

USING YOUTUBE FOR SPEAKING IN ONLINE LEARNING: EFL STUDENTS' PERCEPTION AND DIFFICULTIES

Shoburotin Annur Khoiroh

Universitas Negeri Surabaya

Shoburotin.17020084026@mhs.unesa.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan YouTube dalam keterampilan berbicara EFL selama pembelajaran online dan untuk mengetahui kesulitan siswa dan bagaimana mereka menyelesaikannya. Penelitian ini melibatkan 32 orang peserta dari jurusan non-Bahasa Inggris yang terdiri dari 4 laki-laki dan 28 perempuan. Untuk mengumpulkan data, peneliti menggunakan kuesioner terbuka. Untuk menganalisis data, peneliti menggunakan tiga langkah, yaitu membiasakan dan mengorganisasikan, mengkodekan dan mereduksi, serta menafsirkan dan merepresentasikan data. Hasil penelitian menunjukkan bahwa sebagian besar peserta memiliki persepsi positif tentang penggunaan YouTube untuk berbicara; karena YouTube adalah platform yang membantu, terjangkau, dan menarik untuk membantu mereka dalam beberapa aspek berbicara. Beberapa kesulitan yang dihadapi siswa saat menggunakan YouTube adalah kesulitan internal dan eksternal. Untuk mengatasi masalah tersebut mereka menggunakan internet untuk browsing, menggunakan fitur YouTube, dan berdiskusi dengan teman dan dosen.

Kata kunci: persepsi, YouTube, kemampuan berbicara, kesulitan-kesulitan.

Abstract

This study aims to investigate student's perception toward the use of YouTube in EFL speaking skill during online learning and to know student's difficulties and how they solve them. This study involved 32 participants from non-English department students consisting 4 males and 28 females. To collect the data, the researcher uses open-ended questionnaire. This study used phenomenological research method. To analyze the data, researcher used three steps, there are familiarizing and organizing, coding and reducing, and interpreting and representing the data. The result of the study shows that most of the participants have positive perception about the use of YouTube for speaking; as YouTube is helpful, affordable, and interesting platform to help them in some aspects of speaking. Some difficulties that students face while using YouTube are that they have internal and external difficulties. To solve the problem they use internet to browse, use YouTube features, and have discussion with friends and lecturer.

Keywords: perception, YouTube, speaking skill, difficulties

INTRODUCTION

Nowadays, technology has been part of daily life, especially social media sites. They have been used by almost all individuals in the world. It also happens for students which can easily access technologies that engage them to consistently get amusement, personal communication, and looking for information (Trinder, 2017). There are some sources data on social media such as videos on YouTube, which is progressively applied as a source of information, science, social, and culture (Effendi et al., 2018). They also stated that better education can be gained by using fun learning. YouTube as one of the platforms which provide much video can be utilized by students to get much information with fun condition since they also watch the visualization.

Learning speaking by using YouTube can be alternative during this online learning. YouTube has much fun videos that encourage students to always watch and imitate it in real life. One of strengths of accessible technology is students can enjoy videos they like. There are many kinds of videos which students like such as cartoons, tutorial, podcast, reviews and etc. (Montero Perez et al., 2018) their study reveal that the vocabulary size of the students is related to how they can conclude the video based on its context. A Good video usually uses English and if not, it has English or Indonesian subtitle. Indirectly, it prompts students to hear English word and match it with the visualization they watch (Moghavvemi et al., 2018). This activity shows that by watching YouTube, students can have input of English word (vocabularies), pronunciations, and content.

There are some findings from previous studies. First, some researchers found that university students are able to utilize YouTube as an accessible media and contrasting their strategies with certain research, they can listen, watch, and obtain many vocabularies from subtitle, which can make classroom more relevant and more effective learning (Moghavvemi et al., 2018; Sari & Margana, 2019; Trinder, 2017). Later on, using YouTube as a learning resource during a pandemic aids students in improving their speaking skills and attracting their attention when learning in the sense that students are more interested in learning when the situation and conditions in the classroom are different than usual, making them more enthusiastic. Therefore, it triggers the researcher to investigate student's perception whether or not the participants have the same perceptions.

