

STUDENTS' PERCEPTION ON THE YOUTUBE VIDEOS IN IMPROVING SOCIOLOGY STUDENTS' SPEAKING SKILLS

Fu'ad Sholikh

fuad.sholiki@gmail.com

Islamic Univeristy of Balitar

ABSTRACT

In the present day, lecturers employ technology to accelerate the learning process, such as using YouTube to improve speaking skills. There has been little debate on how students majoring in Sociology might improve their speaking skills by using YouTube as a learning medium. Using a closed-ended questionnaire and interviews, this study investigates the speaking abilities of Sociology students. This study included 18 students, and the researcher used source triangulation to ensure the reliability of the data. Based on the findings, YouTube has a good influence by allowing students to learn to speak from anywhere. Students can also mimic native speakers while speaking, and YouTube facilitates students' investigation to improve their speaking abilities. The downsides of this study included advertisements, a poor internet connection, and difficult-to-understand English for participants. Furthermore, utilizing mixed-method and using economic students as participants are the study's advice.

Keywords: Perception, Sociology Students, Speaking skill, YouTube

INTRODUCTION

Learning is important because the students will compete with one another to earn more money in the future. The more the income, the more peace they get in life. Learner creativity is the way to solve many problems in real-life situations (Kováčiková, 2020). The students who majoring sociology need to know the best knowledge so they can have a wide range of choices. The choice means choosing job opportunities, choosing a residence, choosing clothes, and so on. The article will elaborate on the use of media in speaking skills in the ESP context. This is not about the effectiveness but it is about how the media can affect the students' speaking skills.

The students who majoring sociology subject need the best mentor in university, especially at the Islamic University of Balitar. They need guidelines and they need someone who can promote their prior knowledge to the next level so they use it in daily life. Based on those statements, they need the best lecturer to guide their English skills. The teacher has full

control of the learning process (Kováčiková, 2020).

They need English for a specific lecturer in this case. They need it because the lecturer will teach them the specific skill of English. ESP or English-specific purposes leads them to learn more practical skills rather than theoretical skills in English. The portion is about 70 % for Practical skills. Selling a product is one of the skills in writing (ESP context) (Paltridge, 2014).

They need the best lecturer in this ESP class because the students have to stand on their ground sooner or later on. They need a mentor who can give feedback so the students know their mistakes and their error during the lecturing at UNISBA (Islamic University of Balitar). The feedback is diamond because they can save it and use it when they have graduated from UNISBA Blitar. A real-world setting will help sociology students in the ESP context (Anthony, 2018).

Behavior is considered a response to

English-speaking teaching at UNISBA. The lecturer digs deep into the students' information about their prior speaking skills. Then, the lecturer generates the students' hope into realized gain or students' behavior in speaking. For example, a student knows that he has a speaking test. The speaking test is about English speaking in front of the class and unfortunately, the student lack information about the topic. However, the student has learned about how to use the confidence during speaking through media. The student utilizes the handphone before the test and he made a quick note about the topic. This behavior is a sign of a successful person in speaking skills through media. Students' response has a great impact on speaking practice (Muñoz-Luna & Taillefer, 2018).

They need this sign of behavior to support their career in the future. They have learned how to collect data from local costumes and natural phenomena about social education in a classroom. They have to describe it so that society knows the impact of online learning during the Covid-19 pandemic. To do so, they need the strategy to speak in public. English speaking is the solution to their knowledge and their information can spread worldwide. Social constructivism affects students' responses (Muñoz-Luna & Taillefer, 2018).

Based on the interviews in a preliminary study, 85% of Sociology students agree that YouTube is quick access to know a specific topic but some videos do not provide translation. They think that they are not experts in speaking so they mostly need a translation as a guideline. However, they mostly find negative comments in their favorite videos so they lack the confidence to use it as a tutorial in English speaking. In this case, they lack guidelines to select YouTube channels for speaking.

The researcher has found that they believe that they are far from expectation in speaking so they do not pay much attention during lecturing. Sociology students feel shy and nervous about speaking in performance. Their Javanese accent (mother tongue) is still dominant in expressing their ideas in front of the class. They also hesitate to pronounce the words in English. It indicates that they lack motivation in speaking class and the class atmosphere does not support language learning.

