

## **EFL Students' Perception on the Use of YouTube Videos to Encourage Their Speaking Skill**

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### **Abstract**

YouTube is effective as learning media nowadays. Therefore, many people all over the world use it in order to learn a new language including English. YouTube videos might encourage students' speaking skill. There are a few researches conducted on EFL students' perception in Islamic university of using YouTube videos to enhance their English speaking skills. The study aims to investigate students' perception on the use of YouTube videos to encourage their English speaking skill. There were 30 of fourth semester of Arabic department students recruited in the study. To collect the data, the researcher used questionnaire and interview. The questionnaire was analyzed by using 5-Likert scale, while the short interview was used to find out the facts of the study. The findings reveal that the students have positive perception toward the use of YouTube videos in EFL classroom. It was found out that YouTube videos help them a lot to do their speaking assignment because they have a real model from native speaker. Hence, it is concluded that YouTube videos are really worthy to enhance the students' speaking skill.

**Keywords:** *EFL students' perception; YouTube videos; Speaking skill; Learning media*

### **Introduction**

In many countries as in Indonesia, English is as a foreign language. Consequently, many English as a Foreign Language (EFL) students face a number of problems in learning English. Hosni (2014) says that even though the EFL speaker know much of English, they still face problem in developing good proficiency in skills or components of English. A student might be good at speaking, but she/he is bad at writing. Some students are good at listening, but they are bad at reading comprehension. A student might be good at vocabulary mastery and grammar, but she/he cannot pronounce each word correctly. Then some of students might be good at pronouncing, but they have less comprehension in speaking. In short, since we are not native speaker, then problem cannot be avoided.

Arabic Department students has three semesters for English course. In fact, as non-native speakers and non-English Department students, they face some barriers to speak up. Some of them are quite good at speaking English. Most of good speaker graduated from boarding school with languages as the icons of their school; Arabic and English. Some of them have serious problem; they have very limited vocabulary, they have bad grammar mastery even though for simple sentence; and pronunciation becomes the most crucial problem. Anxiety becomes another problem in speaking. Sadighi and Dastpak (2017) confirm that language learning anxiety is one of factors that influence language learning because students are afraid of making mistakes.

To solve the problem, currently, many teachers or lecturers use one familiar platform to enhance students' speaking skill, namely YouTube. This application is commonly used for pleasure such as watching funny videos, movies, etc. So, directing students to use YouTube for positive activities that can increase their speaking is important.

Watkin and Wiklins (2011) state that YouTube can be a valuable tool to learn languages all over the world. Nowadays, YouTube is absolutely helpful for students to learn certain languages. Many people even learn a new language without attending a course, but they do it online. Learning a language becomes easy with YouTube platform. Therefore, many teachers use it to teach speaking. They provide many links to share for learning.

Since the development of internet technology, the use of YouTube increases. It does not only improve students' speaking skill, but also as the most popular video uploader for language learning (Truong and Lee, 2022). It shows us that YouTube becomes one of the required applications to learn a language.

The youth is very familiar with a lot of internet application, such as WhatsApp, IG, Telegram, Facebook, YouTube, etc. YouTube also becomes an interesting tool in this millennial era (Sari, Dardjito, Azizah, 2020). They might access many things only for pleasure, but also for learning. Moreover, many teachers also use YouTube as one of teaching tools. It is because teachers are also required to use technology in teaching. YouTube videos might display both audio and visual that make students more enthusiastic to learn.

YouTube is a learning tool (Fralinger and Owens, 2009). At the moment, many teachers use it. As Moghavvemi, et.al (2018) state that YouTube is an effective tool to enhance learning experience. It means teacher ask students to find out information about one topic on YouTube, for instance asking them to search about short conversation. The students might have many choices with different topics, such as introduction, family, hobbies, experience, etc. Even they may also choose one of the English styles; British or American.

Besides, teachers also ask the students to do assignments such as recording videos, and share the videos in their own YouTube channel. Surprisingly, the students are very familiar to use the platform. Most of them do not face serious problem when they use YouTube. They do not only know how to make their own channel, but also good at designing the videos. This of kind of assignment make them be more creative.

Many researchers from Indonesia and foreign countries conducted studies on the use of YouTube to encourage students' speaking skill. The result is YouTube platform improve students' speaking skill, such as Balbay and Kilis (2017); Kurniawan (2018); Binmahboob (2020); Khoiroh (2021); (Truong and Lee, 2022).

Therefore, this study is intended to investigate the perceptions of EFL students on the use of YouTube to encourage their speaking skill, especially Arabic Department students as non-English Department students.

## **Methodology**

The research design was descriptive quantitative research. The design is suitable with the research's aim, namely, to describe EFL students' perception on the use of YouTube videos to encourage speaking skill. The population of this study was Arabic Department students of Education and Teachers Training Faculty of UIN SUSKA Riau. The method of sampling was purposive sampling, totally 30 students.

