

Student Perception on the Use of YouTube Videos as Learning Material for Speaking Activities: a Case Study of Teaching Speaking at Vocational Schools

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penggunaan YouTube di sekolah kejuruan. Dalam penyampaian ajaran, bahan pembelajaran untuk belajar serta peningkatan keterampilan sangatlah penting terutama bagi siswa sekolah kejuruan yang dapat mengembangkan keterampilan bahasa Inggris sesuai dengan jurusannya. YouTube adalah materi pembelajaran yang efektif dalam meningkatkan keterampilan berbicara bahasa Inggris siswa. YouTube menyediakan beberapa materi video yang dapat dipelajari, diamati, dan ditiru oleh para siswa saat belajar, seperti bagaimana cara berbicara dengan pengucapan yang baik, bagaimana cara berkomunikasi dalam situasi tertentu, dan lain sebagainya. Siswa akan memiliki lebih banyak kesempatan untuk belajar berkomunikasi secara lisan selama pembelajaran di YouTube, dan ada banyak materi pembelajaran yang dapat dijadikan sebagai referensi tentang cara bercakap-cakap yang baik untuk berkomunikasi. Dalam penelitian ini, peneliti mengkaji kesalahan dan upaya yang dilakukan oleh para siswa di sebuah sekolah kejuruan di Jawa Timur selama pembelajaran. Hal ini dapat dikembangkan dalam bidang pendidikan oleh sekolah negeri maupun swasta dengan menggunakan YouTube. Peneliti menggunakan kuesioner untuk mengetahui persepsi para siswa. Dua proposisi yang disajikan dalam penelitian ini adalah untuk mengetahui bagaimana siswa kejuruan memandang penggunaan YouTube sebagai materi pembelajaran dalam kelas berbicara dan apakah video YouTube sebagai materi pembelajaran substansial bagi sekolah kejuruan. Ada banyak cara untuk meningkatkan kemampuan berbicara siswa. Sementara dalam hal ini, berdasarkan penelitian di dua sekolah tersebut, sebagian besar siswa memiliki ketertarikan yang baik dalam menggunakan YouTube. Persepsi siswa ialah positif dalam penerapan video YouTube sebagai materi pembelajaran, dan kebanyakan siswa sangat antusias dalam menggunakan YouTube. YouTube adalah salah satu media materi pembelajaran yang dapat membuat siswa lebih mudah memahami materi. Oleh karena itu, YouTube adalah hal yang signifikan bagi sekolah kejuruan.

Kata Kunci: YouTube, *Speaking*, Sekolah Kejuruan, Persepsi

Abstract

Knowing how the students perceive the learning materials used by the teachers in order to improve the English language skill is crucial. Learning material to study and improve a skill is essential to delivering the lesson, especially for vocational students who can develop English language skills according to their expertise. YouTube is an effective learning material for improving students speaking skills. YouTube provides some video material that the students can study, observe, and imitate while learning, such as how to talk with good pronunciation, and how to communicate in a particular situation. The students will have more opportunities to learn about speaking orally during learning on YouTube, and there is a lot of learning material that can be referenced about speaking to communicate in a good way. The participants of this study are the students of vocational schools in East Java. The objects of the study are the students' errors and experiences during learning. It could be developed in education using YouTube by public and private schools. The researcher used a questionnaire to find the perspective of the students. The two propositions presented from this study are to know how vocational students perceive the use of YouTube as learning material for speaking class and whether the YouTube video as learning material is substantial for vocational school. There are many ways to improve students' speaking skills. While in this case, based on the study in that two schools, most students have good taste in using YouTube. Students' perspective while implementing YouTube videos as learning material is positive, and many students are highly interested in using YouTube. YouTube is one of the tools as learning material that can make students easier to understand the material. So, YouTube is an essential thing for vocational schools.

Keywords: YouTube, *Speaking*, Vocational School, Perception

INTRODUCTION

In the globalization era, learning digitally is an everyday use for teaching alternatives. YouTube is a tool that can be

used to study in school. A study from Syafiq (2021) explained that YouTube videos are an alternative solution for teaching speaking during a pandemic. The researcher's study seeks to find out how YouTube videos can improve

a student's speaking skills and be used in classrooms to conduct teaching and learning. YouTube is a free, innovative online resource that enables teachers to create relevant content and engaging learning environments for their students Burke, (2009). Floriasti (2013) found that some students need to improve their speaking skills. How they pronounce things, spelling, accuracy, intonation, and grammar need to be more accurate.

Students who learn in vocational school have their concentration in administration, engineering, technique, etcetera. So, English for Vocational Students in English for purpose. Based on the researcher's observations at SMK Negeri 1 Surabaya, students still have difficulty understanding the syllabus that the teacher delivers. Some students need innovative learning than just depending on the conventional learning method delivered by the teacher. Meanwhile, SMK Wijaya Putra still needs to be improved in teaching speaking. How to deliver their context still need to learn.

