

Increasing speaking Ability through YouTube video for Engineering Students at Sekolah Tinggi Teknologi Pekanbaru

Helfany Amsa

Prodi Teknik Mesin, Sekolah Tinggi Teknologi Pekanbaru, Pekanbaru

Email: fhanyqueensha@gmail.com**Abdul Khair Junaidi**

Prodi Teknik Mesin, Sekolah Tinggi Teknologi Pekanbaru, Pekanbaru

Email: abdulkhairjunaidi@gmail.com**Sherly Franchisca**

Prodi Pendidikan Bahasa Inggris, Universitas Eka Sakti, Padang.

Email: sherlyfranchisca.sf@gmail.com**Indri Astuti**

Prodi Pendidikan Bahasa Inggris, Universitas NU Sumatera Barat, Padang

Email: indri.astuti2289@gmail.com**Kristian Burhan**

Prodi Pendidikan Bahasa Inggris, Universitas NU Sumatera Barat, Padang

Email: misterkrist88@gmail.com

ABSTRACT

The focus of the research is the use of YouTube as a learning media in English classes for mechanical engineering students. The purpose of using YouTube videos is to improve students' speaking skills and create a comfortable classroom environment, and increase students' enthusiasm for learning in class. This study uses a descriptive qualitative approach. Students speak with more confidence and are more expressive as a result of the highly effective use of YouTube media in the classroom. In addition, students do not need to worry about the phrases they use when speaking English because they have already witnessed how foreigners speak fluently and correctly.

Keywords: General English class, youTube video, youTube video.

ABSTRAK

Fokus penelitian adalah penggunaan YouTube sebagai media pembelajaran pada kelas bahasa Inggris bagi mahasiswa teknik mesin. Tujuan penggunaan youtube video untuk meningkatkan kemampuan berbicara mahasiswa, menciptakan lingkungan kelas yang nyaman, dan meningkatkan semangat belajar siswa di kelas. Studi ini menggunakan pendekatan kualitatif deskriptif. Siswa berbicara dengan lebih percaya diri dan lebih berekspresif sebagai hasil dari penggunaan media YouTube di kelas yang sangat efektif. Selain itu, siswa tidak perlu khawatir tentang frasa yang mereka gunakan saat berbicara dalam bahasa Inggris karena mereka sudah menyaksikan bagaimana orang asing berbicara dengan lancar dan benar.

Kata kunci: Kelas bahasa Inggris, video youTube, keterampilan berbicara

A. Introduction

In Indonesia, English is a foreign language. It has long been used as a universal language for interpersonal communication. English is one of many languages that is crucial to learn today because it is the international language (Esti, 2018). Many nations have acquired proficiency in English. Furthermore, English is becoming a required subject in many schools, including those in Indonesia. In Indonesia, English is studied from junior high school through university.

Students studying English as a foreign language need to be proficient in four areas: speaking, reading, writing, and listening. It's critical to master those abilities without neglecting one another (Esti, 2018). The majority of people believe that developing one's speaking abilities is the most crucial component of learning a foreign language, and that one's ability to conduct a conversation is a key indicator of language proficiency. Speaking is a crucial skill for both teaching and learning English. It is also need for communication in daily life. A speaker uses words, phrases, and sentences to convey their ideas and feelings while adhering to a specific structure that governs the sentence's meaningful unit and meaning in communication.

Speaking is a well-known oral ability that is crucial to human interaction and communication. Oral communication is another definition of speaking skill. People use speech as a tool to transfer ideas, thoughts, and feelings to one another in words, phrases, and sentences. This structure controls the meaning of sentences and meaningful units. Speaking, as defined by F. Tambunan (2018), is the process of creating and conveying meaning through the use of both verbal and nonverbal symbols. It is crucial for language learners to learn how to speak in a variety of communicative contexts. That is, speaking is a process, while speaking skills are the ability to speak, which is important and can be improved through language teaching and learning.

In terms of vocabulary, pronunciation, grammar, and fluency, spoken language differs greatly from written language. In actuality, students struggle with active and

spontaneous English communication even though they possess a large enough vocabulary to convey their thoughts and emotions. Additionally, students cite two reasons why speaking is harder than reading, writing, or listening. Speaking is acceptable in the real world, to start. Usually, the person we are speaking with is waiting for us to speak at that particular moment. Second, unlike when we write, when we speak, we are unable to edit and revise what we want to say.

