

OPTIMIZING CLASSROOM YOUTUBE CHANNEL AS A LEARNING PLATFORM TO ENCOURAGE STUDENTS SPEAKING PRACTICE

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ABSTRACT

YouTube as has become undeniable learning sources for students and teachers. It provides them with abundant videos that can support online and offline learning process. Besides exposing to audio visual media, YouTube enable students to display their speaking videos and get respond from teachers and friends. The respond can be in the form of giving a thumb or positive comment to their speaking performance. This can boost students' motivation and confident in creating videos and encourage them to practice speaking. Therefore, this study proposes the idea of utilizing Classroom YouTube channel to encourage students' speaking practice by allowing them to upload their videos, watching their friends' speaking performance, collaborate, and learn to have online interaction and appreciation to their friends' speaking performance. Further, it shows the steps of activating classroom YouTube channel to be an interactive learning platform and the procedures in an online classroom based on its theoretical perspectives.

Keyword: YouTube channel, encouraging speaking practice, Uploading videos

1. Introduction

It has been more than one year into outbreak of novel coronavirus (Covid19) in Indonesia and still the most safety option to conduct learning process is the distance learning. Align with this issue, the Ministry of Education and Culture issued a regulation of implementing distance learning for all levels of educations (Abidah et al., 2020 in [1]. Following this, online learning becomes the alternative way to study English in Indonesia during this pandemic time.

English as a foreign language in Indonesia plays a significant role in promoting current information about technology, education, trade, culture, and other international issues. Therefore, government and different stakeholders have worked together preparing Indonesian generations to learn this language as early as possible. English has been a compulsory subject in school from junior high level to higher degree of university. Similarly, it is also taught in kindergartens and elementary schools. Young parents nowadays want their children to start building their English skill as early as possible, especially speaking skill.

Speaking skill is extremely important to build direct communication with people. It becomes the first standard to see the successfulness of English learners [2]. Speaking involves both productive and receptive skill that enable people (the students) to communicate with others effectively (Sastra Gunada, 2017). In line with this, according to Byrne in (Sastra Gunada, 2017), speaking is oral communication in a two way process between the speaker and listener (s) which involves both productive skill of speaking and receptive skill of understanding (listening with understanding). Hence, speaking and listening skills work simultaneously to absorb, process and deliver the information when the communication occurs.

However, since English is a foreign language in Indonesia, building speaking skill becomes more challenging. It is rare for Indonesian students to find this language used in their daily lives, similarly, to meet the opportunities to communicate in English. Thus, teaching English speaking in this country requires more effort to expose students to the use of this language in different contexts. It demands various mixed methods including classroom observation, self- observation and interviews to help people to achieve better English fluency [3]. In this situation, teachers also have to become the role model of English practice and source of language exposure for students at the same time [4]. Eventually, It is expected that by implementing effective learning method and qualified teachers as language model in the classrooms, students will have nearly genuine language experience reflecting real life contexts to boost their language fluency, especially speaking.

Different researches have revealed some challenges faced by Indonesian students in practicing English speaking. In his paper Sastra Gunada (2017) summed up some obstacles found in the speaking class based on different papers. They are students' difficulty in applying correct grammar and vocabulary in speech, their low learning motivation and interest, and the feeling of shy, nervous, lack of confidence in speaking practice (Sayuri, 2016 in [1]). To add more, it is commonly found that the teaching methods in the classrooms are still monotonous, in which there is no utilization of innovative teaching and learning media that can motivate the students to practice English (Rahayu & Putri, 2019; Sastra Gunada, 2017; Syafiq et al., 2021). Considering the previous situation explained before, it becomes an urgent call for teachers to integrate technology in the teaching and learning process that can facilitate distance learning, provide sources of authentic language exposure, and at the same time giving space for students to practice their English speaking regarding their negative mental barrier.

