

Enhancing Students' Speaking Skills by Using YouTube for Maritime English Learning in Akademi Maritim Nusantara

Yoana Gita Pradnya Lengari
Akademi Maritim Nusantara Cilacap

yoanalengari014@gmail.com

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Abstract

One of the tools that can help teachers and students in a classroom's teaching and learning program is media. Visual and audio are two kinds of media that can be used as tools to facilitate activities in class, especially in language teaching and learning. One of the most common media to be used worldwide is YouTube. Not only that it is an entertaining media source, but also YouTube can play a great deal in aiding students' learning process. The aims of this study are describing how YouTube videos can be used to enhance the students' speaking skill, and describing the process of utilizing YouTube videos in language teaching-learning activity. The subject of this study is the students of the third semester in the Marine Engineering Program at Akademi Maritim Nusantara. The classroom action research design is used as the method to conduct this study. Data collections are obtained by speaking interview and assessment. The result of the study which was conducted in two cycles showed that, the average score of speaking indicators of the students increased from 60.8 to 66.3 in Cycle One. In Cycle Two, the improvement was progressing to 76.4 on the average score of speaking indicators. From those results, the study concluded that there was an improvement in the students' speaking skill. The students' fluency, pronunciation, vocabulary, context, and grammar can be seen as the improving aspects of the students' speaking skill. In conclusion, the use of YouTube videos to improve students' speaking skill is reviewed.

Keywords : YouTube, Speaking Skill, Classroom Action Research.

Abstrak

Salah satu cara yang dapat membantu proses pembelajaran di dalam kelas adalah penggunaan media. Media visual dan audio merupakan dua jenis media yang dapat digunakan sebagai sarana untuk memperlancar kegiatan belajar mengajar di kelas, khususnya dalam pembelajaran bahasa. Salah satu media yang paling umum digunakan di seluruh dunia adalah YouTube. Tidak hanya sebagai sumber media yang menghibur, YouTube juga dapat berperan besar dalam membantu proses belajar mahasiswa. Tujuan dari penelitian ini adalah mendeskripsikan bagaimana video YouTube dapat digunakan untuk meningkatkan keterampilan berbicara mahasiswa dalam bahasa Inggris, dan mendeskripsikan proses pemanfaatan video YouTube dalam kegiatan belajar-mengajar bahasa. Subyek penelitian ini adalah mahasiswa semester III Program Studi Teknik Akademi Maritim Nusantara. Desain penelitian tindakan kelas digunakan sebagai metode untuk melakukan penelitian ini. Pengumpulan data diperoleh dengan wawancara dan penilaian. Studi ini menyimpulkan bahwa ada peningkatan dalam keterampilan berbicara bahasa Inggris mahasiswa. Kefasihan, pengucapan, kosa kata, konteks, dan tata bahasa yang digunakan mahasiswa dapat dilihat sebagai aspek peningkatan keterampilan berbicara. Kesimpulannya, penggunaan video YouTube untuk meningkatkan keterampilan berbicara siswa telah terbukti.

Kata Kunci: YouTube, Kemampuan Berbicara, Penelitian Tindakan Kelas.

Introduction

English, as one of the most widely used international languages in the world, plays an important role in many aspects in life. The mastery of English, especially speaking skill is important for students in order to communicate properly with the people around the world. However, as a foreign language in Indonesia, English is only taught at schools without any practice in everyday life. That is why the students find it hard to speak in English. It can be because they have a lack of confidence since English is rarely used in their everyday life. They usually are afraid and ashamed to make mistakes when speaking English. It can be because of their limited vocabulary, or the shame of making mistakes in front of their classmates. In these kinds of situations, there are some ways to help them to speak English confidently.

According to Harmer (2007), in order to achieve proficiency in the English language, there are four skills that we have to master, namely speaking, reading, listening, and writing. Speaking as one of the skills in language learning, must be practiced constantly. We need to practice speaking and communicating with each other, and try to understand each other.

The recent circumstances of the students of marine engineering at Akademi Maritim Nusantara in Maritime English class is the lack of confidence to talk in English and low attention to the class. They're not able to communicate fluently in consecutive sentences because of their lack of vocabulary. Most of them only speak three or four English words and then they get stuck. According to Gunada (2021), the monotonous situation in the class and the usual method of teaching using textbook without using innovative teaching and learning media can contribute to the lack of learning motivation the students have in class.