English Subject becomes compulsory subject for every department in this campus. Based on the preliminary study conducted in general English class at mechanical engineering department, the researcher found that problems related in teaching English especially for speaking skill. The issues include: 1) students who find it difficult to voice their opinions verbally; 2) students who keep asking their friends for help with English vocabulary in order to create verses; 3) students who find it difficult to express themselves in class; 4) students who take a long time to compose and recite a verse; and 5) some students who are unsure of what they are talking about. Speaking English with the pupils was quite challenging. The students struggle with speech and are afraid of pronouncing words incorrectly, choosing inappropriate words, or using proper grammar. One potential solution to these issues is the use of learning media.

Learning media can help students improve their speaking abilities and reduce their speaking problems, which will have a significant impact on their learning outcomes (Borman et al., 2018; Lestari & Wahyudin, 2020; Tiku Ali & Patombongi, 2016). According to Diharjo et al. (2020), MULIYAH et al. (2021), and F. M. Sari (n.d.), learning media is a tool that makes it easier to deliver and absorb educational materials. YouTube is the medium that will be the subject of this study. Using media as a tool in the learning process offers students many benefits that will have a positive impact on students.

One resource that can assist students in improving their speaking skills is a YouTube video. YouTube, as reported by

Maskar & Dewi (2020); E. Putri & Sari (2020), is a website that allows users to upload, share, and watch videos. YouTube now has a huge amount of video content, some of which is very usable in the classroom. A few of the key benefits of using YouTube to teach English to students are as follows: first, teachers can use it to create free video content; second, teachers can use it to mimic real language in the classroom and provide ideas that are easy to understand; and third, students learn more intelligently because information is retained more readily when it is presented to them frequently and widely.

A few of the key benefits of using YouTube to teach English to students are as follows: first, teachers can use it to create free video content; second, teachers can use it to mimic real language in the classroom and provide ideas that are easy to understand; and third, students learn more intelligently because information is retained more readily when it is presented to them frequently and widely.

Suwandi (2017) demonstrated that video is one of the most effective media for teaching students to write. It is an interactive medium that can combine both sound and image. According to the findings of previous studies, the researchers in this study believe that interactive video media is the best medium for learners to use in learning speech, particularly in English. This is because video is a medium that allows everything to be seen, heard, and played repeatedly.

Tahmina (2023) conducted research on students' perceptions of the use of YouTube videos in English language learning, which served as a basis for this study. The results of this study were The majority of students reported that YouTube helped them learn English vocabulary, make learning English more interesting, understand the contents of YouTube videos easily, obtain relevant materials to learn English, and improve listening comprehension. The Similarities with this study is this study aims to find out the use of youtube in learning English and The differences with this study is the object of the research is different.

From the explanation above, this study aims to find out whether the use of YouTube can improve speaking abilities of mechanical engineering students in General English class at Sekolah Tinggi Teknologi Pekanbaru

B. Research Method

This study uses a case study methodology, which is qualitative research. With an emphasis on case study research, it is a descriptive method using a qualitative approach to gather data on an analysis of a YouTube video to enhance students' speaking abilities. A case study is a methodological inquiry and an experimental request that investigates a marvel in its natural environment. Case studies delve deeply into a single individual, group, or event to look into the origins of fundamental norms.

According to Leong (2017), a serious investigation into the wonders found through inquiries into subjects such as behavior, judgment, inspiration, activity, and so on is referred to as a subjective investigation. holistically, by employing a variety of generally acknowledged methods, and by representing the subject in language and dialect within a distinct context that makes sense.

The research was conducted in General English class at Mechanical Engineering department. Transcripts of interviews, observations, and pictures of students participating in class in general English were used as the study's data collection . Interviews and observations serve as the case study's data sources in the interim. The data for this study were gathered through student talks and classroom observations.

Cohen (2005) states that when YouTube video-based learning is implemented on students' speaking abilities in general English classes, researchers will be watching. These types of observation sheets are known as field notes. Writing down everything that occurs in the field is how field notes are used to gather data. Notes created from information gathered

during observations are referred to as field notes. When YouTube video-based learning was implemented, data was gathered using field notes.

To analyze the data, the researcher employed descriptive qualitative methods. In qualitative descriptive research, data analysis consists of three steps: Creswell (2009) defines qualitative data analysis as the collection of data, the development of interpretations, and the writing of reports. "Data analysis in qualitative research involves categorization, description, and synthesis."

C. Result and Discussion

Based on observations made in class B of the Mechanical Engineering Department's general English class, researchers showed YouTube videos into the teaching and learning process. The material is about "self introduction and address system." The researcher and students in and out of class used a YouTube video. Researchers discovered that using YouTube videos as learning media in the classroom during face-to-face learning improved student engagement. YouTube has been launched, and students are not permitted to use smartphones while in class. When the researcher uses a YouTube video to teach in the classroom, there are three steps involved.