There are also some researchers who have found that learning using social media has some challenges, which will make difficult for the students such as some students cannot access because they do not have the facilities. There are two challenges in learning by using technology. First, restrict the students to think creatively. With the easiness of technology such as YouTube students can directly find an answer (Pazilah et al., 2019). It shows that at the tip of the finger, students will find any information they need without thinking first. It effects on misuse of technology, copy and paste from internet has been common thing happens, an online plagiarism activity (Boudjadar, 2015). Distraction of social media with many entertain things on it will distract the students on what supposed to do. Therefore, researcher investigated students' difficulties to know what distract them and how they solve it.

This research is different from the previous research because it has different subject of participants. It takes non-English Department students in the first semester in one of the cities in Indonesia. The reason is because they have applied YouTube to learn speaking. The lecturer has chosen appropriate YouTube channel, so that the students can learn pronunciation, grammar, vocabulary, and gesture from the video. After that, the students are asked to make video in group, consist of 5 students and speak one by one, then they must upload it on YouTube. This study also will be different from the previous studies because participants are asked about their perception as well as difficulties while watching YouTube to learn speaking which is monologue to talk about the reason they take a certain major. This study is conducted during online learning since there is covid-19 pandemic. This is also the reason why this study will be different with the previous studies on which they conducted their study in face to face classroom setting (Toward et al., 2021). In addition, most studies about perception were conducted

quantitatively by using close ended questionnaire (Kabooha & Elyas, 2018). While this study used open ended questionnaire so that they can express their thought freely.

There are some reasons why this study is important. First, YouTube as one of the sites that can be used as media that motivate learning culture, improving experience around the world, and encouraging authentic vocabulary advance (Nasution, 2019). This shows that YouTube can help student's speaking skill by giving good input. This showed that YouTube can give positive input for students listening. It has been known that by having good input in listening students are able to have positive output in speaking because they have heard correct pronunciation from the video, when they imitate, and practice it, gradually they will be able to speak correctly and fluently (Jalaluddin, 2016). Therefore, by utilizing existence of YouTube the researcher wants to know the students' perceptions and difficulties they face.

Previous studies have mentioned about student's perception toward the use of YouTube in EFL classroom. First, researcher discusses about the definition of perception. It is defined as a human thinking process about certain phenomenon. It takes someone point of view to perceive of something. As stated Aprianto (2017) perception is the process from human senses organ after getting the sensation from environment which creates a certain thought or human thinking (Aprianto, 2017). Perception from each individual must be different. It happens because of some factors such as educational background, motivation, needs, experiences, and feeling (Koentjiningrat, 2010). It affects human brain to come up with expressive interpretation of stimuli. It can be said that there is no pure correct perception, what can be done with perception is to evaluate what has been done and make it better.

Student's perception toward the use of YouTube for speaking has good results. It is shown by some of previous studies. First, the result showed that students and teachers agreed to use YouTube in classroom since it can improve vocabularies and self-confidence while using the language because they already know how to speak correctly (Kabooha & Elyas, 2018). Second, a research conducted by Balbay & Killis (2017) they find out that university student's perception showed that in academic speaking course, they obviously got advantages from the videos on YouTube since it helped carry on discussion topics in class by adding new platform into course material that has been unite to technology (Balbay & Kilis, 2017). Next researcher, in findings of their study confirmed that YouTube videos can improve student's concentration, grab student's attention, generate interest in the lesson, and increase attitudes towards

content, YouTube can affect on how students act (Sakkir et al., 2020). Based on those previous studies, it can be said that most students have positive perception toward the use of YouTube in EFL speaking classroom.

In learning English, YouTube has contributed huge advantages for students (Watkins & Wilkins, 2011). There are many videos from native speakers which explain about certain material such as about grammar, vocabulary, pronunciation, reading, listening, speaking, and writing. They can use these videos as a reference to have better understanding with good visualization. Therefore, YouTube is one of the good solutions in learning English.

Nowadays, learning media deliberated with technologies (Trinder, 2017). There are computer, LCD projector, and internet access. It helps teacher to study easier. Teacher can use those tools to present what should be taught. By getting more visualization, students will have better understanding. (Toffoli & Sockett, 2013) stated that students spend more time in online situation than in formal situation. It can be said that students are more interested in modern tools than old ones. Therefore, YouTube as one of the most used websites can be utilized as learning media for supporting their learning.

