Learning Speaking English on YouTube Videos: A Study on Students' Perception

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Abstract
Media is essential to support learning activities, as they can capture the students' attention when the learning process takes place. YouTube is one of the media that the students can pick anytime, especially for learning speaking. Therefore, the aim of this research is trying to explore the students' perception on the use of YouTube Videos in learning speaking. This research uses a mixed-method design, and the data are collected using questionnaire and an interview. 30 students from public speaking course participated to fill out the questionnaire; 10 of them are interviewed to gain deeper information. After analysing the data using Likert Scale, the results shows that the students' perception on the use of YouTube is significantly positive toward their learning. Based on the mean score, their opinion and interpretation about using YouTube videos are in good category or (4,22) and (4,13). From the interview, the result reinforces their exciting and enthusiasm in learning using YouTube videos. It means YouTube videos is favorable for learning particularly English speaking.

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INTRODUCTION

Learning English becomes more exciting and enjoyable; many media can be used like handwritten media such as chalkboards, markers, and pens, to internet-based media and technology such as audio-visual media. When teaching or learning English, media is needed for teaching materials so that students can easily understand the subject matter. One of the media that is commonly used is YouTube, as they can capture the attention of the students as the learning process takes place. (Djuma, 2023) stated YouTube is increasingly popular along with the various videos that contain information and some are educational in nature, making YouTube an important tool in education. (Hussaeni et al., 2020) explains that 86% of students who use YouTube as a source of information admit that it supports in their learning, with 98% of them using it as well. A number of recent studies suggest that using video-based media for classroom teaching and learning is highly effective. According to (Kamelia, 2019) Video format helps teaching and learning, especially in Foreign Language. According to (Vishnupriya & Bharathi, 2022), audio-visual resources are any tool that can make learning more dynamic, realistic, and concrete. Furthermore, he states that "An audiovisual aid is a sensory object or image that initiates or stimulates and reinforces learning". Therefore, audiovisual media are very useful devices as they not only facilitate the learning process but also motivate students and make the course more interesting. Meanwhile, (Francis, 2011) states that typically, educational resources that may convey meaning without the use of vocal symbols or language are referred to as audio-visual materials. In essence, audio-visual materials combine text, image, sound, and video to create an interactive tool. These are very essential for learning speaking.

According to (Brown, 2001), he states that speaking is a process for constructing meaning involving the reception, production, and processing of information. According to (Putra et al., 2022) Speaking is the process of creating and communicating meaning in a range of circumstances through gestures and words. Fluency, vocabulary, grammar, pronunciation, and the actual substance of speaking are examples of supporting competences in speaking (Nuridzdzati & Akhiriyah, 2023). Furthermore, speaking is the use of language to communicate with others. In general, speaking skills are essential for expressing our thoughts, opinions, feelings, and messages to each other. It means that these activities involve at least two people, both hearers and speakers, having to react to each other's expressions. Speaking is one of the hardest skills to master by students, because it helps us to be able to communicate with people. (Bueno, A., Madrid, D., & McLaren, 2006) stated that Speaking is one of the most difficult skill language learners to face. Apart from being the most difficult skill, speaking skill is also one of the most important categories in language skills, especially English language. According to (Govindasamy & Shah, 2020) and (Aswad & Sardi, 2023) The most crucial skill in language teaching and learning is speaking. So far, students' complaints about studying in class are boredom which makes them feel bored and unenthusiastic, lack of creativity during the learning process. In this case, students' English-speaking skills are still relatively weak, especially in terms of vocabulary and fluency. The researchers also

experienced boredom during the learning activity, usually occurs because the learning medium is less interesting. (Syafiq et al., 2021) It is said that a number of variables, such as the right learning resources and media, affect how well people learn speaking. Videos as a useful tool that, when properly matched to the subject matter, can improve the learning experience.

Then, the benefit of this research is to look into the usage of Youtube videos as teaching and learning media to help students develop their speaking abilities. Thus, to investigate the students' perception on the use of YouTube videos in learning speaking.

LITERATURE REVIEW

There are some studies which are related to the writer's present study. First, a study conducted by (Saed et al., 2021) their study aimed to examine the development of the speaking skill descriptors among the experimental group subjects after the treatment they were subjected to, the results of the study showed that YouTube could improve EFL students' listening and speaking skills and encouraged them to communicate verbally in English.

Secondly, a study conducted by (Guterres & Quintas, 2018) this study aims to determine the level of ability of second grade students in using audiovisual media in learning speaking, the result of the study showed that the use of audio-visual tools could develop students' speaking skill. In other words, the level of students' ability in Using Audio Visual to develop speaking skill was very good. It meant that many students were really interested in this innovative method because it could help them to develop their speaking skill.

