youtube should be considered as an effective instructional tool and as important teaching resource in classroom.

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