

CREATING YOUTUBE CHANNEL AS AN ALTERNATIVE PROJECT TO PROMOTE EFL STUDENT'S SPEAKING SKILL; A CASE FROM ACEH-INDONESIA

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Abstract:

Learning at universities has undergone a transformation by online learning implementation. Youtube is an online site that can be accessed openly by everyone. It is an alternative choice for a number of students in studying. This study focuses on seeing how the student's YouTube channel functions well in improving EFL students' English speaking skills. A total of three students from the University of Aceh were directed to create a YouTube channel and upload videos of English speeches based on predetermined topics. This is a descriptive study with mixed methods. The instruments used were documentation of videos on Youtube Channel, online surveys and online interviews. The data were analyzed descriptively through three stages of Thematic Content Analysis (TCA) included Pre-analysis, Exploration and Treatment and Interpretation the video collection that has been uploaded by students. The data were analyzed descriptively to see the improvement in their ability to speak English. The results showed that the students had a strong desire to improve their English speaking skills by uploading their videos on the YouTube channel every week.

Keywords:

Learning
Transformation;
Youtube Channel;
Improving EFL
Students' Speaking
Skill



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INTRODUCTION

Technology plays an important role in teaching speaking (Detz, 2006). Technology and foreign languages have played a very important role in the global era, including for the advancement of human resources in Aceh. Aceh is one of the most remote provinces in Indonesia. The major event that has occurred in Aceh is the tsunami in 2006. After the incident, Aceh experienced rapid development, especially in the development of English. Therefore, mastery of speaking English is a must both as a means of communication or mastery of knowledge in the world. So, the use of technology is a necessity for the world of education today, especially in learning English as one of the foreign languages in Aceh-Indonesia.

From the four English skills, speaking skills have a very crucial role in everyone's life. Now, the government has designed an education that produces competent graduates. To make this happen, English is one of the subjects that has an important role in supporting the mastery of knowledge for both the English department itself and other departments. Learning English is still an effort that is not easy enough for some EFL students, especially for students who are not from the English department. Learning English for students who are not majoring in English tends to focus on mastering English speaking skills.

Foreign language learning has become one of the important topics to study. There are several previous studies that have examined factors that can affect student achievement or learning outcomes in learning foreign languages, both in terms of the learning model used and the learning media (Adnyani, 2014; Kurniawan, 2019; Lestari, 2019; Namaziandost & Nasri, 2019; Priajana, 2020; Yanti, 2018). There are various problems that we often find in the learning process, both external problems such as facilities and infrastructure, the learning models used and other problems. Apart from external problems, there are also internal problems which in this case are problems that come from within students as learners. One example of internal problems in this case is student learning motivation. Motivation is also an influencing factor in learning to speak English (Dauyah & Yulinar, 2018). From the observations made by researchers in the process of learning English at one of the universities in Aceh-Indonesia, it was found that there were several problems during the learning process of English. One of the problems encountered in this class is the lack of student motivation. This can be seen from the student's behavior during the learning process. EFL students did not get enough support from the teacher to communicate in English (Weda, 2018).

From the results of interviews conducted with English lecturers on campus, it was found that student motivation was lacking because students thought English courses were difficult subjects because they had complex grammar. This problem will certainly affect student learning outcomes that will be obtained. Talking about learning motivation, this is of course influenced by several factors including intrinsic and extrinsic factors. Students' motivation to learn will increase if they get interesting activities in learning. Likewise, student learning motivation will decrease if he does not get interesting activities in the learning process. This also shows that motivation is one of the factors that affect the speaking skills of students (Hambandima et al., 2014). Therefore, it is very important to make the learning process as interesting as possible so that students will be interested in following the learning process. The first step that needs to be reviewed is to understand the learning model that learners are currently interested in.

Virtual learning that is increasingly developing is also part of the learning approach that is seen as appropriate to the development of the character of learners today. Learning activities can be carried out using information and communication technology that involves learners and instructors. From a pedagogical point of view it is a unique learning resource that offers an attractive learning environment and can participate in discussions on various topics and consult as appropriate in a real space (Simkova & Stepanek, 2013). Social media also has a high influence in shaping the communication practices of today's young generation (Kaya & Bicen, 2016). To increase student motivation in learning

English, it is considered important to find appropriate and innovative learning methods or media to use in the learning process. Videos are considered as useful tools to get student to be engaged in the learning and improve learning process (Bal-Gezegin, 2014; Canning-Wilson & Wallace, 2000).

