

The Effectiveness Of Using “Nas Daily” Youtube Channel In Improving Speaking Skill

Rachmat Ari Wibowo[✉], Dwi Sulistyorini

Universitas IVET¹, Politeknik Bumi Akpelni²

DOI: <https://doi.org/10.31331/maristec.v1i2>

Info Articles

Sejarah Artikel:

Disubmit November 2020

Direvisi Desember 2020

Disetujui Januari 2021

Keywords:

Youtube Channel, Speaking Skill

Abstrak

Struktur bahasa lisan sangat berbeda dari bahasa tertulis, di mana mereka memiliki waktu untuk merencanakan, mengedit, dan memperbaiki apa yang mereka hasilkan. Kepribadian kita, citra diri kita, pengetahuan kita tentang dunia dan kemampuan kita untuk mengekspresikan pikiran kita tercermin dalam penampilan berbicara kita. Di Ivet University tempat penelitian dilakukan, saya menemukan permasalahan dalam pembelajaran keterampilan berbicara bahasa Inggris yang bersumber dari siswa, guru, strategi, dan fasilitas pembelajaran. Youtube dapat menjadi sumber belajar dan media pembelajaran yang dapat memenuhi tuntutan generasi digital. Youtube dapat meningkatkan minat dan mendukung gaya belajar generasi digital. Youtube juga menawarkan pengalaman belajar dengan teknologi baru yang akan berguna saat mereka lulus. Penelitian ini menggunakan metode kualitatif deskriptif sebagai metode penelitian. Analisis dilakukan terhadap mahasiswa semester satu Jurusan Permesinan Kapal Universitas Ivet. Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan video YouTube dalam mengembangkan keterampilan berbicara mahasiswa. Asesmen tersebut berupa orasi di depan kelas. Jumlah taruna semester I tahun 2020 sebanyak 25 orang yang semuanya merupakan angkatan internet. Penelitian berlangsung selama 1 bulan yang terdiri dari 2 pertemuan per minggu. Di Channel Youtube Nas Daily dikemas dengan menarik dan disetiap videonya terdapat subtitle bahasa Inggris yang dapat digunakan taruna untuk belajar tentang pembentukan struktur kalimat bahasa Inggris, belajar tentang pengucapan, intonasi, tata bahasa, dll. Hasil penelitian menunjukkan bahwa video-video di Youtube dapat digunakan sebagai media pembelajaran, dan para taruna senang belajar dengannya..

Abstract

The structures of spoken language are quite different from the written language, which they have time to plan, edit and correct what they produce. Our personality, ourselves image, our knowledge of the world and our ability to express our thoughts are reflected in our speaking performance. In Ivet University, where the research was taken place, I found problems of learning English speaking skill that come from students, teacher, strategy, and facility of learning. Youtube can be a learning resource and learning media that can meet the demands of the digital generation. Youtube can increase interest and support the learning styles of the digital generation. Youtube also offers learning experiences with new technologies that will be useful when they graduate. This research uses descriptive qualitative method as the method of the research. The analysis conducted to the first semester students of ship Machinery Department of Ivet University. The aim of this research was to know the effectiveness of using YouTube video in developing students' speaking skills. The assessment was in form of speeches in front of the classroom. There are 25 cadets for the 1st semester of 2020, all of whom are internet generations. The research lasted for 1 month which consisted of 2 meetings per week. In the **Nas Daily Youtube Channel** it is packaged attractively and in each video there are English subtitles that can be used by cadets to learn about the formation of English sentence structures, learn about pronunciation, intonation, grammar, etc. The results showed that videos on Youtube can be used as a learning medium, and the cadets enjoy learning with it.

[✉] Alamat Korespondensi:
E-mail: rahmatariw40@gmail.com

INTRODUCTION

The structures of spoken language are quite different from the written language, which they have time to plan, edit and correct what they produce. Our personality, ourselves image, our knowledge of the world and our ability to express our thoughts are reflected in our speaking performance (Luoma, 2004). The way teacher teaches the students is still monotonous teaching style in which there is no utilization of innovative teaching and learning media that can motivate the students to learn (Gunada & Wayan, 2017). There are some schools that are still using monotonous teaching style, which the teacher is explaining the material, writing it on the board, and opening question and answer session. Meanwhile, the students just sit on the chair, write down the materials. They also keep silent when the teacher asks them in question and answer session. In speaking class, many students do not have self-confidence; they are shy to speak, being afraid of making mistakes, and feeling nervous. So that, they can not verbalize and end up saying nothing.