(a). Pre-teaching:

In this section, the class was begun by greeting the students and introducing the teaching materials to them. It is followed by an example of the self-introduction process in reviewing the previous material about a part of speech. In this step, the students responded to the researchers' greeting and confirmed that they remembered the previous material, which was referred to as apperception. Following the apperception, the researcher presented the research on YouTube videos in front of the class. After YouTube recordings were implemented in the teaching and learning process, students' speaking abilities in exactness, familiarity, and precision viewpoints improved. It is evident from the talking test results in the fourth assembly of cycle one. The talking

scoring rubric utilized for the test is adjusted from Brown (2004).

(b) While Teaching

After the opening, students were enjoying learning process This section was a time for playing the video. the students watched and listened up carefully to the YouTube video. Students took a note of an important information. The researcher gives some videos about self-introduction. it is about the expression of self-introduction in formal and informal situation, introduce someone to someone else. the ways to do greeting and closing part in conversation and all of the student's pay attention to the video. YouTube as an instructing fabric can progress understudy accomplishment in learning English, particularly talking. So, in this section which is the explanation could make students easier to understood the video and also what they did not get about the hard or new vocabularies.

(c) After Teaching

In this last section, all students to discuss about the conversation on video and gave them ten minutes to discuss with partner, after that, students must imitate or retell based on the videos they have watched on YouTube channel. And all students appear to imitate the video as well as possible. Then they wrote their own conversation in group after that they come to the front of class to perform their own conversation. , the researcher gave a message to all students to continue learning about the importance of practice speaking in every situation.

There were no major issues in class when students watched YouTube videos to learn general English, and the use of YouTube videos was implemented in accordance with a well-thought-out plan. The researcher has implemented a number of activities to help participants practice speaking. Based on Thornbury (2005). Some activities mentioned include presentation, storytelling, jokes and anecdotes, drama, role play, simulation, discussion and debate, classroom conversation, and casual chat. There are some activities that promote speaking skills.

This section is like the core of the learning, because this is the time for students to understand the video. And they do a great job when it comes to front of class to show their conversation.

That's what the researchers got based on the observation of the implementation of YouTube video-based learning on the speaking skills of mechanical engineering students.

According to the interview results, students believe that using YouTube videos helps them learn because videos are an effective medium for understanding concepts. It is consistent with (Hadijah and Pd, 2016). Videos are used in language education not only as a teaching and learning aid, but also as a powerful tool for helping students improve their understanding of a language. Following the findings above, the majority of the participants expressed an interest in using YouTube videos in learning because they allow for learning outside of the classroom and are easily accessible; they can also increase enthusiasm and make students enjoy learning assignments.

It is consistent with the study conducted by (Carmichael et al., 2018). A flexible study approach that is both affordable and location-independent, video-learning is accessible at any time and can be tailored to the specific needs of the student, allowing them to view the content as many times as necessary.

Speaking ability refers to a person's ability to communicate effectively through spoken language. It refers to the ability to communicate concepts, ideas, and knowledge in a clear and coherent way that others can understand. Following the findings above, it is clear that improving speaking skills is a journey that requires consistent practice and personal commitment.

It is necessary to incorporate speaking practice into daily routines as a starting point, as stated by (Nazara, 2011). You should use English as much as possible in order to speak it fluently, and practicing with friends is one of the best ways to accomplish this. Furthermore, according to (Benjamin-ohwodede & Awunor, 2024),

learning through mediums may encourage students to study independently, whereas learning through applications is more efficient. Aside from that, videos can be used as a self-practice tool, allowing users to practice at any time and from any location. According to Muniandy and Veloo (2011), video has the ability to depict environments, activities, feelings, and gestures, providing visual overviews that are critical for practice and language acquisition.

The goal of using YouTube videos to promote speaking among students was to keep them engaged and motivated throughout the lesson. Allowing students to complete assignments in groups and providing support is another way to get them involved in the classroom. YouTube videos also aid in the student's learning of vocabulary, pronunciation, grammar, and speech content in addition to teaching them how to speak fluently. The students are inspired to speak after watching the video and learning the material. Additionally, talking with their group gives each student a chance to share and provide information orally to the other members of the group. The students are currently giving lengthy, intense speeches without realizing it.

The kinds of media the instructor uses in the classroom are one of the factors that affect how well speaking is taught. Since YouTube videos offer easily accessible and free speaking class materials, using them could be an alternative. Students can enhance their speaking achievement by utilizing YouTube and other supporting media to speak on a variety of topics and at different frequencies. The students' active participation in the teaching and learning process demonstrated their level of involvement in the speaking class.