The method of data collection was Likert-scale questionnaire. The questionnaire collected the respondents' opinions regarding some statements which were presented in three parts; accessibility, usefulness and practicality which were adapted from Kurniawan (2018). The total number for accessibility are six items, for usefulness are six items and for practicality are five items. The total questions are 17 items. In this case, the data was analysed by using descriptive statistics to describe the EFL students' perception on YouTube to encourage their speaking skill. Data analysis of the study used descriptive statistics to describe the EFL lecturers and students' perception toward online learning. To use the descriptive formula, firstly, the researcher changed the Likert scale data into ordinal data by converted them into 1-5 score, respectively 'strongly disagree' equals 1 and 'strongly agree' equals 5. Secondly, the researcher calculated the mean score (sentral tendency) for each category which was aimed to describe the trends. The mean score was calculated by using a formula, as follows: the total score: the highest score x 100%. Narrative explanation was provided to accompany the statistical description. In so doing, the researcher combined similar category of answers (i.e. strongly agree+agree) and compared them with the opposite category of answers (i.e. agree vs disagree) to easily describe the trends to the audience.

## Results and Discussion

YouTube videos have become one of applications used by Arabic Department students in learning English. In order to present the lessons, the students rely on YouTube as a learning tool. Therefore, in this case, the researcher investigated the EFL students' perception on the use of YouTube videos to encourage their speaking by Kurniawan (2018). The students' perception might be described in three items; (1) accessibility, (2) usefulness, (3) practicality.

### (1) Accessibility

**Table 1. Students' Perception that They Have YouTube Account**

No Item	Optional answers										
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	
1. I have a YouTube account.	24	80	6	20	0	0	0	0	0	0	0.0

Table 1 shows that all of the students (100%) admit that they have a YouTube account. This result can be interpreted that most of the students do not only watch YouTube but also have their own account. It makes them familiar to use YouTube as one of media in teaching learning.

**Table 2. Students' Perception that They Usually Access YouTube Everyday by Smartphone**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
2. I usually access YouTube everyday by smartphone.	12	40	7	23	5	16	6	20	0	0.0

Table 2 shows that more than half of the students (63%) regard that they usually access YouTube everyday by smartphone. By sharing YouTube link of speaking video, it helps the rest of the students (37%) of them to access YouTube as one of media in learning process.

**Table 3. Students' Perception that They have No Problem to Access YouTube**

No Item	Optional answers										
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	
3. I have no problem at all to access YouTube.	25	83.3	5	16.7	0	0	0	0	0	0	0.0

Table 3 shows that all of the students (100%) do not have problem to access YouTube. This result can be interpreted that the students can handle obstacles faced in accessing YouTube. One of them is accessing speaking videos.

**Table 4. Students' perception that they use free Wi-Fi to access YouTube**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
4. I usually use free Wi-Fi to access YouTube.	1	3.3	15	50	2	6,6	12	40	0	0,0

Table 4 shows that more than half of the students (53.3%) admit that they use free Wi-Fi to access YouTube. In this case, some of them use Wi-Fi of campus and boarding house. The rest of them use their own internet quota. This result can be interpreted that most of the students do not get it difficult to access any speaking videos from YouTube.

**Table 5. Students' perception that they installed internet connection in their home/rent house**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
5. I have installed internet connection in my home/rent house.	18	60	8	26,6	1	3,3	3	10	0	0,0

Table 5 shows that more than half of the students (86.6%) admit that they have installed internet connection in their home/rent house. This result can be interpreted that even though the lecturers send videos' link as assignments, they can access from home easily.

**Table 6. Students' perception that they can access YouTube every day and everywhere**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
6. I can access YouTube every day and everywhere.	16	53,3	12	40	1	3,3	3	10	0	0,0

Table 6 shows that most of the students (93.3%) can access YouTube everyday and everywhere. This result convinces us that the students have no barriers to do their assignments.

## (2) Usefulness

**Table 7. Students' perception that they use YouTube to study English Grammar**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
1. I access YouTube to study English Grammar.	6	20	21	70	3	10	0	0,0	0	0,0

Table 7 shows that most of the students (90%) get the advantages of using YouTube to study English Grammar. It can be concluded that YouTube is not only for pleasure but also for studying.

**Table 8. Students' perception that they study Pronunciation practice on YouTube**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
2. I study Pronunciation practice on YouTube.	12	40	18	60	0	0,0	0	0,0	0	0,0

Table 8 shows that all of the students (100%) believe that YouTube is very helpful to study Pronunciation. It can be interpreted that pronouncing English sounds seem easier by imitating native speakers for YouTube.

**Table 9. Students' perception that YouTube has contributed to their English vocabulary.**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
3. I think YouTube has contributed to my English vocabulary.	12	40	13	43,3	5	16,6	0	0,0	0	0,0

Table 9 shows that more than half of the students (83.3%) think YouTube increase their vocabulary mastery. It can be stated that by watching YouTube most of the time get them easier to know new words.

**Table 10. Students' perception that they learn to be a good speaker through YouTube channel**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
4. I learn to be a good English speaker through YouTube channel.	7	23,3	19	63,3	4	13,3	0	0,0	0	0,0

Table 10 shows that most of the students (86,6%) experience to be a good speaker from YouTube channel. It can be interpreted that they have more opportunities to do self-taught from YouTube.

