


The Benefits of Using YouTube and Videos for Enhancing Students Speaking Skills in Secondary Level : A Review

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Abstract

Students in secondary school must be able to communicate effectively. Good secondary-level speaking skills might help children gain confidence if they are chosen by the teacher to speak English in public. As a result, it is critical to have media that can assist secondary pupils in enhancing their speaking abilities. Following the discovery of multiple studies in official journals, it is possible to infer that utilizing YouTube and videos as learning medium is useful for enhancing students' secondary level speaking skills.

Keywords: speaking; media; learning

Manfaat Penggunaan YouTube dan Video untuk Ketrampilan Berbicara Siswa di Tingkat Menengah : Tinjauan Pustaka

Abstrak

Keterampilan berbicara sangat penting bagi siswa di tingkat menengah. Keterampilan berbicara yang baik pada tingkat menengah dapat membantu mereka untuk meningkatkan rasa percaya diri jika ditunjuk oleh guru untuk berbicara bahasa Inggris di depan umum. Untuk itu perlu adanya media yang dapat mendukung siswa di tingkat menengah dalam meningkatkan keterampilan berbicara. Setelah menemukan beberapa artikel di jurnal resmi, dapat disimpulkan bahwa menggunakan YouTube dan video sebagai media belajar bermanfaat untuk meningkatkan keterampilan berbicara siswa di tingkat menengah.

Kata kunci: berbicara; media; pembelajaran

1. Introduction

In order to communicate effectively in English, four abilities must be learned. One of them was speaking. We will gain confidence as we practice speaking. The most important of the four general English skills is spoken communication (Zaremba, 2006). Learning to talk serves the objective of making it easier for us to communicate with others. It should be noted that EFL learners' speaking skills are impacted by two elements: internal factors such as the first language learnt, age, exposure, intrinsic phonetic talents, identity, linguistic ego, and motivation, and external factors such as the teaching setting and learner autonomy (Nuraini, 2016).

Students in secondary school must be able to communicate effectively. Furthermore, children benefit from improving speaking abilities because speaking as verbal communication is a frequent approach to interact with others. Speaking is one of the abilities included in the standard syllabus material, with a competency level that states

interpreting the meaning of oral and written process documents, in the form of manuals and advice. Furthermore, speech is required in the workplace to strengthen relationships.

Furthermore, some students refuse to practice speaking in English. Many of them were worried and uneasy. In these circumstances, we require the best method for improving our capacity to speak English in public. The use of technology in EFL learning is one method that may be utilized to improve each student's speaking abilities. According to Hong (2006), CMC (Communication via Computer) can be used to improve students' speaking and conversation skills. Technologies such as podcasts, video and video conferencing are considered as tools used to teach speaking skills (Bahador & Omvidar, (2014)). Students use this technology as a more modern means of communication.

Students' interest in the learning process grows as a result of the employment of communication technologies. Communication technology has evolved into a valuable online resource in the teaching and learning of foreign languages. Furthermore, pupils confront certain difficulties in enhancing their speaking abilities. Tenses, verbs, agreement, word order, bad word choice, eliminating redundancy, and difficulty are the seven issues that Indonesian students face while trying to improve their speaking abilities (Astute et al. 2016). Then, Mukminin et al. (2016) found that during their studies, Indonesian high school students struggled to communicate in English. Teachers in EFL lessons must pick appropriate teaching approaches and encourage students to dare to speak because pupils have difficulties speaking.

The study is to analyze many publications from official journals published between 2016 and 2021 that are related to the usage of YouTube and videos in secondary level speaking instruction. It also intends to disseminate knowledge about the advantages of using such media in public speaking activities. This evaluation may also be used by teachers and students to get insight into their learning.

2. Methods

A systematic review method was used in this study. The purpose is to give information about the benefits of utilizing YouTube and videos in teaching speaking to secondary students. From November 2021 to January 2022, the journals were retrieved from the reputable ERIC database.

In the 2016-2021 publication, the first attempt will include articles chosen based on certain keywords such as Speech, Media, and Secondary Level. Articles relating to study goals are obtained using this method. 33 articles were obtained as a result of this endeavor. The abstracts of articles are then carefully evaluated and chosen based on characteristics, study methodologies, and participants. Some articles discuss the use of YouTube and videos to educate secondary level oral expression, and research subjects are not published at the secondary level, and we have 7 articles on the subject.