English speaking skills in this century must be designed according to the times. The birth of various open sources in learning requires an educator to be open and active in preparing learning models. Both those related to learning facilities and the scope of teaching material in particular. Teaching materials that are in accordance with technological developments and student interests are by combining strategies and learning materials that use technology. As in research on the development of an English teaching model in the present century, a Teaching English as a Language of Open Source (TELOS) model has been formulated. This model is a model developed in teaching English in the technological age, namely by developing new curricula, teaching materials and techniques according to the needs of the times. This model makes more use of technology as an open source in learning English such as the use of YouTube, Twitter, Facebook, online newspapers, magazines and others. Learners are free to access material from these sources (Cakir, 2016). So, the use of technology is a necessity for the world of education today, especially in learning English as one of the foreign languages in Indonesia.

For EFL students, the ability to communicate orally signifies a real challenge as not all students have the experience in speaking in English and the insufficient vocabulary was the predominant problem that caused their difficulty in English speaking (Al Hosni, 2014). The use of technological developments is the right choice for EFL students to study harder to improve their English speaking skills. Other research related to the use of technology shows that blogging can increase student interest in the learning process. The research findings state that increased communication with a number of heterogeneous people can have a positive effect on the satisfaction of students who are on campus (Top, 2012). Social media also has a high influence in shaping the communication practices of today's youth (Kaya & Bicen, 2016). There are many studies that use social media as a learning medium. One of the social media that is often used is Youtube, the students must make a video introducing something known as a vlog. This type of assignment in learning becomes an attractive choice for students, so that the nature of the assignment tends to be more attractive to students because it is in accordance with a growing trend (Kartikasari, 2018).

The researcher views that the reality of language teaching today must be quite pro-active in seeing the character of the learners so that language learning targets can be achieved. Making video project which is uploaded on Youtube channel can be one of the alternative to promote EFL students' speaking skill. The project has been done by the students in improving their speaking skill. Research findings show that project-based EFL classes produce not only positive learning, but also help students to improve their cognition, work ethic, and interpersonal skills. This study focuses on seeing how the student's YouTube channel functions well in improving EFL students' English speaking skills.

METHOD

This research was conducted under qualitative method. In this study, the researcher used qualitative study by applying case study. Qualitative research is the collection, analysis,

and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest (Airasian & Gay, 2003). The subjects of this research were three students university in Aceh who asked to make a youtube channel. The students asked to use youtube channel to practice their English every week.

The online survey was made by giving the questionnaires for the students. The study used open questionnaires with 9 items questions to reveal student's opinion and idea based on the focus of the study. The data also obtained by analyzing the videos documentation on Youtube Channel. The online interview was intended to obtain the data to support the data that had been collected, or to obtain the data which cannot be obtained through the documentation videos.

RESULTS AND DISCUSSION

Results

The informants were determined by choosing three students from business major at University of Aceh. They create youtube channel to upload their video project on their youtube channel. The informants were the EFL students who are not from English major. English is really foreign language for them. But, they have a good motivation to practice. The informants were the EFL students who talk more about business topic related to their major.

The informants focused on the materials about business. They practiced to explain the business advantages and business challenges. The topic was given to the students after they took English for Daily Usage. It focused on giving more speaking activities correlated to several academic purposes.

The researcher gave 8 questions related to the focus of the study which emphasized on the using of uploading video project on student's EFL youtube channel of speaking improvement.

The result of eight items questionnaire are summarized as follows:

Table 1 Summary of EFL students on the Using of Youtube Channel to Promote Speaking Skill

No	Statement	Agree	Disagree
1.	I think I am pretty good at my online lectures	100%	0%
2.	<i>After working on the virtual lessons online for a while, I felt very competent</i>	100%	0%
3.	I am satisfied with my performance at my online lectures	66.7%	33.3%
4.	I have a Youtube channel for English Learning	66.7%	33.3%
5.	I use Youtube channel as Medium for English Learning	100%	0%
6.	I use Youtube channel for uploading my speaking video project	100%	0%
7.	I'd like to have a Youtube channels to promote my speaking video project every time	100%	0%
8.	I am trying to practice my speaking better	100%	0%

Based on the questionnaire above, the majority of participants admitted that Youtube channel is a good tool to learn English. All of the EFL students (100%) agree that Youtube channel has a good function to promote EFL students speaking skill. Tasks also provide input to learners and opportunities for meaningful language use, both of which are generally considered valuable in promoting language acquisition (Richards & Renandya, 2002). They used Youtube channel to promote their speaking video project every time. It is useful for them to practice their speaking through the video projects. The EFL student has the different challenges in practicing English language skills. There are so many factors that must be practiced, one of which is pronunciation practice. So the use of video projects to practice speaking is great. They can see for themselves the progress of their speech. This is very helpful also to continue to train their self-confidence. They also used their youtube channel for uploading their speaking video project. The EFL students still need strong effort to improve their performance. There is also a participant who felt unsatisfied with her performance on the online course. It means she need interaction both online and offline learning.