YouTube offers an opportunity to communicate with both native and non-native English speakers, as well as to learn about the various dialects and variations of English spoken around the world. When watching videos, there is the presence of two main senses at the same time—watching and hearing—and it can increase interest in the interpretation of terms. In comparison, authentic content proves to be inspiring, and people find it fascinating to learn "real things." Teachers can use audio-visual content for specific purposes (Gunada, 2018). Based on the explanation above, it can be concluded that learn speaking can be implemented by using YouTube, students can explore and practice them self by watching much videos from YouTube adjust their needs. They can take notes about vocabulary they hear and know how to pronounce it correctly. On the video, they also will find correct gestures and various accents in speaking.

YouTube has its advantages in teaching and learning process, but it also has disadvantages which will make students face some difficulties. Based on (Jones & Cuthrell, 2011), they mention that the availability of technology can be the primary challenge. Not all students can get access to go through social media for learning, some schools are blocked YouTube because of some inappropriate contents in it. Another researcher states that the difficulties of using YouTube can make students did not think critically. They just watch and cannot ask other students or lecturer which is not same like in a real classroom (Shyamlee et al., 2012). From those

explanations, it can be said that YouTube has disadvantages which can make students difficult in get its access and the way they think critically.

YouTube also can expose distraction and misuse. A lot of entertain videos can distract students' attention. They spend much time in watching entertain videos such as drama, video blogger, tutorial, and others videos which is not related to their educational purposes (Pazilah et al., 2019). As a result, it can distract them to learn. They will be addicted to the videos and forget about their responsibility to learn speaking or other skills. Second, disadvantage which can happen is misuse such as plagiarism. (Boudjadar, 2015) states that online plagiarism often happen since students can easily find any information they need in internet. It also can happen when students learn speaking by using YouTube, they take the video and imitate not only the way to speak but also its content. It makes the students cannot explore their own ability.

According to the topic which is about student's perception in making speaking video, this research has one research question: how are students' perception towards the use of YouTube in EFL speaking classroom during online learning?

RESEARCH METHOD

This research was used qualitative study. It is typically research for gaining depth understanding from direct personal experiences, attitudes, opinion, or characteristics (Peterson, 2019). This research was a type of descriptive qualitative with phenomenological research design since it investigates student's perception and their difficulties in using YouTube to study speaking during this online learning. By using open-ended questionnaire students are asked about their perceptions and difficulties.

In the data instruments of this study, the researcher used one research instruments which was questionnaire. The type of questionnaire was open-ended questionnaire which two major component of perception are the perceiver and target of what being perceived. This questionnaire is used to know student's perception about the use of YouTube to learn speaking, this part consist of question about student's opinion, how effective YouTube to help them in aspects speaking and also how YouTube help them in certain material of speaking. In addition, two questions to know students' difficulties and how they solve them.

This research involved non-English department. The total number of the participants in this study consisting 32 students, there were 28 female students and 4 male students. 32 students received questionnaire. These participants were selected by using convenience sampling method, which were categories for willingness, available,

and accessible (Cresswell, 2012). The researcher used this method because the easiness to contact and reach the participants. In addition, the participants has fulfilled the criteria of this study which is using YouTube for helping their speaking.

To collect the data, the researcher found suitable subject that can become the participants. The participants were non-English department students. First, the researcher asked students permission in order to available to be the participants of this study. Because of Covid-19 pandemic, this study was conducted via online. Researcher shared link that contain open-ended questionnaire for the participants. According to (Popping, 2016) open-ended questionnaire allowed the participants or respondent to answer by using their own words, they free to express thought and perception. Next, after obtaining the data from questionnaire, the researcher analyzed it.

This data was analyzed by using qualitative method which is descriptive qualitative. Based on (Ary, et al, 2010) there are three steps to analyze qualitative data, they are (a) familiarizing and organizing, (b) coding and reducing, and (c) interpreting and representing the data. The first stage involved familiarization and organization in order the data can be retrieved easily. Researcher categorized and found the pattern related to data analysis. The data from the students were categorized based on each question which related to the objectives of the research. Second, researcher found many kinds of information, such as expected, unexpected, interesting, or unusual information. Therefore, it is important to give codes for each words and sentence that contain the perception of the students about the use of YouTube for learning speaking. While for reducing, is the activity to sort codes into categories, and categories to themes. The researcher has two themes which are the perception and the difficulties. The last, interpreting and representing the data was the activity to reflect on the words and act from the participants. The data was interpreted based on the categories by describing into sentence to explain the main point.