In that case, there are plenty of media sources to support innovative teaching learning method in class. The development of technology has provided us with broad media services for everyone from young generations to the older ones. One of the most popular platforms that is widely utilized by society is YouTube. Nowadays, YouTube has become one of the most popular websites in the world (Alexa, 2011 in Almurashi, 2016). It offers fun and fast access to instruction, culture-based videos, and

language from all over the world (Terantino, 2011 in Almurashi, 2016). Adding to that, Watkins and Wilkins (2011) stated that the use of YouTube both inside and outside of the classroom is able to enhance the students' pronunciation and conversation skill. According to Alwehaibi (2015), YouTube should be considered as an effective instructional tool in improving content learning of English as a Foreign Language (EFL) for college students and as an important teaching source in the classroom. Riswandi (2016) also corroborates with those statements with the rationalization that the use of videos in YouTube can help students to improve their speaking skill and boost their motivation in English language learning. The improvement of the skill can be noticed in the students' speaking acquisition and the progress of the exam score they gain.

Therefore, based on the ideas above, the writer will use YouTube as learning media in Maritime English class in order to enhance students' speaking skill. Thus, this study attempts to make some practical suggestions for Maritime English students to pay great attention to using YouTube as their learning media to have a good effect on their learning media that will improve their skill, not only in speaking area but also in writing, listening, and others that can help students master English language.

Research Method

Speaking is one of the most important language skills that must be mastered by the students in order to be able to communicate effectively. Speaking is a form of oral communication in a two way process between the speaker and listener(s) which involves both productive skill of speaking and the receptive skill of understanding (Byrne in Muna, 2011). According to Burn and Joyce (in Kurniawan, 2016), speaking is an interactive process of constructing meaning which involves producing and receiving as well as processing information. Meanwhile, there are also various definitions of skill. According to Romiszowski (in Herlina, 2014), skill is something that develops with experience and practice in which it is acquired through experience and continuous training consistently. Moreover, De Porter (as cited in Herlina, 2014) stated that skill is a proficiency in performing an activity. Thus, it can be said that speaking skill is an ability to communicate orally in an effective way.

Media has important roles in the teaching and learning process in the classroom. According to Heinich and Molenda (in Herlina, 2014), the word medium or media in the plural form, derived from the Latin word “medium” that means “between.” It can be said that medium refers to anything that carries information between a source and a receiver. This includes films, videos, TV, radio, audio recording, photograph, project visuals, printed materials and others.

In the YouTube application, there are various categories of videos that we can use while teaching which serve videos for every skill in the English language. According to Carrier (2003), teachers must initially adjust what kind of video to be taught in the classroom to match the language proficiency level of the students. In that case, to teach them about language, the teachers should choose media that will support them to improve their English, and YouTube can be the source of materials that can be utilized by the students.

To find out the use of Youtube video as a medium in teaching to improve student’s speaking skill, a qualitative approach using a Classroom Action Research (CAR) design was used in this study. Learning achievement in speaking skill was one of the problems that students faced in the classroom. As a result, by applying Classroom Action Research (CAR), hopefully the writer got a quality learning improvement in the classroom by achievement in speaking skill. According to Arikunto (2009), action research is one of the types of investigations that is characteristic reflective, participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning. The aim of this study was to explain the predicament that happened in the classroom. Moreover, Latief (2010) argued that Classroom Action Research is a research design that is constructed to improve the quality of learning in the classroom.

This study was conducted at Akademi Maritim Nusantara Cilacap. The subjects of this study were the Maritime English Class, this class consisted of 28 students of the third semester in Marine Engineering.

Result and Findings

1. Cycle One

The findings on the data for cycle one were based on the result of observation sheets, test, and questionnaire. The Task-based Language Teaching (TBLT) method was used to conduct the research. According to Fauziati (2014, p. 184), TBLT is an approach that allows the students to work fairly at their own pace and in their own level and area of interest to process and restructure their inter-language. There are three steps offered in the TLBT, namely the pre-task phase, the task cycle, and the language focus.

In the first step, the pre-task phase, the activities started with praying and greeting, followed by checking the attendance list, and explaining the learning objectives to be accomplished and the tasks that would be assigned. The lecturer presented images and videos related to the lesson. For the warming up activity, the students were asked to repeat words and sentences provided by the lecturer as pronunciation practice.

In the second step, the task cycle, there are three stages of activity which are task, planning and report. In the task activity, the students, in pairs, had to watch the video played by the lecturer. They were allowed to take notes while watching videos. The video was played twice in the offline mode and was set up on the big screen in front of the class. While watching the video for the second time, they were allowed to discuss the video with their partner. In the planning stage, they generated a script to perform a conversation about the video in front of the class. In the report stage, they would perform the conversation that they had generated with their partners in front of the class.