In Ivet University, where the research was taken place, I found problems of learning English speaking skill that come from students, teacher, strategy, and facility of learning. The problems related to the learning process in the classroom are: 1) Some students are afraid to make mistakes in front of their classmates. 2) Some students keep asking their friend about English vocabulary for making a sentence. 3) The students have difficulty in verbalizing or expressing what is in their mind. 4) The students need quite long time to make and speak one sentence. 5) Some students are not sure what they are talking about. The result of interview concluded that other problems in English speaking skills are grammar, fluency, and pronunciation. In his research found that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems which were obtained from personal students' information, they don't have any self-confidence, being afraid of making mistakes, shyness to others, nervousness, never practice, and nothing to say (Sayuri, 2016). The same arguments that students have problems in expressing themselves in speaking due to reluctant, hesitation, afraid of making mistakes, lack of adequate vocabulary, and lack of practice that makes students find it is hard to utter sounds in English fluently. The students hesitated and were reluctant to speak because they had nothing to say. Even though they had something in mind, they were inhibited by not being confident since they were afraid of making mistakes in grammar and they were worried if the other students laugh at them when they make any mistake (Syamsurizal, 2015)

Technology plays a very important role in people's lives today and can used in various aspects of life. For example, today's society tends to use technology in their activities and looking for work information, completing work and even searching for information via the internet. The internet has developed rapidly, through the media of the internet, everyone can access a variety of information that is useful for the development of each individual. Various information on the internet can be used for teaching materials and teaching materials via the internet is generally more up to date, so that many students who are interested in reading and accessing it. One of the learning media in question is Youtube.

This media presents a variety of teaching materials, one of which is English. Visual learning and attractive designs are very easy to download. Students, especially cadets, will very easily absorb the information provided by the teacher if it is presented with attractive pictures and visuals. Youtube can be used as a learning medium for subjects that are considered difficult for cadets, one of which is MKU English. This course is a compulsory subject that must be taken in the Ship Engineering study program. As it is known, this course is considered difficult by some cadets because the material is quite extensive, the language taught in foreign languages and also quite difficult reading material.

This research examines the extent to which Youtube can be used as a learning medium as well as an unconventional learning resource that is familiar with their daily lives. This research is based on learning English courses in the Ship Engineering study program at Ivet University. The results of this study are expected to become a reference for internet-based learning, especially in English and other subjects in general. Learning media is a tool used in the delivery of the learning process (Boovee in Simamora, 2009). Learning is a process of communication between students, educators and teaching materials. Communication will not run without the help of means of conveying messages or the media. The internet plays a very important role with the current generation. Taruna now have a different learning style from the previous generation.

Many people think that the current generation gets bored quickly and is lazy to learn. Various studies have shown that the generation known as the internet generation actually has a high learning orientation and enthusiasm, only the way they get information is different (Barnes, Marateo, & Ferris, 2011). This generation's way of learning tends to be independent and autonomous. However, they are persistent information seekers and consciously make choices of learning models that suit them. They also actively want a varied learning model and tend to get bored quickly with conventional learning models whose resources and models are limited (Barnes, Marateo, Ferris, 2011).

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 so that integration will be in accordance with learning methods so that the learning process and learning outcomes will be optimal. The advantage of learning with video is that it presents an image and sound representation of an event to students in class. Youtube is one of the most popular video sharing services on the internet today (Snelson, 2011). With the inclusion of Youtube as an alternative learning media, it is hoped that cadets can improve collaboration skills and integrate technology into educational programs. Youtube can also stimulate active learning and provide additional knowledge beyond the expected ability (Agazio & Bucklev in Sharoff, Leighsa 2011).

