Facilitating Students' Speaking Task Using YouTube During Covid-19 Pandemic

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Abstract

This study investigates students' perception of the use of YouTube to facilitate undergraduate students' speaking activities. The method used in this research is descriptive quantitative research. The sampling system is done randomly and takes 40 students as a sample. The questionnaire has two parts, followed by ten questions with five answer choices using a Likert scale covering strongly disagree to strongly agree. The result of the study shows that 80% of students access YouTube because YouTube is very interesting, 75% of students say YouTube is an easy media to access, 80% of students say YouTube can be used as a learning resource (80%), and 85% of students use YouTube as a medium for doing speaking tasks. The student response to the use of YouTube as the media of facilitating students' speaking tasks is very positive, where 72% of students stated they strongly agreed if the practice of speaking through YouTube was applied, and 20% of students agreed. In general, student responses in using YouTube to facilitate students speaking activities in distance learning during the Covid-19 pandemic are very positive.

Keywords

YouTube, learning media, speaking, distance learning

Introduction

Covid-19, which has plagued almost all over the world, has killed various normal human activities. The Covid-19 virus is not only a health problem because the impact of the virus is also felt by other sectors such as education. The massive transmission between humans and other humans makes direct interaction very limited. Likewise, the world of education, which always emphasizes direct or face-to-face interaction, has to be constrained and even temporarily stopped so that the transmission of the virus in the educational environment does not occur ([Batubara, 2021](#)). Face-to-face learning is felt by the government, especially Indonesia, that it is not appropriate to hold it given the many considerations, including concerns about the opening of new clusters of the spread of the Covid-19 virus in the school environment.

Distance learning, which is currently being held in Indonesia, is not new since technology integration in education. Since then, distance learning has been established ([Ssentamu et al., 2020](#)). This is due to the geographical location of Indonesia, which is in the form of an archipelago, so that distance learning is quite effective in realizing the ideals of national education, namely the intellectual life of the nation. According to ([Mukti, Nandiyanto, & Kurniawan, 2021](#)), distance learning is an interactive learning effort using the internet, computers, or devices as learning facilities. Thus, it can be concluded that the internet, computers, and gadgets are the primary source in implementing distance learning.

The policy of learning from home makes teachers look for methods and tools to facilitate communication. For Early Childhood Education, kindergarten, Elementary Schools, Junior High Schools, and Senior High Schools, the government provides learning media through television shows every day. However, for education in universities, lecturers must provide knowledge with learning media that can transfer knowledge. The selection of technology must be appropriate to facilitate learning. One of the positive impacts of the development of technology is that technology is used as a learning tool during this virus pandemic.

Technological developments force every individual, especially Indonesian citizens, to adapt quickly as well. The form of adaptation is to develop self-ability in using technology. The world of education cannot be separated from the impact of accelerating technological developments, as we have felt the ease of accessing learning materials and resources quickly at any time via the internet. With advances in the field of the internet, it makes it easy for many students to get the information they want, including in the world of education.

In addition, technology plays a very important role in people's lives today and can be used in various aspects of life. For example, today's society tends to use technology in their activities, look for job information, complete work, and even search for information via the internet. The internet has grown rapidly. Through the internet media, everyone can access various useful information for the development of each who is interested in reading and accessing it. One of the learning media in question is YouTube.

The current phenomenon requires teachers to be more creative in carrying out the teaching and learning process to meet their demands. Advances in technology, especially the internet, have been in line with the demands of this internet generation. Its integration will follow the way of learning to optimize the learning process and learning outcomes. The advantage of learning with video is that it presents images and sound representations of an event to students in class. YouTube is one of the most popular video-sharing services on the internet today ([Clifton & Mann, 2011](#)).

Another phenomenon nowadays is when teachers or lecturers want to teach productive skills in English, such as speaking. The current virtual learning application has not been able to facilitate learning speaking asynchronously fully. So, many lecturers or teachers have difficulty teaching speaking, particularly in ordering the students to speak orally and submitting the assignment. With the inclusion of YouTube as an alternative learning media, it is hoped that students can be facilitated to speak using YouTube.

YouTube is one of the many applications that can be used as learning multimedia that utilizes internet media to share information. YouTube is the number 1 social media used in Indonesia ([Mukti, Nandiyanto, & Kurniawan, 2021](#)). YouTube allows users to watch, upload or share videos online. YouTube users of various types and ages, from children to adults. Computers and Mobile Phones are the two most popular devices to watch YouTube content. YouTube as multimedia, has advantages including: (1) being easy to access and use, (2) YouTube is interesting and fun, (3) learning with YouTube is profitable because it presents instructional material in letters, sounds, and images at once, and (4) YouTube increase motivation there by improving learning skills and improving media-literacy skills. YouTube is superior to real media and chart media in instilling learning motivation in students.

YouTube can make it easier for students, increase learning and understanding of concepts, can foster positive student responses, effectively improve learning outcomes, completeness in learning can also encourage students to look for similar videos, so it would be good if they were used as educational resources ([Almurashi 2016](#)). However, the challenge is evaluating the reliability of the content because the selection of content must be made by the instructor, so it is necessary to be proactive in recommending appropriate materials as additional learning materials after checking the quality properly.

