THE CONTRIBUTION OF YOUTUBE VIDEO TO STUDENTS' SPEAKING ON ANALYTICAL EXPOSITION

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Abstract: This study aims to investigate how YouTube videos developed students' speaking on analytical exposition in EFL classroom. To achieve this aim, a qualitative case study design was conducted in this research. The participants involved in this research were six students of class XI in a senior high school in West Java, Indonesia. The data were obtained from observations and document analysis. The data were analysed regarding two categorizations; (a) students' general aspect of speaking and (b) the improvement of students' speaking in analytical exposition. The results of this investigation showed that the teacher's intensive guidance to students during their speaking classroom using YouTube media could contribute to gaining students' better attainment in terms of general aspects of speaking and the genre move. This could eventually lead to a suggestion that to achieve the meaningful instruction, teachers have to intensively do controlling students' learning activities during the use of any platforms of teaching.

Keywords: analytical exposition, EFL classroom, speaking, YouTube videos

INTRODUCTION

The need to speak English is undoubtable. This notion is in line with Nunan (1995) that speaking performance is an indicator showing the success of English learning. In addition, English speaking is also beneficial for learners to communicate effectively (Rao, 2019) since it empowers somebody to have critical thinking. In other words, being good at speaking of English is a demand.

Nevertheless, many students have difficulties in having good English speaking. According to Riswandi (2016), the students' speaking ability is still low, unsatisfying, and far from the expectations. As a consequence, the students were reluctant and unmotivated to speak. According to Taiqin (1995) cited in Heriansyah (2012) students had difficulties in speaking because they were afraid of making errors in class, they had no idea what to say, they were not confident and comfortable if they made mistakes, and they were not interested in the topics that are given by the lecturers. Besides the reason above, usually, the students feel bored with the media in teaching-learning, students need a media that can attract their attention and provide comfort in learning speaking.

To solve the problems above, YouTube is an alternative to employ. Specifically, YouTube video is used to improve student's English speaking skills in EFL classroom. YouTube is chosen because this site gives many contributions to the teaching and learning process. Kousha, Thelwall, and Abdoli (2012) cited in Nofrika (2019) support the statement by stating, "YouTube is video-sharing for public use and the third most visited website after Google and Facebook". YouTube not only provides texts and images but also combines video and animated video. The modifications of YouTube get the attention of people to use, especially students. Therefore, YouTube has potential as a tool for education Youtube is flexible because users can watch it anytime and anywhere. Many animated videos are available to watch since it is rare to find the animated video on other websites/applications (Nofrika , 2019). So, YouTube videos as an alternative strategy to enhance students' English speaking. After watching YouTube-based videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive, and extensive speaking performance (Riswandi , 2016).

Related previous studies have been much researched. Some of studies focused on YouTube video as a media to improve speaking skill (Gunada, 2018; Jalaluddin, 2016; Riswandi , 2016; Rao, 2019; Qomar, 2016; Tristian & Swondo, 2020; Muna, 2011; Saputri, 2020; Ilyas & Putri, 2020; Yunita, 2015). Other studies focused on YouTube as a learning medium in EFL classrooms (Nofrika, 2019; Kabooha & Elyas, 2018). For the last, some studies focus on learning and teaching speaking in EFL Classroom (Lee & Liang, 2012; Kriswinardi, Nitiasih, & Dambayana, 2018; Albahiri & Alhaj, 2020).

From the above-mentioned part, most of the previous research focused on the use of YouTube videos in speaking techniques during normal conditions. Meanwhile, this research to investigate the contribution of YouTube video to students' on analytical exposition.

LITERATURE REVIEW
The Definition of Analytical Exposition

According to Anderson & Anderson (1997), analytical exposition is a piece of text that presents one side of an issue. In line with Djuharie (2009:121) stated that analytical exposition is a text that describes the author's ideas about the surrounding phenomena. In other words, analytical exposition is used to persuade the readers or listeners with the writer's opinion about an issue.