RESULTS

Student's Perception toward the use of YouTube in learning speaking

Perception of the students toward the use of YouTube to learn speaking most participants have positive perception, they answer that YouTube are interesting, helpful, useful, effective, and affordable media to improve their speaking skill. There are some reasons why YouTube can help them improve speaking skill. These are some sample

which has been chosen because it has represented other participants.

"Good enough to help improve skills because through media in the form of videos it is easier to understand"

"Personally, it is quite helpful because we can choose learning content according to our wishes so that we enjoy learning more"

"I think YouTube really helps me learn English, because we can find the learning we want"

"Yes, I prefer watching YouTube rather than reading books. So I use YouTube as a learning medium. Because YouTube is interesting"

"I think YouTube is really helping me to improve my speaking skills. With YouTube I can learn anything like structure and others with join the online classes. I also can see and listen to talk show and hear western songs that can improve my accent and pronunciation to better, and I also can saw some western movies with subtitles that could improve my vocabulary, accent, and also my pronunciation too. So the point is YouTube is really helpful"

There are some reasons such as it contains huge videos that can be understood easily, they stated that *"it is good enough to use YouTube because its video is easy to understand"*. Other reasons are adding new knowledge, listening content creator from YouTube they can make them speak better, a good model for correct pronunciation, grammar, vocabulary, fun learning, and can improve fluency. In addition, to improve speaking skill by using YouTube, some participants suggest there must be speaking practice directly and imitate native speaker while watching YouTube. However, some participants have other perception about the use of YouTube. They state that YouTube has weakness which is only one-way communication, if there is confusion, it will be difficult to ask for the students, furthermore in this online learning, they need a teacher as a facilitator and guidance like in an offline classroom.

Student's perception toward the use of YouTube for some aspects of speaking.

Table 1. Students' perceptions toward the use of YouTube in learning speaking aspects

Students' perceptions toward the use of YouTube in learning speaking aspects

Speaking Aspects	Very poor	Poor	Average	Good	Excellent
	(%)				
Pronunciation	3.1	0	31.3	46.9	18.7
Vocabulary	3.1	3.1	28.1	46.9	18.7
Grammar	3.1	12.5	31.3	50	3.1
Fluency	3.1	0	43.7	43.7	9.3
Self-confidence	6.2	3.1	31.3	43.4	15.5

From the data presented in table 1, it can be concluded that the use of YouTube plays positive roles in helping students to learn speaking aspects which are pronunciation, vocabulary, grammar, fluency, self-confidence. The major students think that YouTube can help them to learn all speaking aspects in a good way. However, there must be some weaknesses. Therefore, there are some students who disagree with it by choosing poor and very poor point.

Student's perception toward the effectiveness of YouTube for speaking skill

Related to the perception toward the effectiveness of YouTube for speaking skill, the researcher found that most of the participants said that YouTube is effective media to help their speaking ability.

"I think use YouTube to help speaking skill is effective. Because in YouTube we can hear the native speak and i can imitate it"

"Quite effective, because in my opinion, you can learn anywhere and anytime. So I was quite helped for that"

"Yes. Because you can know some vocabularies that are still difficult to understand and difficult to pronounce"

"Yes because it's free and i can learn whatever i want"

Based on their statement, they answered that YouTube is effective because it is free, affordable during this online learning. Second, it is interesting for millennial generation who prefer to study by watching a video than reading a book *"Yes, I prefer watching YouTube rather than reading books. So, I use YouTube as a learning medium because YouTube is interesting"*., YouTube also help them learn the performance while speaking such as gesture and body language *"I can learn gesture in speaking skill"*, by using YouTube they can add knowledge about how to communicate well.

Another participant also said *"Very effective, because we can also learn how to pronounce it and there are also subtitles provided, so while listening we can also read"*. The uses of subtitle while watching YouTube is also categorized as an activity which can help them improve vocabularies and pronunciation.

However, there are some participants who answered that YouTube is not an effective platform because it has no mentor as facilitator; students feel that if they do not have guidance who can teach them directly, they will not know whether they have spoken correctly or not

"Not too much effective, because need a mentor to help us"

"Effective enough, but only one direction, so I cannot ask"

"No, usually I just watch video on YouTube to have fun"

"it can be effective if we can use YouTube well, suit to what we need in adding knowledge and will not effective if we cannot use it optimally. Rely on each individual who use it"

YouTube is not effective because some participants said that they learn for fun. There are also participants who stated that the effectiveness of YouTube is relied on each individual who use it. From the statement and interpretation it can concluded that YouTube is effective platform to learn speaking, but it is also not effective because of some weaknesses. To sum up, the effectiveness of media is relied on the aptitude of the users.