Discussion

a. The EFL Students Practice English

The subjects in this study showed different ways of practicing their speaking in English. The EFL student 2 had an interesting way to practice their English speaking skills. She used a variety of updated methods in practice to improve his English speaking skills. She showed persistence and good passion in learning to practice English. She also used a google translate to understand the meaning of each new vocabulary. The choice of learning by listening to English music is also a very good way for her. She is easier to memorize the lyrics and it is useful to memorize a lot of new vocabularies. She also used Youtube channels as the source of English learning.

I practice by dilligently reading English and also memorizing verbs (student 1)

Every week during holidays or free time, I study and practice English using various kinds of social media such as Youtube channels, facebook, instagram, Netflik, joox and many others. I learned how to read vocabulary and how to pronounce it by imitating dialogue from various videos and movies then I translate it using Google Translate. Music field can be somtehing that makes it easier for us because the lyrics are easy to memorize and I like music. (Student 2)

By reading and speaking (Student 3)

The student 1 admitted that she is dilligent in reading English. It means she tried to find english reading everywhere and try to understand the meaning. The students 3 did not show in detail how to practice their English. But she attempted to mention that she practiced reading and speaking. This can be interpreted that Student 3 is still trying to improve English language skills by reading frequently in English.

From the answers to the interviews conducted online, it can be noticed that the EFL students do not yet have good grammar mastery in writing and of course in speaking. But in the activity of making English speaking video projects uploaded to the YouTube

channel, they are only required to be brave and confident in speaking. So, the activities of making a YouTube channel and uploading English speaking video projects to the YouTube channel are new things for the subjects in this research.

b. The EFL Students' Preparation before making their videos

The second question was about the preparation of making the videos. It focused on how long the students prepared to make their videos and what they had to prepare to make their video. Majority of the students said that they make the video material and rehearsed to have better pronunciation. Some of them browsed how to pronounce the words online via Google Translate engine. They also prepared a good camera and background to produce the best speaking video project. They used editing before uploading to the youtube channel.

Yes, I am very interested a part of the video assignment in business English has been uploaded (student 1)

The way I prepare a video especially in English to be uploaded on the Youtube channel, I have to be really careful and through in preparing it and check it repeatedly so that no mistakes occur. For example I want to upload a karaoke video in English, I have to learn to pronounce it correctly and practice before making a video, then prepare a good camera and background and after that edit then check again before uploading it on my Youtube channel. (student 2)

Make the material to be uploaded then make a video that will be uploaded then send it to youtube according to the steps (student 3)

Of course, the EFL students have to prepare better their speaking video projects before uploading them to YouTube. Because YouTube is a general medium that can be accessed freely by anyone around the world. This is also an important point so that they train harder and increase their self-confidence. Most participants felt that they are motivated to interact with their online friends, and only few participants were not sure about their feeling. The indication from this finding shows a high percentage of participants' interest and eagerness to learn through the Youtube channel and used it as medium to promote their English speaking skill. In terms of speaking video project, the majority of participants admitted that they learned a lot about their speaking skill through this project.

c. The EFL Students' Answer to Use Youtube Channel as Medium In Practicing Speaking

All students admitted that they have benefited from creating a youtube channel and uploading English speaking video projects. They feel how to try to practice harder so that they dare to speak in front of many people. Even though they were not face to face with all of those people. But videos that have been uploaded on the YouTube channel can later be seen by anyone.

Yes, I totally agree because with me uploading the video I speak a little fluent English. (student 1)

Uploading speaking English practice videos in my opinion is good, this can be a learning medium, deepen vocabulary and correct pronunciation in English. Especially if the video is good, interesting, easy to understand and not boring, it will attract other people to watch it. (student 2)

I really agree because I can learn the ability to speak in English in front of many people. (student 3)

Student 1 admitted that the activity of making a YouTube channel and uploading a speaking video project increases his fluency in speaking English a little. This is a positive thing that benefits EFL students. Student 2 actually appreciated the creation of a youtube channel and uploading a speaking video project because this was thought to improve vocabulary and practice pronunciation. He further mentioned that making a good video full of artistic style can invite people to watch the channel. The EFL student shows good enthusiasm in using the YouTube channel as a medium to improve English speaking skills. Shee added that the learning activities were easier and less boring. The student 3 also has a similar response. She agrees that YouTube channel can be a good medium to learn to practice speaking in front of many people

d. The EFL Students' Motivation and Interesting in Creating Youtube Channel

All students agreed that creating a youtube channel by uploading a video project English speaking can motivate them to speak. It actually makes them more confident. The internet generation actually has a high learning orientation and enthusiasm, only the way they get information is different (Barnes et al., 2007). The research revealed that assignments can increase students' active participation (95%), motivate them to learn (96%) and help them to acquire various curricular skills (90%) (Gómez-Pablos et al., 2017). By submitting their video project in YouTube channel, students will have higher motivation to make better videos. They realize if English has been spoken widely all over the world (Crystal, 2003).

