

THE USE OF YOUTUBE CHANNEL “LINGUA MARINA” IN ENHANCING STUDENTS' PERFORMANCE OF SPEAKING

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Abstract

Students should be able to master four skills in English. They may find it challenging to learn certain skills, particularly speaking. They are hesitant to improve their speaking skills since they do not receive assistance from the environment. The surroundings are not in English. The study aimed at finding out students' perception of use of YouTube the Channel “lingua marina” in enhancing students' performance of speaking. The subjects of this research were 10 psychology students of Universitas Bhayangkara Jakarta Raya in the fourth semester. The researchers applied the descriptive qualitative method to this study. The data were gathered through questionnaires and interviews. The data were interpreted in the words to show the results of questionnaire and interview. Based on the result of the study, most students agreed that YouTube videos help them increase new vocabulary, when they learn using YouTube videos they can improve their pronunciation, they can speak English fluently using YouTube videos, they shared “neutral” for a better understanding of the material when they watch YouTube videos, they also shared “neutral” that YouTube videos cannot make them bored when learning English, they enjoy practicing speaking English using YouTube videos, they agree that YouTube videos can be a motivational tool in learning to speak English, YouTube videos can help them use good pronunciation, they shared “neutral” that they can organize the ideas using YouTube videos, and they can better understand in guessing unfamiliar words using YouTube videos. Ten students were interviewed about the use of YouTube Videos to improve their speaking skill, and most of them could learn English easily using YouTube videos. They could increase their motivation. They could imitate foreigners speaking English repeatedly and fluently. Finally, they felt easy to memorize new vocabulary vocabularies. To sum up, students can be helped in enhancing their speaking skill by utilizing YouTube videos.

Keywords: *speaking skil; students' performance; YouTube videos*

INTRODUCTION

English is regarded as an international language. Students should be able to master four skills. They are listening, speaking, reading, and writing. Students may find it challenging to learn certain skills, particularly speaking. They are hesitant to improve their speaking skills since they do not receive assistance from the environment. The surroundings are not in English. The English environment is critical for improving students' speaking abilities. Crystal (2003) said that a country's foreign language instruction can prioritize teaching one language above others, even though this language has no official status. When kids first enter school, it becomes the language

they are most likely to be taught, and the one most available to adults who – for whatever reason – never learned it, or learned it badly, in their early educational years. So, the students should be able to adapt to the English environment at school or university. The role of the teachers also is essential. Their responsibility is to help students gain the confidence they need to be effective speakers and listeners in social, academic, family, and community settings.

One of the skills that the students must master is speaking. They need to practice a lot for being a good speaker of English. Barrass (2006) conveyed that most people probably take their ability to speak for granted and do not give it much thought until they have to address a crowd or go to a crucial interview. However, just as you make your first impressions of other people on how they appear and speak, so too do they base their first impressions of you. Some students especially in higher education are difficult to use English for communication. They tend to not practice a lot using English after studying. There are some ways in helping them use English for communication and making them speak English fluently. One of them is by using YouTube videos.

The students utilize YouTube channels such as “lingua marina” as a tool to help them practice speaking English. Burges and Green (2018) stated that YouTube was a member of the service seeking to reduce the technological obstacles that novice users encountered when attempting to distribute videos on the web. The website had a fairly straightforward, integrated interface that allowed users of common web browsers and slow Internet connections to submit, publish, and watch streaming videos. So, students can easily access many videos for practicing speaking English to speak English fluently. Many people take the advantage of advanced technology for doing everything including learning. They use YouTube to watch movies, news, learning materials, and so on. Strangelove (2010) stated that Internet users watch over 1 billion video clips on YouTube every day. So, students can get many benefits by watching YouTube videos even for every day. They can imitate foreigners speaking English to know how to say the English words correctly.

There are several previous studies that showed YouTube can help students enhance their speaking skill. According to Alkathiri (2019), the use of YouTube in the English language classroom represents an engaging method, and this motivates students to participate in the lessons. It also demonstrated that participation in English lesson using YouTube videos increased students' confidence about their English-speaking abilities. Meanwhile, Syafiq et al (2021) stated that Students' speaking abilities, including fluency, vocabulary, pronunciation, grammar, and content, increased when using YouTube videos as English learning resources. Additionally, using YouTube videos throughout pandemic Covid-19 online learning was able to enhance the students' speaking abilities. The difference between the previous and the present research lies on the topics to be studied and teaching learning process. The present topic would like to find videos on YouTube that are shared by Lingua Marina channel. This channel shares how to use English properly.