Subjects that are sometimes disliked by cadets are courses that are full of theoretical and practical content. This course will be boring if it is delivered using conventional learning models. One of them is an English course. English is one of the general subjects that must be taken by cadets of the Ship Engineering Study Program. This course is generally perceived as a difficult subject by cadets because of its wide scope so that cadets are required to read many sources to understand its basic concepts. In short, today's internet technology is user centered. If we connect it with learning, internet technology is currently in line with the learner-centered learning approach in which learners are the center and main actors of learning activities. Internet generation learners with autonomous, independent, multitask characteristics, like multidimensional input and get bored quickly because they have a short attention span, require a learning atmosphere that facilitates these things.

The advancement of the internet that enables network-based read-write activities can facilitate the needs of this digital generation. The daily life experiences of the internet generation will certainly influence their thinking patterns and ways of communicating. An American study showed that a child entering college wrote an average of 200,000 emails, watched 20,000 hours of TV, played video games for an average 10,000 hours, use a cell phone for 10,000 hours, but only read less than 5,000 hours (Bonamici et al., 2005 in Barnes, K., R. Marateo, and S. Ferris. 2007). One site that can be empowered to facilitate digital generation learning that requires simultaneous input is Youtube. Youtube is a video site that is the most popular today. Of course, videos do not automatically become ready-to-use learning materials. Careful planning in accordance with the learning objectives and the integration of videos available on Youtube as a supporting tool will optimize learning outcomes because they are in accordance with the learning styles and interests of the digital generation. According to a survey, around 100,000 videos are watched every day on Youtube. Every 24 hours there are 65,000 new videos uploaded to Youtube. Every month Youtube is visited by 20 million viewers with the majority of the age range between 12 to 17 years (Burke, Snyder, & Rager, 2009). Youtube is not an educational video sharing site, but in its development Youtube launched a special service for education (www.youtube.com/edu) in 2009. This service immediately received a positive response from users.

Youtube can be a learning resource and learning media that can meet the demands of the digital generation. Youtube can increase interest and support the learning styles of the digital generation. Youtube also offers learning experiences with new technologies that will be useful when they graduate (Burke, Snyder, & Rager, 2009). In addition, Youtube also provides hundreds of thousands of videos on a variety of topics that can be integrated into classroom learning. Youtube will also be a very large free video library for learners that will encourage them to become independent learners

RESEARCH METHODS

This research uses descriptive qualitative method as the method of the research. The analysis conducted to the first semester students of ship Machinery Department of Ivet University, The aim of this research was to know the effectiveness of using YouTube video in developing students' speaking skills. The assessment was in form of speeches in front of the classroom.

There are 25 cadets for the 1st semester of 2020, all of whom are internet generations. The research lasted for 1 month which consisted of 2 meetings per week. Before the treatment is given, the cadets are given a pre test and then given treatment for 1 month then at the end of the meeting the cadets are given a post test. Pretest and post test in the form of light speech. The assessment is based on the speaking assessment table that we have made, and at the end of the treatment, cadets are asked to fill out a questionnaire to respond to the learning process and Youtube as learning material. There are 15 questions with five answer choices, covering "strongly disagree" to "strongly agree". There is one open question that gives cadets a place to freely state their income about learning using Youtube in class

RESEARCH RESULT

This research shows that videos on Youtube can be classified into two types. First, videos in the form of lectures or lectures can be used as a source of learning English. In addition, other English videos such as interview videos can be used as a data source for language variations. This research also shows that cadets have positive perceptions about the use of Youtube in English classes

There are various topics discussed in the English class in the Ship Engineering study program at Ivet University. These topics are about tourist trips that visit various places in the world that have special histories and stories or have a very interesting character to interview. These topics of discussion are taken from various sources that adapt to the topics taught in simple language so that they are suitable for improving cadets' English speaking skills. In the **Nas Daily Youtube Channel** it is packaged attractively and in each video there are English subtitles that can be used by cadets to learn about the formation of English sentence structures, learn about pronunciation, intonation, grammar, etc. To enrich the material, apart from books, videos from Youtube are used as a source of learning and also as a source of data. There are many videos displayed during the lesson that are tailored to the topics covered each week. In addition, videos are also shown in other cases, for example, interviews with community leaders who in their interviews use light conversational language that is easy to understand and apply by cadets.