Yes, I really agree because in that way I am a little confident to speak English. (Student 1)

Yes, it can motivate me a little to be better at learning English, but I prefer and get motivated through videos that content such as music or movies. (Student 2)

Agree, because training courage in speaking English and advanced English language skill. (Student 3)

Student 1 explained that she was very interested in the project because it indirectly encouraged him to have better ideas in speaking English. Student 2 also admitted that he was interested, but he doubted the knowledge and experience he had in producing a good video project. while student 3 only showed a strong interest in the project.

Yes, I am very interested because with us uploading the video of our assignment to Youtube, I indirectly have better ideas. (Student 1)

Yes, but it takes a lot of knowledge and experience so that I don't make the mistake of making English learning videos and I am not there yet. (Student 2)

Very interested (Student 3)

e. The EFL Students' Problem in Creating Youtube Channel by Uploading Speaking Videos Project

The commonly problems faced by EFL students in English speaking are related to mental or emotional problems which include lack of confidence, embarrassment, nervousness. Other problems are also related to the lack of vocabulary mastery, difficulty in pronunciation, and limitations in mastering grammar. The problem that student 1 felt was still related to mentality, namely low self-confidence due to the lack of ability to speak English. For EFL students, the ability to communicate orally signifies a real challenge as not all students have the experience in speaking in English and the insufficient vocabulary was the predominant problem that caused their difficulty in English speaking (Al Hosni, 2014).

The problem is that at first I lacked confidence because of my lack of speaking ability (student 1)

My problem in making videos in English and updating them is the lack of experience of speaking directly and not knowing how to make sure the words are appropriate, because when I study by watching videos or music in English it is sometimes different and makes me confused moreover, I learned to use the most basic words while in practice they are foreigners using slang. (Student 2)

Videos upload is slow (student 3)

Apart from mental problems. Student 2 was concerned about the use of inappropriate vocabulary. Due to lack of experience in speaking English as well as minimal mastery of vocabulary. Besides that, Student 3 actually saw the effort to upload videos to YouTube channels as a problem. This is a technical matter that occurs related to internet network problems. Of course this is an important concern if you want to apply a learning model that prioritizes the availability of internet networks.

f. Uploading speaking practice video Project on YouTube Channel is a great way to Improve speaking skill

The students' answer showed that they need more practice to improve their English speaking ability. The uploading speaking practice video project can be a great way to support them to practice. Many studies have examined the use of YouTube to improve speaking skills (Al-Abdallat, 2018; Albantani & Madkur, 2017; Alwehaibi, 2015; Chintalapati & Daruri, 2017; DeWitt et al., 2013; Jalaluddin, 2016; Rahayu & Putri, 2019; Riswandi, 2016). Besides that, research related to the use of YouTube media illustrates that through video as a learning medium makes learning activities for students more focused. In my opinion, it's an interesting way because before, I've never uploaded a video of another assignment to YouTube (student 1)

Yes, if only I was active and earnest, it would be very helpful. Unfortunately I need a teacher to guide. (student 2)

With more practice, it will be increasingly smart to speak English (student 3)

Besides, the students also consider on their performance. The students also focused on the creativity of making the video project as like the sound effect and animation. Although they knew that the most important in determining students' videos was their language performance like their pronunciation. The students 2 admitted that she really paid attention of the composition of the vocabulary and the correct pronunciation. While the student 3 showed that the style on speaking is important.

I think the aspect that I should pay attention to is the English pronunciation and also the creativity in making the video like a song maybe or also letters and animation.

I really pay attention to the composition of the vocabulary and the correct pronunciation so that there is no communication.

How to speak and give an attractive appearance.

CONCLUSION

Creating a YouTube channel for uploading English speaking video projects is an alternative choice in the current learning process. Students feel challenged to make a video to speak English as best they can. Because video projects that have been uploaded on YouTube will be watched by many people. This will certainly train them to prepare the best videos and train themselves to show their best looks. The students admitted that by creating a YouTube channel they became more accustomed to practicing speaking English. Even though English is a foreign language, they are becoming more confident in speaking in public.

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