Based on the explanations above, YouTube videos can be utilized to help students enhance their speaking skills and motivation in performing better in speaking English fluently. They can practice speaking English day by day. They can imitate how foreigners speak English fluently time by time.

REVIEW OF LITERATURE

Speaking in the Teaching and Learning Process

Technology gives opportunities to the lecturers in teaching speaking in a foreign language. Students can have various ways of learning to speak English because of the rapid growth of Internet technologies and improved access around the world. Tante in Burns and Siegel (2018) stated that the majority of students must also be exposed to English in the classroom. Despite the fact that students are exposed to English outside of school, mostly through the media, their primary context for using the language is at school. Many students feel that speaking is the most

challenging skill to master. It can help them communicate with people particularly foreigners. They may get some benefits by speaking English fluently. Anggrarini, (2022) explained that the ability to talk well is one that should be mastered in higher education. The students should demonstrate their speaking abilities in many contexts, including presentations, speeches, conversations, storytelling, and others. Yet they still have the dream to speak English fluently to be able to go around the world. (Jamshidnejad, 2020) conveyed that becoming a fluent speaker of a new language is the main dream that motivates a large percentage of learners to take language courses. There are some factors in fluency such as temporal variables including speech rate, pause length, and length of run, and hesitation phenomena such as filled pauses, repetitions, and self-corrections. Students and lecturers need to pay attention to those factors to speak English fluently. Meanwhile, the components of fluency consist of cognitive fluency, utterance fluency, and perceived fluency. (Pratiwi et al., 2021) also conveyed that speaking consists of producing systematic verbal utterances to convey meaning and oral skill.

Speaking usually occurs real-time. Oral messages are not preserved over time. (Rosada, 2020) stated that Speaking is a difficult skill to teach while teaching English. It requires the mastery of additional abilities and competencies in order for the communication to function well. So, the lecturers can have appropriate methods for teaching speaking to students. Nasution & Sukmawati (2019) also stated that teaching method should be based on accommodating students to innovation, cooperativeness, problem solving, and creativity. In addition to facing globalization, teaching method should also be addressed to answering challenges coming from students. Meanwhile Kholid et al., (2022) conveyed that teaching speaking can help the teacher keep the student's interest during the lesson. Students can utilize technology to produce utterances whether to record or say it directly. They must still be aware of the limitations imposed by speaking, as well as the influence that face-to-face speaking situations have on speech output. They can use comprehension checks, clarification requests, and confirmation checks to understand the speech they hear before speaking the new language. Having a lot of vocabulary can make students practice speaking English fluently particularly related to the context being spoken. (Bailey, 2020) stated that the basic vocabulary and formulaic expressions language learners need are at least partly dependent on those learners' contexts.

Getting Started with YouTube

YouTube can be beneficial for everyone in all aspects of life. In education, it can be a medium of teaching and learning language. Students and lecturers have easy access to watch a lot of videos on YouTube about English, especially for teaching and learning to speak. (Miller, 2010) conveyed that the simplicity of using YouTube is one of its appeals. Watching a video only needs the click of the Play button, and finding it is as simple as completing a keyword search. Uploading a video is similarly essentially a one-button process. YouTube is a popular media for everyone whether for sharing the created video or watching other videos. (Miller, 2011) stated that YouTube is a Google-owned video-sharing website, so unless you have been hiding out in a cave for the past few years, you have probably heard of it. Everyone can upload videos to YouTube, where everyone can view them. It is a popular and entertaining website.