YouTube itself is generally known to be a social media platform that was launched in 2005 that allows billions of individuals to discover, watch and share original user created videos (Youtube, 2015 in Horstman, 2011). It provides abundant learning resources that can be accessed both by students and teachers only by simply clicking www.YouTube.com and typing the key words. Hence, YouTube has been commonly used for to solve teachers' problem of providing video content that is exploitable for classroom use [6]. Further, according to Watkins and Wilkins (2011) using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development. To add more, using YouTube in the classroom lets the students having exposure toward authentic English and autonomy in learning (student-centered) (Sastra Gunada, 2017). At this point it can be seen how YouTube can be source of authentic use of English for Indonesian students instead of the limited exposures of this language in Indonesia.

Aside from YouTube functions as learning sources, not many teachers are aware of its feature to upload and share videos to develop students' speaking skill. So far, great numbers of researches focuses on YouTube channel as online resources to access videos and their effectiveness in increasing students skills [2], [6], [7]. However there is still less number of research focusing on utilizing YouTube channel to submit students' speaking assignment. Though, in fact the way students submit their assignment by uploading in YouTube Channel would contribute significant impacts on students motivation in creating their video [4] and eventually encourage them to improve their speaking performance. This strategy allows students to share their learning results with their friends easily, watch and learn from others' videos, and most of all build positive supports for each other by giving comments or thumbs in the comment and respond sections.

Considering how YouTube channel can be functioned both as online learning sources and platform to upload and share videos, this article is written to propose the idea of implementing classroom Youtube channel as an alternative strategy to encourage students' speaking practice.

2. Literature Review

2.1. Teaching Speaking in Distance Learning

The skill to speak English fluently becomes the main target of most language learners in Indonesia. It is because speaking involve direct communication between two or more participants by which people can simply judge the quality of someone's language performance. Breene (2012) in [1] states that people use speaking skill to keep up rapport in relationship, influence people, and win or lose negotiations as parts of communication. Hence, speaking becomes the main tool for people to interact and complete their communication goal in the daily life. To complete, Harmer (2011) in [8] says that speaking involve language production and are often referred to as productive skill.

Nowadays, the development of information and telecommunication brings huge benefits for teachers to encourage students' speaking practice. Teachers can simply use their smartphones or computers to access various information from global networking that is known as internet [2]. Further, this technology can significantly help Indonesia to adapt to the situation of Covid 19 by facilitating online teaching [1] which is mandatory to be carried out in distance learning. There are actually numbers of advantage of utilizing technology to teach speaking. First, That is the flexibility of managing time and places of studying since students and teachers are all gathered virtually. Second, the free and open access to online English speaking sources that can be seen from different platforms. Third, the opportunity to publish students' speaking practice through online platform that enable students to get responds and appreciations from viewers. Combining these three advantages in teaching English speaking using technology will eventually encourage students to practice their skill and reach their optimum result. Based on that explanation, integrating technology that can help teachers and students to practice English speaking in distance learning is highly recommended. Part of the technology proposed in this article is an online platform, namely YouTube Channel.

2.2. Classroom YouTube Channel as a Platform to Teach Speaking

A YouTube channel is one of the online platform that provides videos containing information not only in English but also in various different languages around the world. According to Leona (2010) in [8]

YouTube.com is one of the many Web 2.0 sites popping up in the web as a video sharing website. Pardosi (2009) and Prakoso (2009) in (Sirrul Muna, 2011) state that YouTube is a webs sharing videos by which people can get and share videos to other people. This platform can be used by everyone to watch various videos easily without registering and provide a forum to connect, inform, and inspire individuals across the world [5]. By some definitions above, it can be said that YouTube is a virtual place in which people can have worldwide access to different kinds of videos and at the same time share their own videos to other people.