Audiovisual was utilized by the researcher to overcome those problems in ESP class. YouTube is the best solution offered by the researcher. YouTube will give the students the ideas to express their feelings and it will give a time to imitate the tutorial. YouTube can make learning speaking more fun and run smoothly (Helingo, 2022). YouTube provides rich content for language learning (Al-Ghazu & Baniabdelrahman, 2022).

Moreover, they can play the tutorial anytime and they have no restriction to play the tutorial while lying on the sofa or bed. Playing English speaking channels outside the classroom will improve their pronunciation skills significantly. The students can use YouTube outside the classroom freely (Carolinaliwati et al., 2021). It happens because the students have the opportunity to control the time to take a rest and to control the best time to learn educational videos. Each student has learning strategies and the teacher can use YouTube to increase flexibility in learning (Rachmawati & Cahyani, 2020). Technology has valuable inputs in ESP instruction (Muñoz-Luna & Taillefer, 2018).

Some studies show that there pieces of evidence that YouTube can affect English speaking skills. Riswandi's (2016). the study showed a positive impact on the use of YouTube. The participants were 28 students of

high school. Riswandi's (2016). the study utilized the Action Research approach and this was the indicator of enhancing speaking teaching. Not only the questionnaires result but also the interview result contributed to this study. The study required two cycles to conclude the study. Based on the indicators, YouTube-based videos increased high school students' motivation. This motivation led the student to have good scores in Pronunciation and vocabulary.

Meilinda (2018) also claimed that YouTube had significant techniques for enhancing speaking skills. This particular study utilized a quasi-experimental design and the participants were 40 students of high school in Palembang. The controlled group used the snowball throwing technique via YouTube. Based on the findings, the controlled group successfully encouraged students in speaking activity more than those who are not in the controlled group (75% of the students achieved average scores and 10% achieved good scores).

Rahayu and Putri (2018) had evidence that YouTube could affect students' pronunciation. The students of the university played a role as the participants in this study and they needed to upload their assignments to a YouTube channel. To investigate students' motivation in speaking, they used a qualitative approach using open questionnaires as the instrument of the research. The result showed that the participants learned more about pronouncing because they had time to practice it before uploading the content. The students found that peer assessment helped them mispronounce the words. In the end, uploading students' assignments to YouTube channels could motivate the students, especially in pronunciation.

YouTube had a wide range of effects on learning English. YouTube affected students'

speaking in procedure text (Prasetianing Jati et al., 2019). YouTube contributed to Prasetianing Jati et al.'s (2019) study using Collaborative Action Research and junior high school students in Jombang regency were the participant in this study. This research was in line with Riswandi's (2016). study in function, improving learning practices in the classroom. Based on the findings, the implementation was successful. Accuracy, fluency, and performance aspect were the improvement in this study.

Based on related studies above, YouTube-video based has an impact on student progress in English speaking. However, there is very limited study in the ESP context, especially in Sociology. To be more accurate, this research aims to investigate students' perceptions of the use of YouTube in the Faculty of Social Science at the Islamic University of Balitar.

METHOD

A qualitative approach was the researcher's belief to solve the phenomenon in speaking class at UNISBA Blitar. To gain a better understanding, a qualitative research design was the appropriate approach (Yusuf, 2016). This research was a case study research because the researcher wanted to explore students' speaking skills using media. The case study was designed to explore specific information (Hadi et al., 2021).

The participants were 18 students of Sociology at UNISBA Blitar. They were in the second semester of 2022 and they had been through some basic English courses in their previous study. They were the subject of this study and their perception of YouTube as learning media was the object of the research.

Key-instrument was the researcher and

this qualitative design was in line with Rusgandi et al.'s (2021) study about the other instruments; questionnaire and semi-structured interview. Because the capacity to gather data in the field was crucial, the researcher was the key to effective study (Yusuf, 2016). It was obvious that the main data was interview data and the secondary was the questionnaire (There was a close-ended question in the questionnaire using the Likert scale).

The instruments from Rusgandi et al.'s (2021) study will be tweaked to fit the current ESP research topic. In this study, the researcher also followed Rusgandi et al.'s (2021) perception of data analysis in the interview section, including transcribing, organizing, reducing, classifying, and displaying the data descriptively. In addition, there was source triangulation to maintain the level of reliability of this research.

RESULTS AND DISCUSSION

During the research, the researcher found that there were advantages and disadvantages of YouTube. sociology students also claimed that there was the function of YouTube as learning media.

a. The Advantage of YouTube

YouTube was effective learning media in ESP class in this study. 14 students claimed that it was a powerful thing to learn English. Those students strongly agree that YouTube could be accessed from their playground. They could learn English during a meeting with their organization. Here was the data from the question YouTube as learning English media.