The types of videos and channels on YouTube vary depending on the context that people watch such as the field of education, health, social, music, and so forth. Fahs (2008) explained that you can traverse the channels page by choosing from a variety of channel categories, such as comedians, filmmakers, gurus, musicians, partners, sponsors, and other unique types. You may also arrange channels by the most subscribed to and seen, browsing criteria, or time units like this week, this month, or all time. Students can be creative in making videos for YouTube. They can imitate what foreigners say in the videos. This way helps them practice speaking English. They watch English videos, notice the way how to speak English fluently, and explore their performance by practicing speaking English. Ciampa, (2020) stated that everybody has a reason for making a video, and YouTube does not discriminate on why you do it. Some videos are sophisticated but

many are fairly average. People can make better production of the video. It may value increase the ability to grab viewers' attention. They cannot create a great video accidentally rather consciously, from conception to upload. Daulah et al (2022) explained that the use of video content became more interesting and also gave students a new experience when the video they were sharing will be watched by the public on the YouTube platform. Some ways to always keep in mind in producing great videos for YouTube are:

- 1) Plan before you film. Great planning leads to great production.
- 2) Know your audience. It is essential to understand who the audience is and whether your content is right for them.
- 3) Keep viewers entertained. Viewers must enjoy the experience so that you hold their attention.
- 4) Let them learn something. If people are entertained through the video chances are good that they will love you and click through to products or services mentioned in the video.

From the statements above, the researchers can conclude that YouTube can be a motivational tool and the media for students to enhance their speaking skill. So, the research question for this research is "how is the perception of Psychology students on the use of YouTube for the English speaking skill?".

METHOD

The aim of this study was to know Psychology students' perception on the importance of YouTube in enhancing their speaking skills. The researchers utilized descriptive qualitative research in this study. Mertens (2010) explained that A situated activity, qualitative research places the observer in the world. It consists of a collection of interpretive, tangible actions that bring the outside world into focus. The world is changed by these methods. They reflect everything in the world through field notes, interviews, conversations, pictures, recordings, and memos to oneself. The participants of this research were 10 students of Psychology at Universitas Bhayangkara Jakarta Raya in the fourth semester.

To collect the data for the research, the researchers utilized a questionnaire and interview. The questionnaire contains 10 questions dealing with the roles of YouTube in enhancing students' speaking skills. Participants in the research were asked to rate their agreement with several statements about the use of YouTube in enhancing speaking skills on a metric scale. The researchers also interview 5 students. The data are analyzed and interpreted through the words in the explanations of the result from questionnaire and interview.

FINDINGS AND DISCUSSION

The Result of Data Analysis

10 Psychology students of Universitas Bhayangkara Jakarta Raya participated in this research. They practiced speaking English using YouTube Channel "lingua marina" to speak English fluently. This research used 5 points Likert Scale. 5 represents strong disagreement, 4 represents agreement, 3 represents neutral, 2 represents disagreement, and 1 represents strong disagreement.

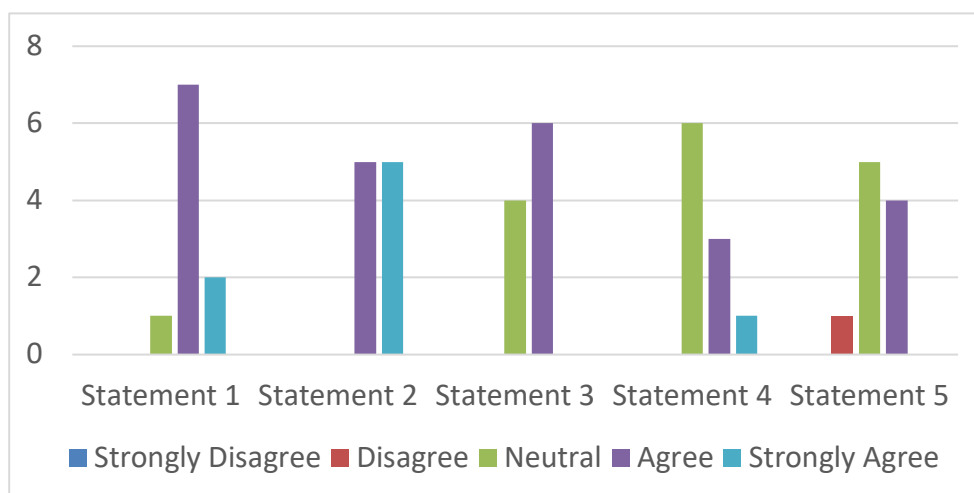


Figure 1. The Result of Questionnaire about Using YouTube in Enhancing Students' Speaking Skill (Statement 1-5)