The Schematic Structures of Analytical Exposition Genre

In achieving the social function of analytical exposition; to persuade the reader that something is the case (Kartini & Farikah, 2015), or to persuade the reader or listener by presenting an argument that tells the basic reason why something happened (Dahler & Toruan, 2017), analytical exposition consists of three main structures; thesis, arguments, and reiteration.

Thesis usually contains an argument or opinion preview (Gerot & Wignell, 1995). In this section, the author introduces the main topic or idea that will be discussed. The thesis is always presented in the first paragraph of the analytical exposition text. Additionally, there are two things needed to be taken into account in stating position based on Butt, Fahey, Feez, Spinks, and Yallop (2000) and Emilia (2011); those are, introducing the issue to be discussed, and introducing the writer's position to the issue either supporting (pro) or challanging (cons) the issue. Macken-Horarik (2002) also states that this proposes a point of view of a topic of issue. In other words, in this first part of analytical exposition genre, the writer or the speaker needs to show the issue and the position of the writer to the issue before coming to the arguments.

Argument is the second stage in analytical exposition which consists of points and elaborations (Derewianka & Jones, Teaching language in context, 2012). In line with this, the content of arguments is explained in details by Butt, Fahey, Feez, Spinks, and Yallop (2000) and Emilia (2011) that an argument must be strengthened by some factual information, experts' opinions, some examples, or some illustration.

Reiteration restates the position more forcefully. This is the last part of analytical exposition text. Moreover, Gerot & Wignel (1994) state this stage consists of the statement of what ought or ought not to happen. In other words, this phase is a reinforcement of the purpose of what the writer or the speaker wants to persuade and contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Put simply, the text organization of analytical exposition consists of the statement of position, arguments,and recommendation.

Linguistic Features of Exposition Genre

There are some linguistic features of analytical exposition as mentioned by Gerot and Wignel (1995), Derewianka (1997), and Emilia (2011). Those significant Analytical lexicogrammatical features are presented below.

1. Focusing on generic human and non-human participants.
2. Using some technical terms
3. Using passive forms to help structure the text
4. Using some connectives; temporal connectives (first, second, third), causal connectives (because, lead to), comparatives (however, on the other hand) and connectives in the concluding part (therefore, consequently)
5. Using impersonal statements. For example; *it is said that.........; reading books is important.*
6. Using evaluative statements. For example, read many books can sognitive mental stimulation and brain exercising; *Books is important.*
7. Using some factual information
8. Using experts' opinions

9. Using some objective statements
10. Using modal verbs. For instance, *must, should, can, etc*
11. Using mental verbs. For examples, *think, believe, like, etc.*
12. Using some processes involving
    - Mental processes: to deliver what the writer thinks or feels about an issue. For example, *realise, feel, appreciate*
    - Material processes: to state what happens. For example, *spend, give,minimize, etc*
    - Relational processes: to state what is or what should be. For instance: *it is better to.*
13. Using simple present tense. For example, *books **make** student intelligent.*

The Advantages of YouTube Videos

YouTube videos have several advantages for teaching and learning purposes. According to Jalaluddin (2016), Youtube videos have five advantages. Firstly, YouTube videos are a very useful medium that can be accessed outside and in the classroom. Because YouTube videos are online-based videos that can be accessed anywhere within an internet connection area. So, it offers learning flexibility and allows teachers to assign students to explore more related videos outside of class.

Secondly, YouTube videos provide exposure to native English and offer authentic examples of everyday English spoken by people. This allows students to have access to English spoken by native speakers. In addition, using authentic materials will make students more confident in dealing with real-life situations.

Thirdly, using YouTube videos promotes a more independent and student-centered learning style. Students will be actively involved in their learning and the teacher's role is only as a facilitator. In addition, the ease of accessing various videos on YouTube provides an opportunity for students to discover knowledge on their own without being fed by their teachers. In addition, videos that combine images and audio make it easier for students to understand an abstract concept.