The students sometimes need help understanding the meaning of the material when teaching directly to them. So, it should have any modern learning material to study. YouTube videos could be provided as learning material to use in that school. The explanation and animation given on that platform allow innovation to learn the material and ease them to speak by practicing from the material on YouTube. In this study, the researcher will give a questionnaire to the respondent to know their perception of YouTube in learning English. The teacher uses YouTube as a learning material to solve the problem of students while improving their speaking skills.

A study from Brown (2006) found that the essential skills to speak appropriately are; imitative, intensive, responsive, interactive, and extensive. Students who would like to improve their speaking ability sometimes will have some errors and difficulties when they learn directly face to face in school. The students have different counties to catch the material given by the teacher. The ability of English learners can be succeeded by the capability of how fluent and effective they are in communication. The success of English.

Language learners is reflected in their ability to use English to communicate effectively, Kurniawan, (2016). Speaking is the verbal use of language to communicate with others. The students should master this language skill to be good communicators.

On the other hand, According to Tiara (2021), students' competence can develop by doing an attractive learning method; it can create classroom speaking activities with an instructor to express their ability. Students who master material given by the teacher will have references to explore their knowledge. YouTube as a learning material allows students to learn the material. They can imitate and

practice simultaneously until they understand and expertise the study. Moreover, Sylvianti (2014) reported that EFL classrooms report using YouTube as compelling, encouraging, and informative. Students eagerly watch different videos and practice their pronunciation and speaking as native speakers do. YouTube is the most popular learning material because it can include pictures, sounds, and various materials. the students will be interested in the material given by YouTube.

Learning video material on YouTube makes students more flexible to learn orally and procedurally about the knowledge, and they can increase their skills from the educational video, Prastiyo, (2018). Sylphia (2021) found that learning on YouTube videos will improve students' understanding of the subject they learned efficiently. Using YouTube videos as learning material will ease students to learn English, especially for vocational school. The students' speaking ability still needs to improve, especially in Vocational High School students, SUKARDI, (2018). The student is afraid to speak in front of his friend because they worry about their pronunciation is not doing well. In that case, the teacher is vital in making a variation method for students. YouTube is an effective way to learn how to communicate, and using YouTube is an appropriate strategy for the teacher to teach students speaking skills.

Based on the explanation above, the purpose of this research is to know how vocational students perceive the use of YouTube as learning material for speaking class and whether the YouTube video as learning material is substantial for vocational school.

METHODS

Descriptive statistical analysis is intended to determine the distribution of the frequency of answers from the questionnaire results. The researcher collected data from the results, and the respondents' answers were tabulated in tables and carried out descriptive discussions. The descriptive measure is the giving of numbers in the number of respondents and the average value of the respondents' answers and the percentage. This data analysis provides an overview of the Independent and Dependent variables.

This research aimed to explore information related to the use of video on YouTube, learning material on YouTube videos used by the teacher in the context of teaching speaking to the student. The case study and teaching by using YouTube were applied and how YouTube was applied in teaching students. The researcher used a case study because it could be specific to describe the condition at schools and used to illustrate a particular argument. The subject of this study was one hundred-four Students of SMKN 1 Surabaya and SMK Wijaya. The case study used quantitative research. This data was suitable for

using quantitative because it could represent more than 100 respondents from two different types of schools, public and private schools. This study used data collected from students by giving the students a questionnaire about learning material via YouTube video. In this case, the researcher took the perceptions of each student to find out how far they understand learning English through YouTube by assessing their abilities through scales and numerical scores. The questions that were delivered to the students were adapted by Saraswati (2021). The students filled out fifteen questions about the role of YouTube videos in speaking ability. The questionnaire was divided into two parts. The first part was five statements about using language learning via YouTube. The second part concerned over improving skills while using YouTube, which involved ten statements. There were four scale options in the form of the first part: Very Agree, Agree, Disagree, and Very Disagree. The researcher collected the data from the students, then measured how their perspective about using YouTube as learning video material. The first part was scored by interval categorization. The second part used numerical numbers to score how interested they were in using YouTube to improve their speaking ability; it was about one to nine. One to four was about the weak of their interest, five were for the average interest, and six to ten was about high interest.

RESULTS AND DISCUSSION

After the questionnaire has been answered, the researcher starts scoring the students' questionnaire. There are fourteen questions in total. Horwitz et al. developed the FLCAS, which is the most widely used tool for assessing FLA (1986). A modified version of FLCAS was used in this study. The original FLCAS consists of 33 5-point items. The language anxiety scale instrument used to assess students ranged from (strongly disagree to strongly agree). The scale ranged from strongly disagree (1 point) to strongly agree (5 points). The table below displays the score of students who responded anxiously to the total number of questions.