RESEARCH METHOD

This research uses a mixed-method design. In order to explore and elaborate the students' perception toward the use of YouTube as medium in learning speaking, the qualitative and quantitative method are required. Given that mixed-methods combine the reliability of lived perception and experience with the accuracy of counts, they can offer a practical and innovative means of communicating meaning and knowledge (Creswell & Clark, 2007). Moreover, (Dawadi et al., 2021) a researcher can simultaneously create, confirm, and hypothesize based on the data collection and interpretation from a mixed-method study. Furthermore, mixed-methods refers to research in which, within a single study or program of inquiry, the researcher uses both quantitative and qualitative approaches or methodologies to gather and evaluate data, integrate the findings, and draw conclusions.

The research is conducted at Muhammadiyah Prof. Dr. Hamka University. The respondents participated are the students who took Public Speaking course. The data were collected by using questionnaire with 30 participants. There are 11 questions in this research, the questionnaire uses 2 aspects by (Critcher & Gilovich, 2010) namely judgment and behavior, in judgment aspect there are 3 indicators which are opinion,

interpretation and belief. Meanwhile, the behavior aspect contains 2 indicators, which are attitude and selecting.

The data are analyzed using the Likert scale with 5 choices consist of strongly disagree, disagree, neutral, agree, strongly agree. A Likert scale is used to evaluate an individual's or a group's attitudes, perspectives, and perceptions of social issues (Sugiyono, 2013), Interview also conducted through 10 participants to gain extra information from the participants. The interview also contains behavior aspect with organizing as its indicators. Following the acquisition of data, the researcher organizes it in a tabulated format for descriptive analysis. Subsequently, the researcher proceeds to choose, simplify, and abstract the data. The correlation between the variables under investigation and the degree of each variable's influence can be calculated using the students' responses. After that, a table was created and the mean, or average, score was determined. A continuum line has been computed for the category scale in table 1 below, which is used to explain the results.

$$\text{Interval Level Value} = \frac{Max\ score - Min\ score}{Total\ Score\ of\ the\ Statement}$$

Scale width$= \frac{5-1}{5} = 0{,}8$

   a. Max score   = 5
   b. Min score   = 1
   c. Interval   =5–1 = 4
   d. Interval distance = (5-1):5 = 0,8

Table 1. Scale Category

Scale	Category
1,00 - 1,80	Very not good
1,81 - 2,60	Not good
2,61 - 3,40	Moderate
3,41 - 4,20	Good
4,21 - 5,00	Very good

Three methods from (Miles & Huberman, 1994) were used to analyze the instrument data: data reduction, data display, and conclusion drawing/verification. To separate the necessary from unnecessary material, the interviews will first be turned into text. Afterwards, the transcripts will be analyzed and presented in a table according to their respective groupings. Lastly, the researcher will describe and create conclusions from the findings of the data analysis.

FINDINGS AND DISCUSSION

Questionnaire

The researcher assigned codes to facilitate the classification of data, using 'O' for opinion, 'I' for interpretation, 'B' for behavior, 'A' for attitude, and 'S' for selecting. Based on the questionnaire results, each aspect showed good results. The 5 indicators are in the good and very good category. The explanations are below.

Students' perception on judgment aspect

Table 2. Opinion Statement

No.	Opinion statement	SA 5	A 4	N 3	D 2	SD 1	TOTAL	MEAN	CATEGORY
1	O1	13	15	2	0	0	30	4.37	Very Good
2	O2	10	14	4	2	0	30	4.07	Good
							Mean:	4.22	Very Good

In opinion statement 1, "Strongly Agree" and "Agree" were chosen by 28 participants, while the other 2 participants chose "Neutral". From these results shows that the use of English video as a learning media is fun and is included in the very good category (4.37). Then in opinion statement 2, the participants who chose "Strongly Agree" and "Agree" were also high at 24 participants, while "neutral" and "disagree" were chosen by 6 participants. According to the mean score (4.07), this statement is included into the good category. So, in this statement, many participants think that they are motivated after watching YouTube videos as learning media. After calculating the two mean scores for the two statements, the opinion indicator falls into the very good category (4.22).

Table 3. Interpretation Statement

No.	Interpret. Statement	SA 5	A 4	N 3	D 2	SD 1	TOTAL	MEAN	CATEGORY
3	I1	9	20	1	0	0	30	4.27	Very Good
4	I2	8	14	8	0	0	30	4	Good
							Mean	4.13	Good

In interpretation statement 1, "Strongly Agree" and "Agree" were chosen by 29 participants, meanwhile 1 participant chose "neutral". These findings indicate that the majority of participants believe that YouTube videos is a useful method for learning speaking and belongs to the very good category (4.27). Then in interpretation statement 2, the participants who chose "Strongly Agree" and "Agree" were 22 while the other 8 participants chose "neutral". Based on the mean score (4.00), this statement belongs to the good category. So, in this statement, many participants felt more creative after watching YouTube videos in speaking lesson. After calculating the two mean scores for the two statements, the interpretation indicator falls into the good category (4.13).