Student's perception toward the use of YouTube to help student's understanding in certain material

YouTube as a media provide much video that explain about a certain material, includes speaking. Based on the data from participants whether YouTube helps them understand in a certain topic about speaking or not, the researcher can get the facts that YouTube is a helpful platform because it has audio and visual which facilitate the students to gain the materials.

"Yes, because in addition to video images and sound. In terms of learning, there is also writing"

"Yes, i think so. Because on YouTube we can search and find about all what we want"

"Yes I do. Usually, I got some information from YouTube I prefer to understand topic from YouTube than books or television"

Other reasons that have been obtained are YouTube provide suitable topic which has been focused, the way content creator deliver the material also determine student's understanding, video description is also useful for the viewers, and with translation on the video will make it easier to understand. However, sometime video on YouTube only provide an outline of the video without detail explain it. Therefore, teacher should select suitable videos on YouTube so that its goals will be achieved. In addition, there are some participants who said that they will gain better understanding if studying in real condition not in this online learning by using YouTube.

Student's perception about difficulties while using YouTube in learning speaking how they solve their difficulties.

The researcher investigated the difficulties of using YouTube to learn speaking. It was found that students

have various difficulties. Based on the data collected these are some difficulties which non-English department students face while using YouTube to help their speaking skill during this online learning.

a. Connection (signal and internet data usage)

Some of participants stated such as:

"Internet quota"

"When access to internet it is slow respond"

"There is no difficulty, the effect is only advertisements and signals."

"No difficulty, but sometimes the signal network is difficult to access"

"Unstable signal, sometime I also cannot understand because there is no subtitle"

They have problems in connection such as there is no signal in their house, they have limited data to open YouTube, and not all students have money to top up their data.

b. Vocabulary use

The use of vocabulary becomes one of the difficulties which students face.

"I can't see the word and sometimes make me wrong to write it"

"There is no word justification"

"I don't understand with some words"

Some words chosen by the speaker are unfamiliar for the students; they hear it for the first time and do not know the meaning, so that vocabulary used by the speaker in the video can be one of the obstacles in learning speaking by using YouTube.

c. Pronunciation, accent, and Fluency

These are statements from some students about their difficulties.

"My difficulty is when speaker use difficult accent."

"In speaker's pronunciation which sometime I don't understand"

"The pronunciation of content creator which unclear because of signal or I don't understand"

"Fluency of the speaker"

"I had to repeat the video several times to hear the correct pronunciation"

Some students experienced did not get the point of what they watch because of difficult pronunciation from the speaker. It also happens when each speaker has different accent with its various speeds, sometime it makes the students confused to follow the speaker because as Indonesian they have their own accent.

d. One-way communication

"I cannot directly practice my speaking in front of my lecturer, so that I don't know whether I speak correctly or not"

"I think, in online learning with YouTube. The difficulties is sometimes it can't help answer our confusion when we're learning anything like at the real class where we can ask anything with the teachers, for example, I wanna learn about past future, I looking for it in the YouTube and I found a channel who explain about it, but when I listen the explanation I confuse about something, and a pity I can't ask with the teacher like the real classes. And then we can't interact directly with teachers and we can't practice with teacher correction like in a real class. That why, become less confident."

"only one direction"

When studying using YouTube, students said that they have some questions to ask related to the material, but since YouTube is a media, it cannot answer the questions directly from the students. It only gives explanations. Therefore, discussion with friends and lecturer after watching YouTube is needed.

e. Boredom

"I think it doesn't difficult it's more like bored when you always repeat the vocabulary or sentences in several times"

"Many advertisements"

"Long explanation and duration make me sleepy"

"maybe because online, I don't get my motivation"

This online learning brings boredom for the students; they do not meet their friends directly it makes them less motivation. Atmosphere between online classroom and real classroom is very different. Students often feel lonely and bored to learn. Students said that watching YouTube with no friends feel bored and sleepy.

Researcher also collected the data on how students solve their problems and difficulties. It is obtained that they do some of these activities, there are:

a. Set the speed of the video

"I set the speed of the video to be slower, so that I can hear the words clearer"

To get more understanding about the video, students said that they set the speed of the video on YouTube to make it slower to make word by word can be heard clearer.

b. Read subtitle and repeat the video

"Read the subtitle to know the vocabulary's spell"

Subtitle is very helpful because by reading the subtitle, students know the spelling and pronunciation from the video.