Table 1. The Responses of Respondents

NO	STATEMENT	RESPONSE			
		VD	D	A	VA
Q1	YOUTUBE PROVIDES USEFUL LEARNING MATERIALS FOR LEARNING ENGLISH	1	12	81	11
Q2	THE ABILITY TO LEARN ENGLISH USING YOUTUBE MEDIA	3	35	57	10
Q3	STUDENT PERSPECTIVES ABOUT LEARNING ACTIVITIES ON YOUTUBE WHICH IS VERY INTERESTING AND MOTIVATING	1	12	81	11
Q4	THE PARTICIPANTS' FEELINGS ABOUT THE CONVENIENCE OF USING YOUTUBE TO LEARN ENGLISH	3	31	60	11
Q5	THEIR PERSPECTIVE THAT THEY ENJOY CHOOSING ENGLISH LEARNING MATERIALS ON YOUTUBE	1	26	68	10
.	ACCUMULATED RESPONSES	8	116	123	53

In this explanation, the statements will be symbolized as "Q." The first statement is "Q1, The second statement is Q2, and so on. The one to five statements were answered by giving their perspective. Items are categorized by VD (Very Disagree), D (Disagree), A (Agree), and VA (Very Agree). The first statements is YouTube provides useful learning materials for learning English. The respondents who answered VD were one student, D was 12 students, A was 81 students, and VA was 11. The second result is about the ability to learn English using YouTube media, it can be seen in Item Q2 that the respondents who answered. The respondents who answered VD were three students, D were 35 students, A were 57 students, and VA were ten students. Next is a statement regarding student perspectives about learning activities on YouTube which is very interesting and motivating. The respondents who answered VD were one student, 12 D, 81 A, and 11 VA. The fourth statement aims to find out the participants' feelings about the convenience of using YouTube to learn English. The fourth statement aims to discover the participants' feelings about the convenience of using YouTube to learn English. It can be seen that in Item Q4, three students answered VD, 31 students answered D, 60 students A, and 11 students VA. The fifth statements is about their perspective that they enjoy choosing English learning materials on YouTube. It can be seen in Item Q5 about their perspective that they enjoy choosing English learning materials on YouTube. The respondents who answered VD were one student, D were 26 students, A were 68 students, and VA were ten students. After analysing the questionnaire, the researcher can understand the respondents' responses to the questions of their perspectives on improving their speaking ability.

Table 2. Respondents' Interest

No	STATEMENT	RESPONSES	
		INTERESTED	NOT-INTERESTED
Q6	VIDEO LEARNING MATERIALS VIA YOUTUBE ALLOW THE RESPONDENTS TO USE THE RIGHT AND CORRECT VOCABULARY	86	18
Q7	VIDEO LEARNING MATERIALS THROUGH YOUTUBE HELP THE STUDENTS MANAGE GRAMMAR IN SPEAKING ENGLISH	80	24
Q8	VIDEO LEARNING MATERIAL THROUGH YOUTUBE INCREASING THE NUMBER OF NEW WORDS THE STUDENTS LEARN	80	24
Q9	THE STUDENTS' ENGLISH PRONUNCIATION IMPROVING AS THE STUDENTS LEARN VIA YOUTUBE	88	16
Q10	VIDEO LEARNING MATERIALS VIA YOUTUBE HELP THE STUDENTS GUESS THE MEANING OF FOREIGN WORDS	89	15
Q11	YOUTUBE VIDEOS HELP STUDENTS TO SPEAK ENGLISH FLUENTLY	82	22
Q12	LEARNING MATERIAL VIDEOS VIA YOUTUBE TO HELP THE STUDENTS CATEGORIZE ENGLISH WORDS THAT ARE SUITABLE FOR SPEAKING ENGLISH	85	19
Q13	LEARNING THROUGH YOUTUBE VIDEOS PREVENTS THE STUDENTS FROM HAVING (COMPLICATED) DIFFICULTIES SPEAKING ENGLISH	83	21
Q14	STUDENTS UNDERSTANDING ENGLISH LEARNING MATERIAL MORE AFTER STUDENTS WATCH VIDEO MATERIAL VIA YOUTUBE	87	17
Q10	VIDEO LEARNING MATERIALS VIA YOUTUBE PROVIDED BY TEACHERS OR SCHOOL INSTRUCTORS HELP IMPROVE ENGLISH SKILLS FOR THE STUDENT'S CAREER PATH	91	13
ACCUMULATED RESPONSES		851	189

At this stage, the researcher wanted to know the level of interest of the respondents towards YouTube as a learning material for learning English. Here, the researcher gives as many as ten statements to be responded to by

students. It is about one to nine to score the interest in using YouTube to improve their speaking ability. One to four is about the weak of their interest, five is for the average interest, and six to ten is about high interest. The following will discuss the results of the responses and the results of the analysis.