**Table 11. Students' perception that they get their fluency in English speaking through YouTube**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
5. I get my fluency in English speaking through YouTube.	7	23,3	18	60	5	16	0	0,0	0	0,0

Table 11 shows that more than half of the students (83.3%) speak English fluently by watching YouTube videos. It can be concluded that YouTube is a good application to learn languages.

**Table 12. Students' perception that they get positive impacts on their YouTube channel**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
6. I get positive impacts on my YouTube channel.	14	46,6	15	50	1	3,3	0	0,0	0	0,0

Table 12 shows that almost all students (96,6%) get good impacts from YouTube videos in learning English. It can be interpreted that YouTube influence all components of language, not only pronunciation and fluency, but also grammar and vocabulary.

### (3) Practicality

**Table 13. Students' perception that they do not have problem to register on YouTube**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
1. I think I have no problem to register on YouTube.	18	60	12	40	0	0,0	0	0,0	0	0,0

Table 13 shows that all of the students (100%) get it easy to register on YouTube. It can be clearly stated that every student might access YouTube easily.

**Table 14. Students' perception that they think the instruction on YouTube can be followed easily**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
2. I think the instruction on YouTube can be followed easily.	9	30	21	70	0	0,0	0	0,0	0	0,0

Table 14 shows that there is no student (0%) find it difficult to do the instruction on YouTube. Even though the directions are in English, the students understand easily.

**Table 15. Students' perception that they think to upload a video on YouTube is easy**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
3. I think to upload a video on YouTube is easy.	17	56,6	12	40	1	3,3	0	0,0	0	0,0

Table 15 shows that the majority of students submit their video assignments easily. It can be concluded that the students do not face any problem to send their tasks.

**Table 16. Students' perception that they think YouTube can give them a model of good speakers easily**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
4. I think YouTube can give me a model of good speakers easily.	17	56,6	5	16,6	8	26,6	0	0,0	0	0,0

Table 16 shows that more than half of the students (73.2%) YouTube might help them to find out a good speaker model. From YouTube, the students easily learn English from native speakers.

**Table 17. Students' perception that they think they have upload more than 50 videos for free easily**

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
5. I think I have uploaded more than 50 videos for free easily.	1	3,3	9	30	11	36,6	8	26,6	1	3,3

Table 17 shows that there are 33.3% of the students think that uploading more than 50 videos for free are easy. 29.9 % of the students actually send some videos for English assignment, but they are not really confident to send more than 50 videos.

## Discussion

From the findings above, there are some interesting points to be discussed. First, in terms of accessibility, the mean score is 84.77%. It means that three of four students are in agreement of YouTube accessibility. All of the students have their YouTube account and have no problem at all to access YouTube. Even though some of them do not install



internet connection in their home or their rent house, they can still access YouTube. Some of them buy internet quota and the rest of them use free Wi-Fi.

Second, dealing with usefulness, the mean score is 84.44%. This result means that three of four students are also in agreement of YouTube usefulness. Almost all students get positive impact on YouTube channel. It improves and increases their English components, such grammar, vocabulary and fluency. Even the most salient aspect of all is their pronunciation. It might be caused by watching and imitating the native speakers, so they learn many aspects of English.

Third, in term of practicality, the mean score is 82.93%. The average is almost the same as in point one and two. All of the students do not find it difficult to register, to follow YouTube instructions and to upload their videos. Even though not all students are confident to upload more than 50 videos, but almost half of them think that it is possible to do that. Indeed, it is normal for EFL students, especially for non-English department students. Nevertheless, it seems that some of them speak good English and be interested sending more videos.

The average score of the accessibility, usefulness and practicality is 84.11. The final result demonstrate that EFL students' perception on the use of YouTube is positive. The findings clearly support the previous research done by Kurniawan (2018) that YouTube help their speaking skill become much better. It is supported by Sakkir, Dollah, Ahmad (2020) that YouTube help them enhance the students' English language level proficiency. Otherwise, Khoiroh (2021) shows us that YouTube is helpful, affordable, and interesting platform that help students in some aspect of speaking. Finally, Ilyas and Putri (2020) conclude that YouTube channel is effective to motivate students to be more active in the classroom.

In addition, there are impressive findings from their videos. The students are very creative to choose their own topic. Because of their background as Arabic Department student, they intend to collaborate between English and Arabic. In this case, they introduce Arabic by using English. They also design the video with music and animation that make it more interesting to watch. It is seen that studying with YouTube emerge new skills for students.

## Conclusion

Based on the research findings above, it could be concluded that 1) Students have positive perception of the use of YouTube in learning language. 2) Students consider YouTube as a helpful application to learn English. 2) Students are also motivated to speak English because they have a good model to imitate. 3) Students are more creative to design their own videos as assignments. In short, YouTube can encourage students to speak English. This research is inseparable from weaknesses, therefore some suggestions are needed to future researchers, namely (1) the next researcher can recruit more participants from different major, (2) the next researcher can use different to collect the data, like observation, documentation, interview and tests.

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