In this digital era, YouTube has become an alternative media to search online learning sources since It gives access to the users to find videos with different categories based on their needs. According to Murashi YouTube offers fun and fast access to instruction, culture based videos, and language from all over the world (Sastra Gunada, 2017). To add more Watkins and Wilkins states that using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Then, YouTube also promotes authentic vocabulary development and allow students to have exposure toward authentic English and autonomous learning (Sastra Gunada, 2017). At this point, this platform can facilitate Indonesia students to have more exploration to authentic English use and to take their responsibility of sharpening their language skill. The availability videos in YouTube channel can compensate the lack of English language exposures in Indonesia, in which English is merely a foreign language. In relation to teach English speaking, previous researches have shown that YouTube can be an effective media to support teachers. Guan, Song, & Li concludes in their research that YouTube can improve students' interest in learning and at the same time lightens teachers' task to create teaching media [9]. Following this, a research conducted by Riswandi shows that the implementation of YouTube- based videos in teaching speaking can improve students' speaking skill and motivation (Meinawati et al., 2020). This positive results appeared in their researches since YouTube gives the opportunity for students to observe how native speakers speaks naturally. from the video, and how they apply the vocabulary, intonation and body language properly. Nit However, the effectiveness of using YouTube to support English learning depends on how it is integrated into classroom (Duffy, 2007 as cited in Horstman, 2011). In fact, YouTube is more than just a platform to download videos, It provides a feature that enable the users to upload and display videos to the public. Nonetheless, this feature is still rarely used intensively by teachers. One way to activate this feature in learning process is by giving students speaking assignments that must be uploaded on Youtube channel. Students can create their personal YouTube Channel or classroom YouTube channel to upload their assignment and have them checked by teachers and friends. This type of speaking assignment is compatible with students in this era who are mostly digital natives with high curiosity upon technology. It can also become an alternative strategy to encourage students' English speaking practice.

There are a lot of benefit in giving assignments to upload videos of speaking practice for teachers and students. A research conducted by Rahayu & Putri (2019) about uploading students' speaking assignment reveals those benefits For teacher, better documentation of students' speaking assignment can be used to conduct speaking assessment more thoroughly. It is because the videos can be played several times for teachers to review. Then, the documentation also help teachers to manage the time for assessment since they already have the url of students YouTube Channel that can be checked in any available time. For students, this typical of speaking assignments trigger their creative and critical thinking since they have the freedom to design the content of the video [10]. Students can decide the setting of their speaking, explore widely the material online, and finally edit their videos to get the best performance. This assignment may encourage students to put their best effort to gain excellent speaking performance [11]. Further, students can check their videos and have personal assessment or peer assessment for their performance.

Despite great advantages of utilizing YouTube channel for speaking assignment, most researches still focus on its function as online material sources, such as researches of Sastra Gunada (2017), Nasution (2019), Riswandi (2016) and Sirrul Muna (2011). Those researches use the videos from YouTube as the media to improve students' speaking skill. So far, the writer found only one research on using the YouTube channel feature as a media to upload speaking assignment (Rahayu & Putri, 2019). The research results show that this assignment help students to have their best performance since they have a chance to check words' pronunciation online and practice frequently before making the video. Further, other than getting good score from teacher, students' motivation to make good video come from their expectation that more people can see their performance on YouTube channel. At this point, they want to have good images not only in front of teachers, but also other viewers.

Since there are many the advantages on using YouTube channel to submit students' assignment, analyzing and promoting its learning procedures is a significant thing to do. Alweibi states that the enjoyable and entertaining atmosphere creating by using YouTube motivate the students to learn [4]. Students realize that English has been widely spoken all over the world (Chrystall, 2003 in Rahayu & Putri, 2019), and YouTube is accessible for all people, so their videos may be seen worldwide (Alhamami, 2015 in Rahayu & Putri, 2019). This reason encourages students to put their best effort in making the videos. Furthermore, the steps to create presentations and upload the videos through YouTube are simple so students can easily do

(Terantino, 2011 in Rahayu & Putri, 2019). This makes the students as digital natives become more interesting to language online. Uploading students speaking assignment on YouTube channel, therefore, can integrate technology into meaningful classroom language activities that give students opportunity to explore their creative and critical mind, cooperate with their peers, and autonomously reproduce and reflect on their learning result.