"Repeat the video again and again"

Students said that sometime they play the video twice or more because explanation video from YouTube sometime still difficult to understand if only played once.

c. Browse unfamiliar vocabularies

"I search what i hear, and I choose a word that makes sense to me"

There will always unfamiliar vocabularies, to know its meaning; some students browse it in a website.

d. Translate difficult sentences

"Translate the meaning and focus on listening to what is being said or repeat again"

The use of online translating such as G-translate is very useful for the students; it can help them translate sentences that they do not understand instantly.

e. Discuss with friends or lecturers via zoom

"Use zoom or other platform where we can speak and other people see us although not directly"

After watching YouTube, there must be discussion session to know whether students have obtained the points of the video or still have some questions.

f. Search others related video

"Search other videos to find more information"

Some students said that one video is not enough. Therefore, they search other related video to make them listen and watch more speaking video and get used to some pronunciations and vocabularies.

g. Find stable signal

"Going to coffee shop"

"Find Wi-Fi"

"Go to another place which has more stable signal, so I can watch the video better"

"Buy data internet"

"I can download the video, and watch it without internet data"

Related to internet connection problems, some students said that they should find Wi-Fi to be able to watch YouTube and join online class. However, not all students have access to Wi-Fi. So they just be patient and wait for the stable signal.

h. Taking notes

"I write important information of what I hear"

"I make a conclusion"

"Taking notes"

Watch, listen, and taking notes important words usually can be the solution to understand more about the video.

i. Keep practicing

Students said that they practice their speaking.

"I join the online classes with zoom, and then i come to some place where I can practice my skill with good teacher or with native speaker. I think come to some place where you can practice your skill with native speaker is more helpful than joining online or real classes. I like to come to pare during my vacation, or come to tourism place where there are many native speaker, and also sometime have video call with my friends that actually native speaker"

"First I will listen carefully, and then practice the dialogue or the sentence, then make my sentence and practice again"

After watching some videos on YouTube, practice is the best way to get use to the pronunciation, vocabulary, grammar, and fluency. The result of this study showed that the use of YouTube still faces many difficulties and each student have their own way to solve the problems.

DISCUSSIONS

Student's Perception toward the use of YouTube in learning speaking

There have been many literatures who talked about the benefits of using YouTube. But the study on perceptions and difficulties are still rare (Balbay & Kilis, 2017). In this study, student's perception toward the use of YouTube for learning speaking and their difficulties were elaborated. It is obtained that that YouTube are interesting, useful, helpful, and affordable media to learn speaking, most of them give positive responses, it is adjust to the result of previous study. Although it is sometimes thought as a site where people go to have fun, it appears that instructional information is also tolerated. According to the findings, students had great expectations at first, and after seeing the academic content, the most of them said they were impressed with their whole YouTube experience (Barwani & Al-mekhlafi, 2013; Gunada, 2018; Sakkir et al., 2020). Overall, YouTube still has positive contribution in learning speaking.

However, some students said that there must be a lecturer as facilitator and real action after watching the video such as practicing to maximize the performance. The latest results suggest that EFL teachers should be encouraged to incorporate YouTube into their lessons. However, in order to achieve this, they must be cautious about the videos they choose to use in their classrooms. Optimum efficiency in terms of improving pupils' ability to learn and retain any aspect of the language they are teaching (Kabootha & Elyas, 2018). Some students also

said that YouTube is less up to date to learn speaking recommend TikTok to learn speaking.

Student's perception toward the use of YouTube for some aspects of speaking.

YouTube can be useful platform in improving some aspects of speaking such as pronunciation, vocabulary, grammar, fluency, and content. (barnau, 2018) in the previous research stated that YouTube contribute positive effects in communication skill practice. The result of this study shows that almost 50% of the students response as good until average for each aspects, it because YouTube provides both visual and audio for the students. As a result, YouTube is one of the suitable platforms for learning speaking during this online learning. This is in line with the previous study which stated YouTube videos assist students in learning about speaking. It helps how to speak, vocabulary, pronunciation, grammar, and what content will be spoken (Syafiq et al., 2021). Video could be a useful tool for teaching speaking, and it can also assist students in understanding the lesson while they are learning online. As a result, using YouTube to address students' issues and impediments to comprehending English, particularly while speaking in a virtual class, can be a successful strategy.

