



## Blended learning via YouTube media to Motivate EFL learners on speaking skill

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### Article History:

Received: December 13, 2019  
Revised: June 16, 2020  
Accepted: June 18, 2019  
Published: June 30, 2019

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### Keywords:

Blended learning, Speaking skill,  
Learning motivation, YouTube  
application

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**Abstract:** This study aims to investigate language teaching in the practice of English speaking skill through a blended learning, utilizing Youtube as a media. Participants were 42 (males and female) in third semester students enrolled in a second years in Information Technology program, Serang Raya University. The method was as classroom action research. Data collected through the procedure taken from Kemmis Taggart model. Those were begun from planning, action, observation, and reflection. Meanwhile, the data analyzed based on the whole observation of the action on each circle and the result of questionnaires. The result shows that students were greatly motivated on practicing speaking skill.

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## INTRODUCTION

Learning speaking skills sharpening the ability to communicate effectively. In the university, English is a general subject in all programs of study or faculty. The English course in all programs has been taught to speak for a specific purpose and has the objective of enabling students to speak English fluency and well in accordance with the standard of English. Explicitly, speaking skills have the goal that needs to be achieved, as students are hoped to be able to speak fluently and well in English, according to standard and grammar, in all situations and culture.

At each meeting, the practice of speaking can be done individually, in pairs, and in groups, but before doing the practice, the student is given some explanation of the subject and theme for the purpose of speaking according to the goal. Teaching speaking skills generally involves more practice and exercise.

Before practicing speaking, students are given an explanation, instruction, and a theme-based model and theme at each meeting to make students understand what the goal of learning activity. Speaking practice can be done individually, in pairs, and in groups. Teaching speech skills at each meeting begins with some theoretical explanations show the model as an example, after the student receives some instructions for speaking.

Eventually, they have to perform individually, in pairs, or in groups, in front of the class. The process needs a lot of time to end the activity on one theme and theme. Even, to end one issue, two to three need to be addressed. The problem is about time, because each assignment has a limited opportunity to connect.

In order to solve the problem, the lecturers need a strategy to make the learning speech process run smoothly.

Researchers apply the blended learning strategy towards this research.

YouTube is the material object to be used as a blended learning media that can make learners begin to communicate. Many people have known YouTube, and attracting attention is not dull. That's why Youtube has become the right choice as blended learning for speaking skill.

## **THEORETICAL SUPPORT**

### ***Speaking Skill***

Speaking seems to be a fundamental skill, but instead, if only the foundation is firm, the building built on it will be durable. We need to understand what skills are required to be a good speaker. thus, the important things to develop speaking are fluency, vocabulary, grammar, and pronunciation (Hussain, 2017).

There are some principles of teaching speaking skills according to (RV, Anuradha, Raman, G, & Hemamalini, 2014) they are: (1) Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences; (2) Tolerate the students if some of them simply repeat what they say; (3) If student gives one word answer to any question, bear it for the time being; (4) Let the learners speak actively with whatever English knowledge they have; (5) Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible; (5) Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences; (6) Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones; (7) Be well prepared in advance in terms of lesson planning, activities and tasks; (8) Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

According to (Bygate, 1997) that speaking is a skill which people are most frequently judge and through this they may make or lose friends. Based on the content of our utterance we must be polite in using some words. Many activities can be done for speaking practice in the classroom (M, Jyotsna & Rao, 2009) suggested to do repetition of rhymes, look and say, oral composition,, pronunciation drills, read aloud, open ended stories, narration, description are important practices to improve speaking skills. Beside it, (Kumari, 2014) suggested a variety of function based activities and tasks can be used to develop speaking skills which are given such as dialogue, role play, opinion/ideas, problems, surveys and interviews, visual comprehension, dream or ambition, rhymes and tongue twister, and song. The activity in this research is variation such as surveys and interview, role play, dialogue and ideas.

### ***Blended Learning***

To get the interested student in learning, the lecturer should have interesting strategy. Some time student feel bored when practice in the class. So lecturer has to find the other atmosphere, one of them using popular media such as YouTube. Lecturer can integrated learning both of online and offline. The term is blended learning.

Blended learning is a mixing of teaching learning between online learning (e-Learning) and traditional/conventional is done by face-to-face learning. As Watson, (2012); Ginaya, (2018) defines that blended learning includes the integration of face-to-face and online learning to enhance the classroom experience and extend learning through the innovative use of information and communications technology. Blended learning facilitates most students that have unique learning style and more likely to cater needs than a traditional classroom teaching experience. Blended learning can be applied in all learning skills of language or other fields too.