In the third phase of cycle one, which is the language focus, the students gave their friends suggestions or comments about their performance. The lecturer then gave comments and suggestions after the students’ turn were over, followed by the evaluation of the class they had that day. Afterward, the class was dismissed.

The result of those activities obtained by observation, test, questionnaire and interview is as follows: first, it was found by observation that 75%-85% of the students

were paying attention to the video while it was being played. This result showed that an improvement of students' interest and motivation in class has been confirmed. While the students worked on their note-taking activity from the worksheet, it can be seen that they were getting the idea of the video. However, when it comes to discussion time, the students mostly act passively and do not talk much with their partner. It might be caused by their lack of vocabulary that made them have difficulty speaking their minds.

At the end of cycle one, a performance test was conducted. The result showed that the students' speaking score progressed compared to the preliminary test score. It was improving, although it was not significant. The data on the table showed that in the preliminary study, the average score of the students' speaking test was 60.8 from 28 students, with the highest score of 68. On the other hand, the average scores of speaking in at the end of cycle one was 66.3 from 28 students, with the highest score of 72. The score result can be seen in the following table:

Table 1. Cycle One of the Students' Speaking Performances

	Preliminary	Cycle One	
Average Score of Speaking Indicators	Grammar (1-20)	11.4	12.3
	Pronunciation (1-20)	12.1	13.4
	Vocabulary (1-20)	13.7	14.3
	Fluency (1-20)	12.1	13.7
	Content (1-20)	11.5	12.6
	Total	60.8	66.3

This result was also supported by the questionnaire result that was given to the students. 87% of the students in the class expressed that they enjoy the class. 92% of the students agreed that YouTube videos help them in learning English better. An interview with five of the students was also conducted by the lecturer, and five of them stated that learning English with YouTube videos is interesting and accommodating for them.

2. Cycle Two

The cycle two applied the same TBLT method as cycle one. The difference between the two cycles are the YouTube videos were on the online mode; the students can also use their own gadget such as mobile phone, tablet, and laptop; and the group work which in the first cycle only has two members in it, in this cycle has been modified to three to four students in the group. With the addition of students in group members, the students' performance time in front of the class was also extended.

The result of the activity in cycle two was also conveyed by the lecturer by observation, test, questionnaire, and also interview. In the observation stage, the lecturer noticed that the students' attention during the video playback, most of them are paying attention to their devices. It was found that 85%-95% of the students were paying attention to the video that was playing on their devices. This result illustrated that there was an improvement in students' enthusiasm and curiosity in the class compared to the preliminary cycle and cycle one. The students also actively take notes while watching the videos as well as more actively discuss about the videos in their small group of 3 or 4.

At the end of cycle two, a performance test was once again conducted. The result showed a significant improvement in students' achievement on the speaking test. Based on the result of the speaking test, there was a significant improvement of the students' achievement. The average score of students' speaking test in cycle two was 76.4, with 81 as the highest score obtained out of 24 students. The score result can be seen in the following table:

Table 2. Cycle Two of the Students' Speaking Performances

	Preliminary	Cycle One	Cycle Two	
Average Score of Speaking Indicators	Grammar (1-20)	11.4	12.3	13.7
	Pronunciation (1-20)	12.1	13.4	14.9
	Vocabulary (1-20)	13.7	14.3	17.7
	Fluency (1-20)	12.1	13.7	15.8
	Content (1-20)	11.5	12.6	14.3
	Total	60.8	66.3	76.4

This improving result is also added by the questionnaire result that was given to the students. 98% of the students in the class expressed that they enjoy the class. 100% of the students agreed that YouTube videos help them in learning English better. An interview with five of the students was also conducted by the lecturer, and five of them stated that learning English with YouTube videos is interesting and accommodating for them.

Conclusion

The result of the study determined that, the application of YouTube videos in the classroom can improve their motivation, interest, and most importantly, it improves the students' speaking skill. The improvement of the students' speaking skill can be seen in their increasing score in the speaking test. Adding to that, the students were actively involved in their learning activities and showed high motivation toward the use of YouTube videos in the Maritime English class. The videos which providemoving pictures, audio, and subtitles at the same time are able to assist the students in their pronunciation, develop their vocabulary, and help them generate ideas of sentences to speak in English. In addition, by watching videos, they can involuntarily understand English grammar better. The more frequent they watch the video, it can also help them to practice their fluency in speaking English.

The large amount of videos that YouTube presents and the ease of access we can get since it is free to watch and downloaded can be a good source of material for innovative teaching and learning. For that reason, the teacher/lecturer is highly suggested to implement YouTube videos in their materials, especially for the speaking lesson since it was demonstrated that this method of teaching can help the students improve their speaking skill.

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