All of these videos are available for free with good picture and sound quality. At the beginning of the semester, cadets get a complete syllabus with mandatory and additional reference books. Videos from Youtube that are watched in class are adjusted to the planned subject. Cadets are assigned to read mandatory reference books and Youtube videos played in class as additional information, case examples, and data sources. The video is played from the lecturer's laptop and transmitted with an infocus to the available screen in front of the class and the sound is played from the classroom speakers. Videos those are short in length or below 10 minutes played live and only then discussed.

The survey to determine the perceptions of cadets was carried out at the end of the semester. There are fifteen questions with five answer choices using a Likert scale which includes "strongly disagree" to "strongly agree". In addition to closed questions with the answer choices that have been provided, there is an open question that gives cadets a place to state their income about teaching using Youtube in class.

The first part includes fifteen questions covering the extent to which cadets perceive the use of Youtube in class. In general, cadets have a positive perception of using Youtube in class. Nineteen cadets or 76% strongly agree and three cadets or 12% strongly agree that Youtube videos increase their interest in learning English. In addition, 17 cadets or 68% of cadets stated that the use of Youtube was interesting. Most of the cadets, namely 72% also stated that videos from Youtube help them understand the material better. The second part consists of five questions about the video used in class. This section is divided into two parts, namely questions regarding videos containing lectures from experts on certain topics and questions about videos which are examples or sources of data in English lessons. In general, 84% of cadets' perceptions are positive about videos containing lectures on certain topics.

All cadets have a positive perception of using Youtube. The expression that occurs the most is the word "interesting". Some cadets expressed their perception that videos from the internet can overcome boredom. In addition, they also stated that the use of videos from Youtube has increased their interest in learning. Taruna also stated that using videos from Youtube is more interesting than just reading learning resources from books or listening to lectures. Some cadets also expressed the importance of choosing videos that have good sound and picture quality

CONCLUSION

This study is expected to provide a real picture of class teachers, especially English class teachers who are interested in using YouTube as a learning tool and resource. The use of Youtube in English classes is very helpful for cadets in practicing conversations in English. Input that only comes from books makes cadets bored and bored, therefore Youtube is an innovative way to teach and helps cadets familiar with various digital information sources to understand learning material better. This research is also expected to provide an overview of how to integrate technology, especially internet-based video, in the classroom teaching theory subject which is often perceived as difficult subjects by cadets. Cadets' perceptions of technology integration in the classroom, especially internet-based video technology, are positive. The integration of Youtube in the English class has succeeded in increasing the interest and interest of cadets so that this course is no longer considered a difficult subject to learn.

REFERENCES

- Barnes, K., R. Marateo, and S. Ferris. 2007. Teaching and learning with the net generation. *Innovate* 3 (4).
- Bonk, C. J. 2008. Youtube anchors and enders: The use of shared online video content as a macrocontext for learning. Paper presented at the American Educational Research Association (AERA) 2008 Annual Meeting, New York, NY.
- Burke, S.C., Snyder, S., Rager, R.C. 2009. An Assessment of Faculty Usage of Youtube as a Teaching Resource. *The Internet Journal of Allied Health Sciences and Practice*. Vol. 7 No. 1, available online at <http://ijahsp.nova.edu>
- Cochrane, T.D. 2010. Exploring mobile learning success factor. *ALT-J, Research in Learning Technology*. Vol. 18, No. 2, July 2010, 133–148, available online at <http://www.informaworld.com>
- Fromkin, V. and R. Rodman. 1988. *An Introduction to Language*. New York: Holt, Rinehart, and Winston, Inc.
- Holmes, J. 2001. *An Introduction to Sociolinguistics*. 2nd ed. London: Longman.
- Moran, M., Seaman, J., and Tinti-Kane, H. 2011. *Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Sosial Media*. Boston: Pearson Learning Solutions.
- O'grady, W., M, Dobrovolsky, F. Katamba. 1996. *Contemporary Linguistics: An Introduction*. London: Longman.
- Radford, A., M. Atkinson, D. Britain, H. Clahsen, A. Spencer. 1999. *Linguistics: An Introduction*. Cambridge: Cambridge University Press.