Table 4. Belief Statement

No.		SA	A	N	D	SD	TOTAL	MEAN	CATEGORY

	Belief Statement	5	4	3	2	1			
5	B1	2	18	9	1	0	30	3.7	Good
6	B2	5	20	5	0	0	30	4	Good
							Mean:	3.85	Good

In belief statement 1, "Strongly Agree" and "Agree" were chosen by 20 participants, while 10 participants chose "Neutral" and "disagree". It shows that many participants believe they can speak English fluently after watching the video and it belongs into the good category (3.70). Then, in belief statement 2, 25 participants chose "Strongly Agree" and "Agree", meanwhile 5 participants chose "neutral". From the statement shows that many participants felt challenged to speak English after watching the video in their learning and it falls into the good category (4.00). If the means of the two statements is calculated, the belief indicators belong to the good category (3.85).

Students' perception on behavior aspect

Table 5. Attitude Statement

No.	Attitude Statement	SA 5	A 4	N 3	D 2	SD 1	TOTAL	MEAN	CATEGORY
7	A1	12	18	0	0	0	30	4.4	Very Good
8	A2	14	15	1	0	0	30	4.43	Very Good
9	A3	10	15	5	0	0	30	4.17	Good
							Mean:	4.33	Very Good

In attitude statement 1, "Strongly Agree" and "Agree" were chosen by the whole 30 participants while no single participant chose "neutral", "disagree" and "strongly disagree". Based on this statement, all the participants were interested to use YouTube in their learning activity. So, this statement belongs to the very good category (4.40). Then in attitude statement 2, the participants who chose "Strongly Agree" and "Agree" were 29, meanwhile 1 participant chose "neutral". From the statement shows that mostly participants enjoy the utilization of YouTube in their learning, and it also falls into the very good category (4.43). Lastly, in attitude statement 3, the participants who chose "Strongly Agree" and "agree" decreased to 25 people while 5 participants chose "neutral". It shows that most of the participants pay attention to the way their friends speak when practicing the learning outcomes in class. Otherwise, this statement is included in the good category (4.17). If the mean score of the three statements is calculated, the attitude indicator belongs to the very good category (4.33).

Table 6. Selecting Statement

No.	Selecting Statement	SA 5	A 4	N 3	D 2	SD 1	TOTAL	MEAN	CATEGORY
10	S1	13	17	0	0	0	30	4.43	Very Good
11	S2	9	17	4	0	0	30	4.17	Good
							Mean:	4.30	Very Good

The last indicator in this questionnaire is selecting. Selecting statement 1 indicates that the whole 30 participants chose "Strongly Agree" and "Agree" while no single participant chose "neutral", "disagree" and "strongly disagree". It means that all the participants figure out how to pronounce a word, and then put it into practice. So, this statement indicates a very good category (4.43). And then, selecting statement 2 is the last statement of this questionnaire, "Strongly Agree" and "Agree" were chosen by 26 participants while the remaining 4 participants chose "neutral". It shows that most participants showed a good behavior by following up class activities by searching for materials to practice their English skills at home. So, this statement belongs to the good category (4.17). After calculating the mean scores of the two statements, the selecting indicator belongs to the very good category (4.30).

Interview

In this section, the researcher aims to examine the participant questionnaire responses in more detail. During the interview, the following questions were asked.

1. What is your response to English videos?

   Participant 1 said that *"English videos as a learning media are quite favored because it is more interesting and easier to understand. Interest in visuals or animation can make someone enthusiastic about learning."*

   Meanwhile, participant 2 said *"I think English video can be a learning media that can support learning for students."*

   And then, Participant 9 stated *"English videos as learning media really helps me because I don't really enjoy reading. So, I prefer to listen and observe through videos."*

   Based on the interview, students show a good response to the use of English videos, it supports learning as videos can be an effective learning media helping them to understand concepts better. In addition, videos can help students to focus, because with videos, students can maintain their focus on the learning material. The use of video in learning also provides greater flexibility and enhances their insight.

2. Why are you interested in the use of English videos in learning?

   Participant 1 said that *"Attractive visuals and content can make learning more enjoyable and easier to understand."*

   Meanwhile, participant 2 said *"Through videos I can learn visually and audio-lingually which increase my enthusiasm in the learning process."*

   Then, Participant 7 stated *"Using videos as learning material is very flexible because I was able to access it anywhere."*

   Based on the interview, students show interest in utilizing videos in learning speaking, because videos enable learning outside the classroom and can be accessed easily, it can also increase enthusiasm and make students enjoy learning assignments. In addition, the use of videos is also considered to reduce boredom.