The first figure shows the results of questionnaire about using YouTube in enhancing students' speaking skill for statements 1 to 5. According to the first statement YouTube videos could help them increase their new vocabularies. 7 (70%) students agreed with the statement, 2 (20%) students strongly agreed, and 1 (10%) student shared neutral. They listened to the contents of the video and they got more vocabularies to help them practice speaking English. Then, according to the second statement students could improve their pronunciation when they learnt using YouTube. 5 (50%) students agreed with the statement and 5 (50%) students strongly agreed. After the students watch the videos in YouTube, they checked how to pronounce the words using dictionary. In that way they could say the English words in a good pronunciation. Next, according to the third statement students could speak English fluently using YouTube videos. 6 (60%) students agreed with the statement and 4 (40%) students shared neutral. In this way, students imitated the foreigners in speaking English so they could say the utterances as fluently as they can. Imitation can be the way how to speak English fluently. Moreover, according to the fourth statement students shared neutral for the understanding of the material when they watched YouTube videos. 6 (60%) students shared neutral for the statement, 3 (30%) students agreed with the statement, and 1 (10%) student strongly agreed. Students only understand the materials from YouTube in a normal way. It means that they need to increase their ability on how to understand the materials more in YouTube. Furthermore, according to the fifth statement students shared neutral for the statement of YouTube videos could not make them bored when learning English. 5 (50%) students shared neutral, 4 (40%) students agreed with the statement, and 1 (10%) student disagreed with the statement. They shared neutral in this situation. It means that probably they found the contents that need to make them more enjoy in using YouTube. They can explore more contents of YouTube for their interest.

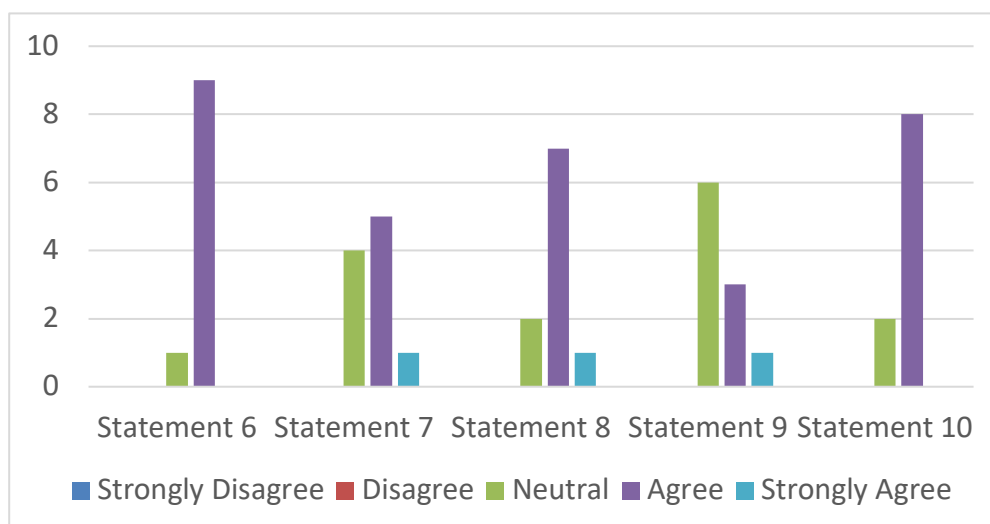


Figure 2. The Result of Questionnaire about Using YouTube in Enhancing Students' Speaking Skill (Statement 6-10)