Excerpt of interview 1

S1: "YouTube helps me understand the lecturing"

Excerpt of interview 2

S1: "I learn a lot from YouTube because it helps me understand the learning process in my class"

Excerpt of interview 3

S1: "I learn new vocabulary every time I open YouTube during my leisure time"

Excerpt of interview 4

S1: "I learn new vocabulary easily using YouTube"

Excerpt of interview 5

S1: "I learn how to pronounce new vocabulary from native speakers while watching a YouTube video. In the end, I can comment on my friend's pronunciation"

14 students strongly agreed and 4 students agreed that YouTube gave a positive impact. They could access it on their bed, their sofa, and during the gaming section. Mostly they accessed it in their home because they have blended learning to overcome the pandemic. They still learn English based on the lecturer's instructions. The development would affect the learning media and it would make the user a king (Pakpahan et al., 2020).

Based on the interview data, YouTube can be a token of responsibility. They could have freedom in learning and they did not forget to learn English, for example, a new vocabulary. As result, they could discuss all things related to a new vocabulary of educational sociology in class. The technology could be a lifesaver during distance learning or blended learning (Anwar et al., 2020).

The vocabulary would be extremely beneficial to Sociology students in expressing their ideas about social transformation in their society during the Covid-19 epidemic. Learning media could help the students in terms of enriching English vocabulary (Anwar

et al., 2020). The sociology students had to adapt to the new normal due to covid-19 pandemic and they had to explain the social changes (Suci et al., 2020). They were required to explain the progress and the regress of covid-19 pandemic (Suci et al., 2020). The new vocabulary could help the students to explain all things related to evolution theory in front of the class. Evolution theory and conflict theory were part of social transformation (Suci et al., 2020).

b. YouTube as Learning Media

YouTube contained free knowledge (especially about English skills) and it was considered to be one of the great learning media. 10 students strongly agreed that YouTube was a solution to understand more about English and 8 students agreed that it was a quick way to understand the lecturing. Here was the response of learning media in learning:

Excerpt of interview 1

S1: "as a learner, learning media means a lot to me"

Excerpt of interview 2

S1: "I think the lecturer and the students will use learning media to enhance their English skills"

Excerpt of interview 3

S1: "I think learning media can speed the process of learning"

Excerpt of interview 4

S1: "the student can have a better understanding of the material using learning media"

Excerpt of interview 5

S1: "I can not imagine the lecturer using only blackboard and whiteboard marker in teaching

English because today is a digital era where we can speed up the learning process"

The data above shows that YouTube could make a big difference in the learning process. The students would have a clear explanation during the lecturing because there was a comparison between the native speaker's explanation on YouTube and the lecturer's instruction in the classroom.

Learning media could help the lecturer to visualize the material or the student's needs easily. The students would have time to discuss the material rather than note-taking during the lecturing. In ESP class, the students could have more discussions about their watching history on YouTube. The use of YouTube as a learning medium might have an impact on the efficacy of English learning (Anwar et al., 2020).

In this study, YouTube was a great platform that could help the sociology students in ESP class. They could learn various skills in English, especially speaking skills. The following interview resulted from a question on how to develop speaking skills through YouTube.

Excerpt of interview 1

S1: "I use the close caption button to understand the new vocabulary so that I can practice it to improve my speaking skill in class"

Excerpt of interview 2

S1: "I imitate the speech of the native speaker from my English favorite channel"

Excerpt of interview 3

S1: "I think, I must write my new vocabulary so that I can use it to express my ideas during speaking in front of a class"

Excerpt of interview 4

S1: "I always learn the intonation from the American accent because I do not understand the British accent. After that, I practice pronunciation and English phrases."

Excerpt of interview 5

S1: "I must download the video so that I can rewatch the conversation so many times. This technique is how I practice my speaking independently."

According to the data shown above, YouTube has influenced students' English learning in several ways, particularly in speaking. Because students had to master speaking skills, each student had a unique method of learning English. In this study, participants had to integrate their Social Education knowledge with their speaking ability to have a meaningful conversation about social change in their community. Albahlal's (2019) study showed that finding materials in English (in YouTube) to meet the student's needs was a piece of cake.

Based on the finding above, YouTube was a great platform because it was an audio-visual learning medium. The audio-visual medium provided various stimuli for learning English (Pakpahan et al., 2020).