Student's perception toward the effectiveness of YouTube for speaking skill

The result of the study shows that YouTube is an effective platform to help students during online learning. The previous study has stated that YouTube was incredibly successful because it helped students to talk with more confidence and expression, and they didn't have to be concerned about the terms they used because they could watch how native English speakers speak English properly and accurately (Fleck et al., 2014). It is preferable if students get ideas for speaking and continue to discuss in groups so that each student has the opportunity to verbally exchange information with group members after watching the video. Another researcher also stated that YouTube is effective because Videos on YouTube can also support a variety of learning approaches. They can appeal to students who have different learning styles depending on the variety of techniques they use (Balbay & Kilis, 2017). To sum up, it can be said that YouTube is effective enough to learn speaking for the students because it offers many terms which facilitate them.

Student's perception toward the use of YouTube to help student's understanding in certain material

Concerning about the use of YouTube in helping certain material, the result of the study shows that students can

have get and find materials that they need. Meinawati stated that if the video is related to the subject at hand, YouTube can be an effective tool for enhancing the learning experience (Meinawati et al., 2020). One of the major advantages of online course material is that it allows students to become autonomous learner (Balbay & Kilis, 2017). This statement can be proved based on the result of this study because some students also have stated that they can learn easily from YouTube since there are audio and visual which can make material explanation clearer.

Based on the result of the study, students are more creative and imaginative in the subject of studying English in virtual class. This is adjust to previous study, which stated that the use of YouTube videos can help them recall lessons and make it simpler for them to explore themes that are learned about English material with their classmates and teachers (Syafiq et al., 2021). Furthermore, on YouTube students can choose videos they watch.

Student's perception about difficulties while using YouTube in learning speaking and how they solve their difficulties.

In previous studies, there are many researchers who investigate about the challenges in general. However, the second research question of this study discuss about difficulties while using YouTube for learning speaking and how they solve them to be more specific. (Yagci, 2014) states that if students spend long time with social media, they will lose bond from real world. It can make them hard to communicate face to face. This also happened to the participants of this study, they say that "learning using YouTube make me cannot ask if I have some questions". If this happen for a long time students will get used to only accept information without having chance to ask. Students also state that they have difficulties in vocabulary use, pronunciation, accent in the video they watched. It demands them to select appropriate videos (Jones & Cuthrell, 2011). There are many kinds of educational videos which can be selected on YouTube. However, with minimal ability students can do online plagiarism by imitating not only the way to speak but also vocabulary use and its content (Boudjadar, 2015). With the easiness of technology online plagiarism is something that cannot be avoided. Based on the data, these difficulties which are about student's questions and select appropriate videos can be solved by individual ability to utilize technology such asking the lecture via zoom, setting the speed of video, using subtitle, browse unfamiliar vocabularies, and translate difficult sentence.

Other difficulties also related to connection problems and boredom. According to (Jones & Cuthrell, 2011)

some students can face difficulties to access videos on YouTube. It can happen because of connection, students answered that unstable signal around their area is the problem. To solve this problem they try to find another place which has Wi-Fi connection. The next problem is about boredom. Online teaching and learning turns the students into less motivation. It makes students will open YouTube not only for studying but also for entertaining. It is good, but YouTube videos offer much amusement which can addict the students to watch more and more, as a result, it can distract the students to do what should be done (Pazilah et al., 2019). Therefore, the role of lecturer and parents as supervisor and discuss with friends are crucial in order students can manage what they watch and their time.

CONCLUSION

The result of this study showed that YouTube is a helpful and accessible media to be during online learning since it provides much educational videos to learn speaking and other skills. However, some difficulties were also found in this study. Students stated that they have problems with their connection with unstable signal and ability to understand the video because of vocabularies, pronunciations, accents, and fluency from the speaker. Using YouTube also creates student's boredom. To solve these difficulties, students have made some solution such as browsing, Finding Wi-Fi, and discussing with friends. In conclusion, YouTube is one of accessible social media which can be utilized to learn speaking. Although some difficulties were found, these still can be afforded for the students.

Based on the result of the study, it is suggested that next researchers can make study about YouTube by solving students' difficulties through certain technique such as the role of subtitle on YouTube, investigate pre-whilst-post activity in learning speaking or other skills by using YouTube. The next researchers also can redesign teaching method or technique in classroom. They also can use another platform such as TikTok which has been popular among students around the world to create fun learning.

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