The second figure shows the results of questionnaire about using YouTube in enhancing students' speaking skills for statements 6 to 10. According to the sixth statement, students enjoyed practicing speaking English using YouTube videos. 9 (90%) students agreed with the statement, and 1 (10%) student shared neutral. In this way, they felt free to choose the topics for their practice in speaking English. They enjoyed practicing it because they could speak from the most interesting topics to the least ones and they also chose it from the easiest to the most difficult materials. Next, according to the seventh statement, YouTube videos could be a motivational tool in learning to speak English. 5 (50%) students agreed with the statement, 4 (40%) students shared neutral, and 1 (10%) student strongly agreed. The contents in YouTube vary. It can be a tool to give students more motivation because it provides the interesting videos and the easy ways in practicing speaking English. Moreover, according to the eighth statements, YouTube could help them use good pronunciation. 7 (70%) students agreed with the statement, 2 (20%) students shared neutral, and 1 (10%) student strongly agreed. In this way, students can understand the pronunciation from the native speakers. They tried to understand some accents from different foreigners. They also find more sources about how to pronounce the English words as good as possible. Furthermore, according to the ninth statement students shared neutral for the organization of the ideas using YouTube videos. 6 (60%) students shared neutral for the statement, 3 (30%) students agreed with the statement, and 1 (10%) student strongly agreed. Students could not find the simplest way in getting the organization of the ideas from YouTube. They need to explore more ideas in YouTube in order to get the best way in getting the ideas from YouTube in a good organization. Finally, according to the tenth statement, students could better understand by guessing unfamiliar words using YouTube videos. 8 (80%) students agreed with the statement, and 2 (20%) students shared neutral with the statement. Students could better guess the difficult words from YouTube. They could watch the videos many times and find the context clues from some unfamiliar words in YouTube.

The researchers conducted an interview with the students. Student one said that it was easier to understand pronunciation using YouTube. She also felt that YouTube was very accessible and free. There were some examples of how to speak English well. She really found new vocabulary to practice more such as in how to order something. Student two got some experience in using YouTube for her practice. It helped her to learn to speak English easily and correctly. There were many recommended videos and easier to imitate foreigners. She also got more unfamiliar vocabulary. She could use YouTube in her free time. Meanwhile, student three had different experiences. He felt very flexible and that he can learn anywhere and anytime using YouTube. There were so many interesting videos that do not make him bored. He could see new

vocabularies to memorize. He felt really happy and excited in using YouTube to support him to go abroad. Then, student four shared other experiences when utilizing YouTube in her learning. She could practice a lot on how to speak English fluently. She usually listened to the conversation so that she could memorize the tone of voice and correct pronunciation. It was easier to listen to audio repeatedly and get the meaning easier. She watched YouTube before going to bed and repeat to do it again.

Moreover, student five also shared other experiences. She felt easy and fun utilizing YouTube. It could increase her speaking skill. She practiced speaking from YouTube in an easier way. There were many vocabularies and various topics to learn. She practiced speaking English in a fun way. Furthermore, student six got different experiences. She practiced speaking English utilizing YouTube which was quite effective. She could listen to foreigners from YouTube directly. There were so many videos catching her attention. She tried using some accents from YouTube. Then, student seven explained his experience in utilizing YouTube in his learning. He got an explanation in detail from YouTube. He was trained through YouTube. Next, student eight shared her experiences. She could access various videos from YouTube. It was easier to learn English. It made her happy and learn to speak English fluently. Meanwhile, student nine had other experiences. She could also learn TOEFL and IELTS. She could listen to foreigners speaking English and record her voice to practice more in speaking English. She also could learn English through vlogs in YouTube with subtitles. She could understand common vocabulary to make her easier to practice speaking English. Finally, student ten explained her experiences in learning to speak English using YouTube. She thought that YouTube was the convenient tool for learning. She could watch the videos repeatedly to make her more understand about the materials. YouTube could increase her self-confidence. She could start from simple words and create simple sentences in practicing speaking English.

CONCLUSIONS

Students and lecturers can utilize YouTube in the process of teaching and learning. There are some kinds of videos provided in YouTube with various topics. Lecturers can help students facilitate using YouTube Channel such as “lingua marina” to practice speaking English. Students practice a lot in order to speak English fluently. They can increase the new vocabularies to help them speak English. They also can watch the videos in YouTube repeatedly to better understand the materials in learning English. They can utilize YouTube as a motivational tool to help them enhance their speaking skill. During the research, the students experienced some restriction for example they got problem with the connection of the internet since they use limited quota for the internet, they were also distracted by the advertisements on the YouTube channel, and so forth. For the suggestion and recommendation, the researchers suggested the students to practice speaking a lot using YouTube channel “Lingua Marina” in order to be accustomed with the English condition. They also recommended other researchers to conduct more research about using YouTube in teaching and learning process.

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