The first statement is that video learning materials via YouTube allow the respondents to use the right and correct vocabulary. There are 86 students from 104 students who fill out the questionnaire have a high interest in the statement. The second represented by Q7 is that video learning materials through YouTube help the students manage grammar in speaking English. Eighty students from 104 who filled out the questionnaire are highly interested in the statement. The third statement, represented by Q8, discusses video learning material through YouTube increasing the number of new words the students learn. Eighty students from 104 who filled out the questionnaire are highly interested in the statement.

Next is a statement in Q9 about the students' English pronunciation improving as the students learn via YouTube. Eighty-eight students from 104 filled out the questionnaire are highly interested in the statement. The fifth statement in Q10 states that video learning materials via YouTube help the students guess the meaning of foreign words. Eighty-nine students from 104 who filled out the questionnaire were highly interested in the statement. The sixth statement, or in Q11, is that YouTube Videos help students to speak English fluently. Eighty-two students from 104 who filled out the questionnaire were highly interested in the statement. The following statement is Q12 which contains learning material videos via YouTube to help the students categorize English words that are suitable for speaking English. Eighty-five students from 104 who filled out the questionnaire are highly interested in the statement. The statement in Q13 is that Learning through YouTube Videos prevents the students from having (complicated) difficulties speaking English. These 83 students from 104 who filled out the questionnaire were highly interested in the statement. Furthermore, the ninth statement is about students understanding English learning material more after students watch video material via YouTube. Eighty-seven students from 104 who filled out the questionnaire were highly interested in the statement. The last statement is that video learning materials via YouTube provided by teachers or school instructors help improve English skills for the student's career path. These 91 students from 104 who filled out the questionnaire were highly interested in the statement.

It can be seen that the overall average for Item Q1 is in the high category. This data indicates that Item Q1 is rated very high by the respondents. So, it can be concluded that

for the respondents, YouTube is a helpful learning material for learning English. The overall average for Item Q2 is in the high category. This data indicates that respondents highly value Item Q2. The results of the responses from the respondents stated that most of them agreed with this statement. Therefore, the students stated that they learned faster and better. The overall average for Item Q3 is in the high category. This data indicates that respondents highly value Item Q3. The respondents believe that learning activities on YouTube are exciting and motivating. The overall average value for Item Q4 is in the high category. This data indicates that respondents highly value Item Q4. Therefore, most students believe that YouTube makes them feel more comfortable using YouTube to learn English. The overall average for Item Q5 is in the high category. This data indicates that respondents highly value Item Q5. Therefore, they enjoy choosing English learning materials on YouTube.

Based on the results of a descriptive analysis of the respondent's perspective on YouTube, 5 points of conclusion were found:

1. YouTube is a suitable medium for learning English.
2. The students stated that they learned faster and better.
3. Learning activities on YouTube are exciting and fun.
4. They feel more comfortable using YouTube to learn English.
5. They like YouTube's selection of English learning materials, so they have a positive view of YouTube in learning English.

It can be concluded that the level of student interest in YouTube which allows them to use the right and correct vocabulary is at a normal level. It can be concluded that respondents are highly interested in YouTube, which can manage grammar in speaking English. It can be concluded that respondents have a high interest in video learning material through YouTube, increasing the number of new words learned. The level of student interest in YouTube, which can improve their English pronunciation, is expected. The level of student interest in YouTube, which can help students guess foreign words, is average. Based on these results, students' interest in YouTube videos helping them speak English fluently is average. The level of students' interest in video learning material through YouTube helps them classify English words suitable for speaking English at an average level. The level of student interest in Learning through YouTube Videos prevents the students from having difficulties (complicated) speaking English at the average level. Most of the respondents are highly interested in students understanding English learning material better after watching video material via YouTube. Based on these results, most students are highly interested in learning material videos via YouTube

provided by teachers or instructors at schools, which helps improve English skills for students' career paths.

CONCLUSION

This study found the vocational students' perception towards using YouTube as learning material for speaking class. Based on these results, respondents are highly interested in video learning materials on YouTube provided by teachers or instructors at vocational schools, which help improve English skills for students' career paths. The learning YouTube videos motivate the students to increase their speaking ability.

The result of the data states that the application of YouTube videos in learning English in class makes time more effective because it provides more time for practice. At the same time, it will help the students a lot, especially vocational students who can be focused on their concentration on their studies. Vocational students believed that YouTube videos interested them in learning English because they provide a fun way to learn and reduce boredom. So, YouTube has become substantial for vocational schools as video learning material.

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