Blended learning has many advantages, according to (Giarla, 2019) they are: (1) Teaching is less expensive to deliver, more affordable and saves time; (2) Blended learning offers flexibility in terms of availability – Anytime, anywhere. In other words, eLearning enables the student to access the materials from anywhere at any time; (3) Access to global resources and materials that meet the students' level of knowledge and interest; (4) Self-pacing for slow or quick learners reduces stress, satisfaction and information retention; (5) E-learning allows more effective interactions between the learners and their instructors through the use of emails, discussion boards and chat room; (6) Students have the ability to track their progress; (7) Students can also learn through a variety of activities that apply to many different learning styles.

Many researchers use this approach in their field when they teach in their class with the different media and application according to they need, such as (Ginaya, 2018) show the result of using blended learning through the application of WebQuest to improve students' speaking ability, the finding revealed that the students participating in the treatment were significantly improved in terms of English speaking ability. In addition, blended learning can improve student's motivation in study, as (Susanti, 2017) states based on her research that student's motivation increase significantly in speaking class by using blended learning strategy.

### ***YouTube***

YouTube is one of part the development of technology (IT). It is an application based on internet which can be found, watched, downloaded, and uploaded by all people freely. The people can give some comment on some videos or make interaction with the owner of video. Beside it, there are many more advantages that the lecturer can take from it. Based on some advantages we can get role from it to goal teaching learning. As

Almurashi states YouTube is considered as a source of online material that can play a vital role in teaching and learning field. There are some benefits of Youtube can be gotten by some teachers or some lecturers for the teaching learning process. As we know, youtube based on on internet and internet offers the opportunities to spread messages with a variety resources including pictures, fact sheets, videos, news, events, and blog postings (Bonk, 2009). Many items can be provided by internet to purpose teaching learning process.

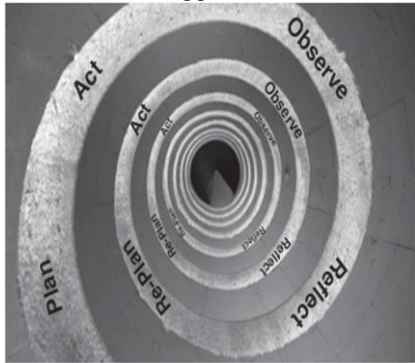
There are some researchers using Youtube as tool to teach with some different goal. Some of the researchers which focused on video from the Youtube channel as material sources to make effective teaching learning process and specifically, to improve student' speaking skill as on the result of research from (Riswandi, 2016; Sari & Margana, 2019; Watkins & Wilkins, 2011); (Gunada, 2018).

## **METHOD**

### ***Research Method***

The research to investigate English speaking teaching learning process through blended learning strategy. The research applied classroom action research which reflective, partisipative, collaborative and spiral. It has the goal to do some repairs on system, process, content, and competention or situation in teacing learning as (Latief, 2010) state classroom action research is the research design that is construct to improve the quality of learning in the classroom. In this case, (Kemmis, S dan McTaggart, R. Nixon, 2014) argued that classroom action research typically involves qualitative, interpretative modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices. Then, they mention some steps in each cycle of action research as figure follow.

**Figure 1.** The action research spiral (adopted from (Kemmis, S dan McTaggart, R. Nixon, 2014)



**Subject**

The subject of the research were 41 students as participants. The students were given an assignment to create video as a task to improve speaking ability then they must upload to youtube application.

**Instrument**

The research used questionnaires with ten items questions to reveal students’ opinion and perception based on variable of the research. To get in depth understanding of respondents’ responds was done the interview. Also, in this research was done observation a long teaching learning process.

**RESULT AND DISCUSSION**

**First Cycle**

They were familiar with YouTube. The lecturer told them that they must would be a vlogger but the language would be used was English. Offline class was done by face-to-face in the classroom. The lecturer gave some theories, related with the assignment was given some instruction to do, and told about the topic. the observation was done during the process of teaching learning in the class to know the process of implementation of blended learning strategy and to know what happened in the class related of implementation blended learning. While in the class, lecturer explained and asked same questions from student for difficult material. After face-to-face activity in the class was ended, the students were given

assignment to create a video in pair. The topic is about ‘self introduction’. The lecturer as observer got some notes through observation sheet from beginning until the end of teaching learning process.