Then, the use of YouTube videos in the classroom really attracts students' attention, making the classroom very interactive for language learning. This is because they find videos interesting and challenging to watch because they show them how people behave when using the target language, they are learning.

At last, using YouTube videos allows students to comment on any video especially when they play it online. So, it even contributes to the development of other students' language skills.

So, looking at the advantages above, it is clear that by using YouTube videos students will have a better exposure to aspects of speaking such as pronunciation, structure, vocabulary, and intonation which then results in improvement in other aspects of speaking namely comprehension. and fluency.

The Techniques of using YouTube Video in EFL Classroom

According to Çakir (2006), there are several techniques that teachers can use for its implementation in EFL classroom. The following are some practical techniques for implementing video in the classroom, they are:

Active Viewing

Students need to take an active role in the video because this technique requires students to focus on the main idea of the video. Before playing the video, the teacher should write some key questions on the whiteboard related to the video, so that students get an overview of the content of the video. Students can take notes while watching the video and after that they have to answer the questions orally. For detailed understanding, students can be given an instruction sheet or viewing guide then let them watch and listen to the specific information needed.

Freeze Framing and Prediction

This means stopping the video at a certain point so that it displays a certain image on the screen by pressing the pause button. Then students are asked to predict what actions the characters might take on the frozen image on the screen, how they would feel, and what might happen, or other questions related to the image. Frozen framing sparks students' imaginations by leading them to predict and infer more information about the characters.

Silent Viewing

This means that the video plays with the sound off and only uses moving images. One way to do this technique is that students are asked to observe the behavior of the characters and use their deductions. Then pause the video at a certain point to stop the image moving on the screen and ask students to guess what happened and what the characters might say or ask students what has happened up to that point. After that, the video segment is played back with the sound on, so students can compare their deductions to what actually happened in the video.

Sound on and Vision off Activity

This technique is used by removing the visual element from the video so that students can only hear the dialogue but cannot see the action. Then students can be asked to guess the settings, actions, characters, etc. from the soundtrack.

Repetition and Role-Play

When there are some difficult language points in a video unit, repetition can be a necessary means of communicative production practice. Through this technique, the teacher replays difficult points from the video and asks students to do the repetitions individually or in a chorus. Once students have a clear understanding of the hard points, they can be asked to act out as many scenes as the originals they can remember before asking them to improvise the scenes to fit their view of the situation and the characters they are playing.

Jigsaw Viewing

To apply this technique, the teacher can instruct half of the students to leave the class for a few minutes and the rest to watch the video with the sound muted. Then the students switch places and the second group watches the video with the picture turned off. Finally, they came back to share ideas about the video.

In this study, the technique used in the online learning process in the EFL classroom is Freeze framing and prediction and is discussed again in the WhatsApp group.

METHODS

This research employed qualitative in the form of case study design. This choice is assumed correct because of some reasons. First, this research only focused on one aspect, to

investigate how YouTube videos contribute to students' speaking on analytical exposition in EFL Classroom. Second, this research was conducted based on a case: that many students still have difficulties in speaking. In line with Creswell (2002), a case study is a problem to be studied, which will reveal an in-depth understanding of a "case" or bounded system, which involves understanding an event, activity, process, or one or more individuals. Third, this research was conducted in a natural setting that there was no data manipulation. The researcher did not control classroom events, and the interaction between the students and their teacher unfolded naturally without interventions from the researcher (Khan, 2002). Therefore, those considerations show that a case study is proper to use in this research.

Moreover, this research was conducted at a high school in Garut. The location of this research was chosen because the school uses the 2013 curriculum and the English teacher at the school uses YouTube as a learning medium. The participants of this study were six students of class XI. These students were selected based on achievement of English scores and the recommendation from the English teacher who was teaching them. Therefore, two students with high achievers, two students with medium achievers, and two students with low achievers. So that, from these considerations the participants were deemed appropriate to provide detailed information.