3. What are the difficulties you face when using English Videos in learning?

Participant 2 said that *"Internet network constraints can make it difficult to access learning videos."* It was also supported by participants 3 and 4 who face the same issues.

Participant 5 said *"Learning time is very limited so that the use of English videos is not effective."*

Meanwhile, participant 10 said *"Sometimes there are some videos that I find a bit wordy in delivering the material, so I have to adjust the speed."* Based on the interview, students face several issues during the learning activity, because Videos can make learning one-way, where students only receive information without much interaction. The difficulty in choosing the right videos is also an issue, along with internet network constraints that can affect access to the videos.

4. How did you improve your speaking skills after watching the video?

Participant 2 said that *"I try to practice with my closest friends first to see how far I can go."* It was also supported by participants 1, 3 and 7 that mentioned the same thing.

Meanwhile, participant 9 said *"Searching for new vocabulary that I don't understand the meaning of and practising it by making sentences using the new vocabulary."*

Lastly, participant 10 said *"I usually chat with foreigners from the ome tv app or do a monologue in front of the mirror to practice my speaking skill."* The interview shows that improving speaking skills is a journey that involves constant practice and personal commitment. As a first step, it is important to include speaking practice in the daily routine. Language learning apps can be a media for self-practice that allows users to practice anytime and anywhere.

According to the result of questionnaire, students' perceptions regarding the use of YouTube to practice speaking is a good idea. The questionnaire's results indicate that the behavior and judgment components fall into the good category. Furthermore, with the interview results, students stated that the use of YouTube videos supports learning as videos can be an effective media and helping them to understand concepts better. It is in line with (Hadijah & Pd, 2016) Videos are utilized in language education not just as a teaching and learning aid, but also as a powerful tool that helps students strengthen their understanding of a language.

Following in the findings above, most of the participants showed an interest of using videos in learning, because videos enable learning outside the classroom and can be accessed easily, it can also increase enthusiasm and make students enjoy learning assignments. It is in line 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 suited to the specific requirements of the student, enabling them to view the content many times if needed.

Despite the interest of using video in learning, students still experienced difficulties during the learning activities. The excessive use of video is occasionally

negative to students' learning. Furthermore, videos can make learning one-way, where students only receive information without much interaction. It is in line with (Mitra et al., 2010) as well as (Sardi et al., 2017) in order to change the perception of videos as being only for material, lecturers must enable their students to interact critically with the content, question it, spark debate, reinforce what they have learned, and challenge preconceived notions. The biggest problems and difficulties with employing digital technologies were discovered to be restricted time, inefficient teachers, lack technical support, inadequate network access, and insufficient instructional materials.(Rahma Hakiki, 2021)

Furthermore, speaking skill is a person's ability to use spoken language to successfully communicate. It refers to the ability to communicate concepts, ideas, and knowledge in a clear, coherent manner that is understandable to others. Following the findings above, it shows that improving speaking skills is a journey that involves constant practice and personal commitment. It is necessary to put speaking practice into everyday routines as starting point, this is in line with (Nazara, 2011) You should utilize English as much as you can to speak it fluently, practicing with friends is one of the finest ways to do so. Moreover, according to (Benjamin-ohwodede & Awunor, 2024) Learning through medium might encourage students to study on their own; learning through application is more efficient. Apart from that, videos can be a medium for self-practice that allows users to practice anytime and anywhere. According to (Muniandy & Veloo, 2011) Video has the ability to illustrate environments, activities, feelings and gestures, providing visual overviews that are essential for practice and language learning.

CONCLUSION

The main goal for this research is to investigate the students' perception toward the use of English videos in learning speaking. The findings of the research bring positive result about their perception on the use of YouTube videos they use when learning speaking. It is proven by the result of questionnaire and interview data in which students show an interest in learning activities that use videos as medium. Moreover, the students said that Youtube videos as a learning media are quite favored because it is more interesting and easier to understand. In addition, using videos as a learning medium can make them feel motivated. It was shown by some students who often practiced their speaking skills after watching the video.

The results of this research are expected to give information and suggestions to teachers or learners who would like to use videos as a medium to support the learning activities. For not many participants in this study, so the future research is still needed to prove the reliable YouTube video for facilitating students in learning speaking. Future studies should involve a sizable number of participants with a variety of backgrounds. The researcher suggested carrying out additional research in related areas, such as motivating learners to participate in learning English through the use of audio-visual media.

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