YouTube was considered to be learning media that could enhance the educational atmosphere. It would increase students' exploration, experimentation, and speaking skills. Audio-visual could enhance their speaking skill and could more express their feelings (Pakpahan et al., 2020). In addition, YouTube was resource material for English-specific purposes students. It could enhance the effectiveness and efficiency of learning (Sanaky, 2013).

c. The Disadvantage of YouTube

This section concentrated on the disadvantages of using YouTube for learning. Because of the easy availability of knowledge and technology, YouTube has become a learning media superstar. Students needed to learn that they needed a reputable source to have a strong comprehension of speaking practice. Not every video on YouTube came from a reliable source because some videos are merely published for commercial motives. For example, commercial videos would reduce the quality of the content and would increase the use of advertisement in a video. The answer to the question "Have you ever had problems learning to speak from YouTube?" reveals the result of the interview below.

Excerpt of interview 1

S1: "I use an android tablet to have a better view of the English channel but the advertisement testing my patience"

Excerpt of interview 2

S1: "I have nothing to do if there is an advertisement in the middle of a video. It just ruins my mood to learn speaking"

Excerpt of interview 3

S1: "sometimes, I have bad luck with the signal and it causes the movie to be blurry. And sometimes, I learned how to speak on my own via YouTube but it makes me not know my strength and my weaknesses."

Excerpt of interview 4

S1: "sometimes, I find numerous advertisements within a video and it disturbs my focus"

Excerpt of interview 5

S1: "Sometimes, I find the language is hard to follow or my internet connection is not stable."

Based on the data above, 10 students strongly agree that advertisement was the main problem. 5 students agreed that there was unstable connectivity in viewing YouTube videos and 3 students agreed that sometimes the language was confusing.

The most case of the disadvantage of YouTube was the advertisement. The students could use the certain software or browser extension which prevented ads from appearing on YouTube video. However, there was a situation the mentor advertise a certain product inside the video so that the software or the browser extension could not do something with it. It could be at the beginning of a video or in the middle of a video or even both. It indicated that the video lack of quality because there was an advertisement that could demotivate students from watching videos. There had been a problem or inappropriate content in certain videos (Tristiana & Swondo, 2020). The solution was for students to spend some time researching the quality channel. They could ask the information from their friend or the lecturer to find one.

The second problem was about the internet connection because YouTube needed an internet connection to operate. Each student had a different social background, some students could buy internet access easily and the rest did not. Khoiroh's (2021) study found that some participants also needed internet access to use YouTube properly because some students did not have money to buy internet quota. The best solution for sociology students was to find a stable signal, such as going to an area that provided free internet access or free Wi-Fi, purchasing an internet quota for a mobile phone, downloading the YouTube video so it could be accessed offline, and being patient because sometimes there was Wi-Fi or mobile phone internet access maintenance.

In addition, a few students were unable to understand the native speaker's delivery. It happened because when it came to humor, Indonesians had a style that was distinct from that of native speakers. In addition, lecturers had their style while discussing the sociology of education in the ESP class, which impacts the delivery of certain phrases in a material. There had to be times when students were confused by a certain phrase in a text or by the terminology used in a video (Kusuma & Syam, 2022). A language that occasionally confused students occurred most frequently when viewing YouTube videos (Tristiana & Swondo, 2020). It indicated that YouTube was a learning tool, not a primary source. YouTube had to be paired with lecturer explanations in class to achieve the best outcomes and, of course, clarity of learning references.

CONCLUSSION

Based on the findings, the researcher has found three things related to students' speaking skills. Students claimed that YouTube gives freedom in language learning. it gives a positive impact because the students majoring in sociology can learn English speaking anywhere. it means that there is no restriction to learn speaking in the bedroom. that is the reason why YouTube is an effective language learning. They also claim that YouTube is one of the best language learning media in ESP class. they can have English speaking practice from a native speaker on YouTube and that is valuable input to strengthen their speaking skill. In addition, YouTube is one of the best audio-visual language media because it can increase students' exploration to learn speaking skills more and more in various ways. However, the researcher has found that advertisement was the main problem in viewing YouTube videos. Then, it is followed by a shaky internet connection and difficult-to-understand language for students.

For further researchers, there is an expectation to conduct similar research for economic students. The further researcher can explore students' perceptions of the advantage and disadvantages of YouTube videos using a mixed-method approach.

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