This study employed two types of instruments involving observations, and document analysis. First, the observations used by the researchers were non-participant observations. Second, the documentation of the students' spoken texts is collected. The texts were gathered from the diagnostic test before conducting the teaching program and from the final test in the step of Independent Construction of the Text. Therefore, there are six pieces of the students' work in each test analyzed using the rubric from SOLOM for general aspects of speaking and the rubric adapted from Butt, Fahey, Feez, spinks, and Yallop (2000), Emilia (2011) for the genre assessment.

Both observation and students' texts were analyzed under inductive qualitative data analysis procedure, including data reduction, categorization, analysis and interpretation. Specifically, the results of students' spoken analytical exposition in diagnostic tests as well as in achievement tests were analyzed by using the rubric of speaking adapted from Student Oral Language Observation Matrix (SOLOM) and a rubric adapted from Butt, Fahey, Feez, spinks, and Yallop (2000), Emilia (2011).

FINDINGS & DISCUSSIONS

This part elaborates findings and discussions of this study. Specifically, the findings consist of the improvement of the aspects of students' speaking involving generic aspects of speaking and genre aspects.

Students' General Aspect of Speaking

The findings of this study also result in there are some improvements in students' general aspects of speaking involving pronunciation, grammatical accuracy, comprehension, and fluency.

In terms of pronunciation, students improved their ability at pronouncing some words. It can be seen from students' speaking performance in which students were able to pronounce some words appropriately despite the existence of some errors in pronouncing.

For instance, a student (Student 5) could pronounce accompany (ekompani) to be (e'kAmpeni), difficult (dipikul) to be (difikelt), relax (relax) to be (ri'laeks) and (Student 6) could pronounce structure (struktur) to be ('straktsa[r]), adult (adul) to be (e'dAlt). The same thing also happened to other participants, (Student 4) and (Student 3) in which she was able to pronounce some words; for instance, *opportunity, psychological, component,* and *knowledge* appropriately after getting some correction.

Turning to grammatical accuracy, students achieve the improvements in which they managed to fulfill all linguistic features of analytical exposition text. In terms of comprehension, students have also shown that they tend to be able to ensure that they understand what they are talking about; in particular, in the step of independent construction of the text. In addition, understanding is shown by the ability of students to manage ideas through genre movements that they use in the text to fulfill the social function of the text.

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The last aspect of speaking assessed is fluency. This aspect is influenced by students' understanding of the concept of the text (genre) and other elements of speaking (grammar, pronunciation, and comprehension). As seen from the achievement test, students were generally more fluent in conducting monologue as seen from their self-confidence and the way they presented the monologue. Some speech fillers are still found but they were much less found in the achievement test rather than in the diagnostic test.

This increase resulted from the learning videos provided by the teacher which were uploaded via YouTube and discussed again via WhatsApp groups. As an instance, in the learning video, the teacher uses comprehension checks to improve students' pronunciation such as; How to pronounce 'important?' How to pronounce knowledge? Then the teacher gives a model to pronounce the words. This activity was carried out because the teacher found that students often mispronounced the words; important, and knowledge in diagnostic tests. In addition, this method also contributes to improving students' skills in pronouncing words. For example, the teacher gives some examples of words related to the topic; the importance of reading books.

Additionally, this grammar correction is mostly used in the text-independent construction step when each student consults the text before making a monologue video. However, there are no significant grammatical problems included in the linguistic features of analytical exposition; such as the use of the simple present; conjunction. The most common problems are about sentence patterns and parts of speech, for example,

books can *effect* on students life.   (affect)
Many good benefits   (there are many good benefits)

Moving on to understanding, the teacher mostly used several requests for clarification and metalinguistic feedback which focused on the content of the students' speech in the monologue video sent to the teacher. As an example,

Students 2   : There are many benefits of reading books.