D. Conclusion and Suggestion

YouTube is used to help achieve learning and teaching goals. By using YouTube as the lesson's media, the author hopes to improve the students' speaking skills. The introduction of YouTube into the classroom has the potential to change the dynamics and environment. Students discovered that watching made learning easier. YouTube users are more attentive to video content due to their focus. As a result, students can speak more freely and are less concerned about the words they use when doing so. Students gain confidence in speaking English by imitating native speakers' speech patterns. The study's findings should help English teachers select the most effective techniques and approaches for instructing their students in the language. YouTube media can provide educators with concepts, ideas, knowledge, and theories to help their students become better speakers. Using YouTube as a teaching resource can help students become more fluent in English speakers. It is anticipated that this research will force all institutions to upgrade the current school infrastructure in order to facilitate a higher caliber and more pleasurable learning experience. as well as teaching pupils how to speak by using technology like YouTube.

E. Reference

- Borman, R. I., Putra, Y. P., Fernando, Y., Kurniawan, D. E., Prasetyawan, P., & Ahmad, I. (2018). Designing an Android-based Space Travel Application Trough Virtual Reality for Teaching Media. 2018 *International Conference on Applied Engineering (ICAE)*, 1–5.
- Carmichael, M., Reid, A.-K., Karpicke, J. D., & Bradley, J. V. (2018). *Assessing the Impact of Educational Video on Student Engagement, Critical Thinking and Learning: The Current State of Play*. www.sagepublishing.com
- Creswell, John W. (2009). *Research design (pendekatan kualitatif, kuantitatif, dan mixed)*. Yogyakarta : Pustaka Pelajar.
- Diharjo, W., Sani, D. A., & Arif, M. F. (2020). Game Edukasi Bahasa Indonesia Menggunakan Metode Fisher Yates Shuffle Pada Genre Puzzle Game. *Journal of Information Technology*, 5(2), 23–35.
- Esti Dewi Fitissa, (NPM 13040228), Language Learning Strategy dan Hasil Belajar Speaking Siswa di SMPN 1 Sungai Limau pada siswa kelas Sembilan tahun ajaran 2017/2018, Skripsi, Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, Padang, 2018.
- F. Tambunan, (2018). <https://repository.uir.ac.id/4343/5/bab2.pdf>
- Hadijah, S., & Pd, M. (2016). *TEACHING BY USING VIDEO: WAYS TO MAKE IT MORE MEANINGFUL IN EFL CLASSROOMS*.
- Leong (2017), Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*.
- Lestari, M., & Wahyudin, A. Y. (2020). Language learning strategies of undergraduate EFL students. *Journal of English Language Teaching and Learning*, 1(1), 25–30.
- Maskar, S., & Dewi, P. S. (2020). Praktikalitas dan Efektifitas Bahan Ajar Kalkulus Berbasis Daring Berbantuan Geogebra. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 4(2), 888–899.

- MULIYAH, P., AMINATUN, D., Hakim, L. N., & SEPTIANA, L. (2021). MONKEY STORIES: A NEW MEDIA FOR DIGITAL ENGLISH LEARNING. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Muniandy, B., & Veloo, S. (2011). Managing and Utilizing Online Video Clips for Teaching English Language: Views of TESOL Pre Service Teachers. *International Journal of Social Science and Humanity*, 13. <https://doi.org/10.7763/IJSSH.2011.V1.39>
- Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. In *FEBRUARI* (Vol. 1).
- Pekdağ, B. (2020). History-Based Instruction Enriched with Various Sources of Situational Interest on the Topic of the Atom: The Effect on Students' Achievement and Interest. *Res Sci Educ*, 29.
- Süren, N., & Kandemir, M. A. (2020). The Effects of Mathematics Anxiety and Motivation on Students' Mathematics Achievement. *International Journal of Education in Mathematics, Science and Technology*, 8(3), 190. <https://doi.org/10.46328/ijemst.v8i3.926>
- Suwandi,dkk (2017). The Effectiveness of Using Learning Video Media in Improving Writing Skills and Ability to Understand the Concept of Denotation and Connotation Meanings. *Journal of Learning Technology*. (Online) 1 (2) accessed from <https://journal.institutpendidikan.ac.id/index.php/tekp/article/view/107> pada 4 Januari 2023.
- T. Tahmina (2023). JOLLT Journal of Languages and Language Teaching, Vol.11, No.1 | 151 Students' perception of the use of youtube in english language learning. DOI: <https://doi.org/10.33394/jollt.v%vi%i.6883>
- Thornbury. (2005). *How to Teach Speaking*. Vermont, USA: Pearson Education ESL.
- Tiku Ali, J., & Patombongi, A. (2016). Perancangan Game Edukasi Pembelajaran Membaca Berbasis Android. *Simtek : Jurnal Sistem Informasi Dan Teknik Komputer*, 1(1), 1–8. <https://doi.org/10.51876/simtek.v1i1.1>