Related to assignment, students must make a video with vary duration. In the video, they must introduce their self to each other, then their video have been uploaded to YouTube in a week for the time. While they speaking in the video, students must pay attention on pronunciation, vocabulary, fluency, and grammar. In addition, their speaking must look natural.

The result of achievement from the first cycle was obtained the average score as follow:

**Table 1.** Students Average Score

No	Indicator of Speaking	Average Score
1	Fluency	65
2	Vocabulary	70
3	Pronunciation	75
4	Grammar	70
5	Content	76

As the revision phase, there are some notes based on result observation sheet, interview, and average score from the assignment. The first cycle had been done of teaching learning using YouTube application in pair. However, the achievement of speaking skill is improving significantly than before but a lot of them look unnatural related the using vocabularies while perform in the video and some of them unfollow the instruction because there is misunderstanding when they in the class.

In addition, the revision in cycle 2 focused on how they look naturally when they were speaking in the video? Enrich vocabulary, lecturer explained some instruction clearly, the students pay attention when lecturer explained in the class. In this case, lecturer gave suggestion to do some preparations maximum before create video, in the face-to-face activity lecturer was done simulation to make it clearer what must

they do. Lecturer gave the time in the class to prepare related to assignment.

**Second Cycle**

In planing phase, the lecturer prepared as in the first cycle. In the class, after opening lecturer announced result in the last week. In face-to-face session lecturer explained the topic, ask student to look for some vocabulary relate the topic, then ask students to memorize vocabulary, then do the simulation in the class. Second cycle had been done for two meeting because student must make a habit of some vocabulary related the topic. The practice was guided by lecturer. In the first meeting lecturer explained the material theoretically, do the discussion and answer some questions. In the second meeting, lecturer gave some instruction to students to practice in the class about spelling and number. Make student habit with speaking for some numbers both of individually and gathering by some data that was prepared, before it, lecturer ask one student to do speaking as model. The assigmnet for speaking practice in the second cycle, students must describe a graph or chart.

Related with assignment, students must create a video, in the video they have to do the interviewing at least ten people, in the end they must report the result, performing in English with numbering form.

The result of achievement from the second cycle was obtained the average score as follow

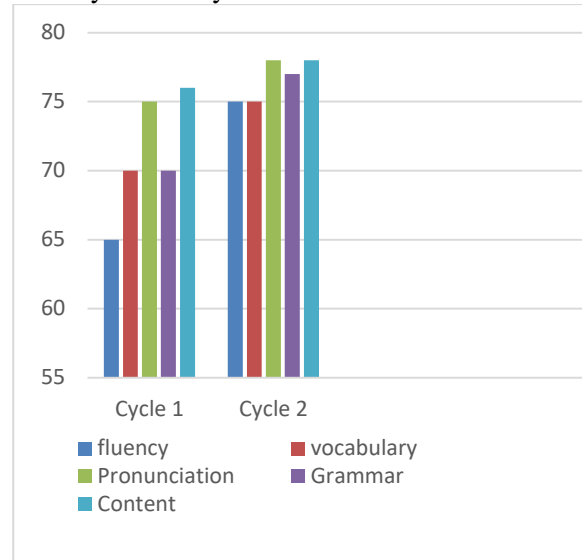
**Table 2.** Students Average Score

No	Indicator of Speaking	Average Score
1	Fluency	75
2	Vocabulary	75
3	Pronunciation	78
4	Grammar	77
5	Content	78

Final result from cycle 1 and cycle 2 revealed there was improvement of speaking ability with blended learning by

using YouTube application for practice as in chart follow.

**Figure 2:** Improvement on speaking ability from cycle 1 to cycle 2



The result of questionnaire from ten questions about the using of blended learning and YouTube application in teaching learning process and were confirmed by result of random interview with several responden. The result revealed, 100% of the responden was familiar and as the user of YouTube, 90% of responden feel interesting study by blended learning and YouTube, 89% said about the was effective, 95% they can express and explore their idea and creativity using YouTube application, 89% they more confident to speak in English because they have much time to prepare.

**CONCLUSION**

The points showed an improvement in each aspect or indicator of the ability to speak in each cycle. That's why students enjoy and feel interesting when they're practicing speaking English using YouTube. Students had a lot of time to prepare what they would express in their speech, and they could freely edit their video.

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