Teacher　　　　: What do you mean by benefits?

This technique is also useful to do to help students reconstruct existing knowledge (Ellis, 2009). In addition, it is also supported by Lyster and Ranta (1997) that requests for clarification can be used to overcome some problems of accuracy or comprehensiveness.

It can be concluded, that providing learning videos through YouTube and discussing again through WhatsApp groups has an important role in improving students' speaking skills.

The Improvement of Students' Speaking in Analytical Exposition

Students' speaking about analytical exposition is increased by developing genre concepts that involve the generic structure and language features of analytical expositions in learning videos given through YouTube videos and general aspects of speaking; fluency, grammar, comprehension, vocabulary, and pronunciation. In addition, the results can be seen from the students' monologues on analytical exposition and student text analysis, especially students' focus. The proof is that every text transcript produced on the achievement test has fulfilled almost all the concepts of analytical exposition. In contrast to the results of the transcript diagnostic test where the concept of analytical exposition in almost all texts cannot be clearly identified.

Students' Background Knowledge of the Topic

The teacher gives a YouTube video link to the students and after the students finish watching the learning video until it's finished then discuss again what they have watched through the WhatsApp group. In the YouTube video, the teacher gives several questions in advance to build their knowledge of the topic to be discussed.

Moreover, one of the improvements is that the topic used among students varies; for example, (Student 4) from the medium achiever category talked about "Books? are good for you?". It is different from her previous text in the diagnostic test in which she discussed the importance of books in general as the same topic used by other students. In addition, other students also talked about other topics related to the importance of books; for instance, the importance of books while traveling, picture books, and many others. In other words, there is an increase of the knowledge of the students' understanding of the topic learned.

Additionally, another improvement is also seen from the students' ability in making arguments. In the transcript diagnostic test, most students only used a short sentence in arguments; for instance, (Student 5) said 'Reading books while traveling as best friend for solo traveling'. However, in the achievement test, she could be able to make more contently arguments by giving some supported statements to strengthen his arguments; as an instance,

Excerpt 1

Make fast sleep. When on vacation you certainly have to adjust to a new place to live. This can make it difficult for you to sleep. The new atmosphere can make you uncomfortable and difficult to sleep. One solution to overcome this problem is by reading a book. Ray Bradbury said, reading books can relax you and sleep more easily. This is what makes the role of books more important to carry everywhere especially when traveling. (Student 5)

The data from the achievement test above show that (Student 5) has been able to elaborate the topic discussed in the arguments by mentioning some examples and putting somebody's ideas. Put differently, this progress achieved by this student shows that the knowledge of the topic the importance of reading books has improved.

In other data, students generally improve their understanding of speaking in analytical exposition by using certain terms on the topic of the importance of books in their texts. For example, some students (Student 3) as middle achievers and (Student 2) as high achievers put more lexical chains in their achievement test texts. This can be seen from the text (Student 3) which consists of words; children's books, powerful tools, imagination, bonding and teaching, child development. This result is different from the previous text which he made on a diagnostic test which only consists of several lexical chains (child's experiences, imagination). Another student (Student 2) entered several lexical chains (students' life, books as the best friends of students) in the diagnostic test and he showed more lexical chains in the achievement test (students' life, knowledge, imagination, intelligence, improve the vocabulary, and others).

Students' Understanding on Social Function of Analytical Exposition

In terms of social function, the data reveal that most students are able to fulfill the social purpose of analytical exposition; that is, to persuade the reader that something is the case (Kartini & Farikah, 2015), or to persuade the reader or listener by presenting an argument that tells the basic reason why something happened (Dahler & Toruan, 2017). As an instance, a student coming from the medium achiever category (Student 4) is able to fulfill the social purpose of an analytical exposition in the achievement test; to persuade audiences those books are good for you? (Student 4) is successful to be consistent in delivering a point of view supported by some arguments as persuasion to the audiences those books are beneficial in our life. This result is different from the previous text in the diagnostic test in which put more than one point of view in his text that is included into another genre; discussion text (Knapp & Watkins, 2005).