All the advantages that YouTube offers as learning multimedia provide benefits that can be felt at all levels of education ([DeWitt et al., 2013](#)), ranging from Early Childhood Education, Elementary Education, Secondary Education to Higher Education. Now many students are using the internet, especially the use of YouTube media, to complete a series of lectures, both theoretical and practical courses. Especially for lectures that require students to do independent study.

This study proposed a problem statement that questions, "What are students' perceptions on the use of YouTube to facilitate their tasks in speaking class? In line with the problem statement, the objective of this study is to investigate the students' perception of the use of YouTube to facilitate their tasks in speaking class.

Method

This study is based on speaking learning activities in the English language education study program, Cokroaminoto Palopo University, by utilizing YouTube as a means for students to practice speaking tasks. There are 80 students in the 7th semester of the 2020/2021 academic year. The sampling system is done randomly and takes 40 students as a sample. The study run for 14 weeks during the lecture period in the odd semester 2020/2021. At the end of the semester, students were asked to fill out a questionnaire to respond to the speaking learning process through the YouTube as a media for students to practice speaking assignments. There are two parts to the questionnaire followed by 10 questions with five answer choices using a Likert scale covering "strongly disagree" to "strongly agree."

Results & Discussion

The results of questionnaire is presented at the following Figure 1 and Table 1.

Figure 1. Students' responses on accessing YouTube as a media source of learning

There are 4 things that make Cokroaminoto Palopo University students interested in accessing YouTube as a medium for learning speaking, namely: (1) Interest, (2) Looking for additional material, (3) Easy access, (4) Assignments.

On average, 80% of students stated that they strongly agreed that the speaking materials presented on YouTube were very interesting, both visually and in explanations, so that they helped understand the material and 10% of students agree. The second reason is that 80% of student access YouTube because they need additional material, which means YouTube is a complementary tool for the material they already have. More materials are presented in full detail, and there are special tricks from certain materials. The third reason, as many as 75% said the ease of access offered made them prefer YouTube over other sites. These results are consistent with research that says YouTube provides

students with a better, interesting, accessible learning experience that teachers can still monitor (Sari, 2019). The fourth reason 85% of student access YouTube is because of the interest in doing assignments from lecturers. The ease of accessing via mobile phones and a wide variety of learning videos are also other reasons students choose to use YouTube.

Table 1. *Students' responses on the use of YouTube for doing the speaking assignment*

No	Statements	VA (%)	A (%)	N (%)	DA (%)	VD (%)
1	I access YouTube to learn to speak.	70	20	0	5	5
2	YouTube media facilitates me to develop speaking.	75	20	0	5	0
3	YouTube media makes it easier for me to do speaking tasks	80	10	0	10	0
4	YouTube media makes it easier for me to develop fluency when speaking	75	20	0	5	0
5	YouTube media makes it easier for me to develop comprehensibility when speaking	70	20	0	5	5
6	YouTube media makes it easier for me to develop Accuracy when speaking	60	30	0	5	5
Total		430	120	0	35	15
Average		72	20	0	6	3

In general, students have a positive perception of using YouTube as a medium for doing assignments. 90% of students strongly agreed that learning speaking could be accessed through YouTube, and 20% agreed. YouTube as a medium for collecting assignments also has a very high response. 75% of students stated that they strongly agreed if YouTube was used as a medium for speaking assignments, and 20% agreed. If you look at the percentage, students who agree that YouTube is used as a medium for collecting assignments are up to 90%.

Data on increasing components in speaking, fluency, comprehensibility, and accuracy also has a positive response. 75% of students strongly agree that YouTube makes it easy for them to develop their fluency, 20% of them agree. The increase in comprehensibility is also the same; 70% of students strongly agree that YouTube can help them develop their understanding of speaking, and 20% agree. In addition, the increase in accuracy also has a positive response. 60% of students strongly agree that YouTube can help them improve speaking accuracy, and another 30% agree. In general, it can be described that 72% of students strongly agree that YouTube is used to facilitate students' speaking activities.

The data shows that YouTube can contribute to classroom teachers, especially speaking class. The researcher interested in integrating the internet as a learning tool and resource can use YouTube to facilitate their students. The use of YouTube in speaking class is very helpful in enriching material for students as also shown in other study (Utami & Zanah, 2021). Input that does not only come from books helps the internet generation who are familiar with various digital information sources to understand learning materials better.

Conclusion

YouTube as a medium to facilitate English education students at Cokroaminoto Palopo University received a very positive response. This condition can be found by seeing the interest of students in using YouTube as a medium of learning. From the data obtained, 80% of students access YouTube because YouTube is very interesting, 75% of students say YouTube is an easy media to access, 80% of students say YouTube can be used as a learning resource (80%), and 85% of students use YouTube as a medium for doing speaking tasks.

Speaking learning activities in semester 7 of the English education study program for the 2020/2021 academic year are carried out by integrating YouTube to facilitate students doing assignments. From the data obtained, the student response was very positive, where 72% of students stated they strongly agreed if the practice of speaking through YouTube was applied, and 20% of students agreed. In general, student responses in using YouTube to facilitate students speaking activities are very positive. Therefore, YouTube is one of the effective media used by lecturers or teachers who have difficulty teaching speaking in the era of the covid-19 pandemic.

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