3. Result and Discussions

The results include two key findings: the usage of YouTube and video teaching speaking for secondary level students, as well as the benefits of using such media in speaking exercises. The findings are given in chronological order. Many people assume English is a monotonous topic. One of the difficulties for secondary pupils is exerting full effort in mastering tenses patterns and grammar when conversing with others. Teachers are supposed to be creative in order to make pupils feel comfortable and intrigued enough

to stay in class. Making instructional videos is one of the improvements that a teacher may implement

Using technology as a medium in the EFL class also relieves, one of which is short video or short film, which is said to be capable of fixing difficulties. Students have speaking difficulties since they can learn to enunciate particular words and phrases in English by listening to audio videos. According to Huda (2013), the utilization of group work, which is typical in short courses, is useful in strengthening foreign language abilities. As a result, students will be able to speak and utilize more languages in class than in earlier classes.

Berk (2009) argues that Films and videos are examples of multimedia that may aid in spoken and nonverbal communication and learning. As previously said, there are several elements available in online platforms to assist students with their study. Both are simple to locate on Instagram, Twitter, and Facebook, where 92 percent of school-age youngsters converse using these apps (Lenhat et al., 2015). Not only that, but the internet also offers video services that can be accessed from anywhere and at any time, such as YouTube and Google.

Tabel 1. Summary of Article's Criteria

Author	Media
Asnawi Muslem, Faisal Mustafa, Bustami Usman & Aulia Rahman (2017)	Video Clips
Asnawi Muslem (2019)	Video Clips
Rifqi Aulia Erlangga (2016)	Video
Masruddin (2018)	Short Video
Wening Sahayu & Friyanto (2019)	YouTube
Utami Maulina, Siti Hikmah, & John Pahamzah (2019)	Sparkol Videoscribe
Edi Dwi Riyanto (2020)	Video

YouTube is a great place to find a variety of things, and one of the most popular is YouTube's Vlog. Because YouTube Vlogs may be accessible from a variety of nations, a variety of languages, including English, can be learnt. Typically, video vlogs mix two languages, Indonesian and English, to make it simpler for the audience to grasp. YouTube video vlogs are classified into numerous categories, including cuisine, gaming, fashion, lifestyle, and travel.

Students learn new terminology in English and how to use it in everyday situations. That is something kids do not learn in school. Learning through video blogging will provide varying benefits based on the sort of video they focus on. Students who watch beauty blogging videos will increase their English vocabulary in phrases such as make-up, tutorials, and so on. Students who enjoy watching vlog matches will come across terms.

Different types of comments, reviews, unboxing, and so forth. The terminology used in English and other languages varies depending on the video genre. However, it assists students in improving their English abilities and expertise in learning English. Students will not learn such English terminology in the classroom. Every day, they increase their English abilities and understanding by viewing video blogs. Because the sorts of movies that women and men watch varies, so does the new terminology they learn. YouTube itself makes it possible for us to share information with one another. To the pupils, the utilization of YouTube as a learning medium appears authentic.

Bravo et.al (2011) found This movie stimulates pupils by showing them how native English speakers with paralinguistic characteristics communicate. A study by Brewster et.al, (2004) found that Video has a number of advantages. Students can use videos to assist structure the vocabulary, phrases, and sentences they hear when they watch videos. From the standpoint of trust, students may utilize videos to have fun, grow, motivate, and achieve success in the learning process, as well as enhance and develop themselves in learning (Cakir, 2006; Joint Committee on Information Systems, 2002). Videos may assist repeat new words and phrases, display all the aspects of a sublanguage, and make learning more open and interesting from a linguistic standpoint (Canning, Wilson, 2000), and Cultural videos may assist students step out of the classroom and into the classroom to guide and lead. World to learn about many perspectives on the significance of ritual culture (Canning, Wilson, 2000). Videos assist children become more interested, give timely knowledge, enhance their ability to infer from context, and build skills such as motor skills, information skills and research skills, and communication abilities (Brewster & Girard, 2004). Finally, video is a true model since all of the features of the English language are spoken spontaneously in real-world circumstances, allowing learners to enter themselves.

4. Conclusion and Suggestion

The purpose of this study was to look at the benefits of YouTube and videos on secondary students' speaking skills. Some of the issues that students face with their speaking skills can be mitigated by watching films on communication in English, both on YouTube and those created by the instructor himself based on the students' learning needs. The improvement of kids' speaking abilities begins with consistently performing short dialogues in front of a mirror while viewing YouTube videos. Students will become accustomed to this, and their confidence will improve as they practice on a daily basis. Additional study should be conducted using more media that can help educate children to speak at the secondary level by employing media that is relevant, adaptable, and makes it simpler for us to practice language skills while having a better time.

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