Additionally, the improvement also happened to a student from a low achiever category (Student 5) who can show an obvious social purpose of his achievement test; that is, to persuade audiences of the benefits of reading books while traveling. This is showed by the use of some arguments strengthened by some elaborations which are not seen in diagnostic test. In the previous text, looks so uncertain to persuade audiences to follow that persuasion since did not put any clear reasons or any statements supporting the recommendation as stated in the monologue. In other words, the capacity of the students in understanding the social purpose of hortatory exposition increases.

Moreover, the obvious social function of the analytical exposition is also seen from the students' text. All students have been able to use one point of view in their texts to support the thesis statement. As an example, (Student 6) whose text entitled 'Why children's books have a picture?' put some benefits of pictures books as the topic of each argument and closed by the reiteration to reaffirm the thesis statement.

Therefore, the improvements as stated above resulted from several instructions made by the teacher during the learning process.

The Summary of Students' Improvement of in the Genre Moves

This section explains about improving the quality of students' analytical exposition oral texts. This progress can be seen from the difference between diagnostic texts and achievement texts. To achieve that goal, the aspects analyzed in assessing the text involve genre; social function, generic structure, and linguistic features of the text. In addition, a summary of students' text improvement is presented in the table below.

Table 4. 1
Students' spoken text of analytical exposition

	Diagnostic text	Achievement Text
Social Function	Students generally could not be able to achieve the social function of the analytical exposition clearly.	Students were generally able to achieve the social function of the text.
Generic Structure	The organization of the texts generally does not clearly support the social function as can be seen from the unclear position of thesis statement, very short arguments, and inconsistent suggestion towards the social function of the text.	The students' texts generally consist of the complete and clear organization; thesis statement, arguments, and recommendation. Additionally, the arguments consist of some elaboration (e.g using experts' opinions, some examples, illustrations, etc).
Linguistic Features	The texts generally lack of linguistic features of the text; for example, using present tense, internal conjunction, mental verbs, saying verbs.	The texts generally consist of the complete linguistic features; using present tense, internal conjunction, mental verbs, saying verbs.

In this study, during the pandemic era, YouTube is used as a medium used by teachers in learning English. where the teacher uploads a learning video to YouTube then discusses it again via WhatsApp group, where students play an active role during the learning process and learning is done through voice notes. As a result, learning English which is uploaded via YouTube and discussed again via WhatsApp groups is clearly seen in developing students' capacity in speaking about analytical expositions.

In addition, one of the reasons for choosing the speaking aspect in this research is in the context of the EFL classroom and focuses on speaking literacy, where students do not use English in everyday life, especially at home. Thus, the ability to speak does not work. Therefore, students in the EFL classroom need to learn how to build confidence in how to speak better and logically because speaking skills are very important in the EFL classroom. By focusing on speaking-based teaching, teaching English does not force students to use English in their daily lives, but to prepare for the use of English in an academic context. In a more academic context, the use of English demands a more logical explanation of a topic.

CONCLUSION

The conclusion shows that teaching using YouTube videos as a learning medium by accompanying and discussing what children have learned in the YouTube videos could

develop students' speaking skills about analytical exposition, especially in the analytical exposition genre movement and in speaking aspects in general. Judging from the genre moves, the improvement can be seen from the focus of students who increased their capacity in such a way that they were able to organize texts using appropriate generic structures; thesis statements, arguments, and suggestions. In addition, students could also include all the linguistic features of the analytical exposition; such as conjunctions, present tense, impersonal judgments and statements, passive sentences, technical terms, and modalities. In addition, students could improve the general concept of speaking; especially, grammar, vocabulary, fluency, and comprehension are also reflected in the findings. Due to the limitation of this study, future researchers are expected to discuss the similar topic by using more than one data collection in order to get more comprehensive data.

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