3. Result and Analyses

The Procedures to Implement Classroom YouTube Channel

There are a lot of benefit in giving assignments to upload videos of speaking practice for teachers and students. A research conducted by (Rahayu & Putri, 2019) about uploading students' speaking assignment reveals those benefits. For teacher, better documentation of students' speaking assignment can be used to conduct speaking assessment more thoroughly. It is because the videos can be played several times for teachers to review. Then, the documentation also help teachers to manage the time for assessment since they already have the url of students YouTube Channel that can be checked in any available time. For students, this typical of speaking assignments trigger their creative and critical thinking since they have the freedom to design the content of the video [12]. Students can decide the setting of their speaking, explore widely the material online, and finally edit their videos to get the best performance. This assignment may encourage students to put their best effort to gain excellent speaking performance. Further, students can check their videos and have personal assessment or peer assessment for their performance.

Here are the procedure to create the personal YouTube Channel when students do not have a Google Account:

1. Head to YouTube.com
2. Click 'Sign In'
3. Choose the option to create a Google Account
4. Follow the steps to create your Google Account

When students have their Google Account, they can log in using the account they would like their channel to be associated with and share the access with their classmates. This can be done by sharing the access through the classroom email. After that, students and teachers can make an agreement whether to open the YouTube Column Sections or close them. This agreement will influence the ways teachers could give feedback to their tasks.

Following the existing of Classroom YouTube Channel, teachers creates the complete speaking tasks through the following steps:

1. Designing a complete speaking task that consists of three main elements
 - a. Input: It can be in the form of videos, reading texts taken from various resources. Teachers can also share the links of numerous kinds of online speaking materials obtained from YouTube channel to give background knowledge for students. In this case, YouTube Channel functions both as a learning source and learning media to submit their speaking tasks.
 - b. Procedures: They are the steps to complete the tasks that students need to follow, for example, creating a speaking personal video with 2 minutes duration about the positive side of online learning, then, uploading the video in the Classroom YouTube Channel before 5 January 2022. Finally, send the link in the Google Classroom together with the script of their speaking tasks.
 - c. Output: The videos uploaded in the Classroom YouTube Channel and the scripts of their speech are kinds of outputs of the speaking tasks using this media. However, teachers can also assign different outputs, such as pictures or crafts as long as they are relevant to the speaking tasks.
2. Assigning the tasks on the Classroom Learning Platform

There are different types of learning platforms used in different institutions. Some campuses and schools have managed their Learning Management System (LMS) that can be accessed by students and teachers, while others prefer to use independent Online learning platforms, such as google classroom. Using these different types of LMS, teachers can then assign the speaking tasks for the students and decide the due time for students to upload the video and submit the YouTube Link and the scripts in the submission column.

3. Giving feedbacks and scores to students speaking tasks.

After getting students speaking task completion, teachers can now giving feedback to their videos, scripts or other tasks' output. This activity can be done through the comment sections of the Classroom YouTube Channel and Google Classroom. When teachers and students have agreed to open the comment sections of the Classroom YouTube Channels, teachers can give their thumbs on the students videos and insert their feedback on their speaking performance. In this situation, teachers should be very careful in giving the evaluation and encouragement to their students since their sentences can be read by the whole members of the class. If the YouTube comment sections are closed, teachers

can give only their thumb to the students videos, indicating that they have watched the videos, and inserting their verbal feedbacks and scores in the tasks completion section of the Google Classroom. Both ways are equally good depend on the students' personalities and classroom agreement. To add more, teachers can also enrich the evaluation strategies by asking students to give feedbacks and score to their classmates' speaking tasks. However, teachers must remind students to use only positive words and encouragement to motivate each others and at the same time giving constructive comments for their speaking improvement.

4. Conclusion

Encouraging students to speak English is a challenging tasks and employing proper online media is urgently required especially during the distance learning process. YouTube has been widely used as a learning sources for accessing English speaking videos uploaded by the native speakers. Through YouTube students can familiarize themselves with various English songs, movies, advertisement, reality shows and others that expose them with the authentic usage of English. However, with its features that enabling everyone to have personal channel, YouTube can be used also as a learning platform, especially in an online english speaking classroom.

To start using YouTube as a learning platform, students are asked to create a classroom YouTube channel that can accessed by all classroom members. This channel then becomes the place to display all speaking tasks in the form of videos in which teachers can give evaluation and encouragement through giving comments in the comment section and thumbs. The same actions can also be done by students' classmates, by which peer evaluation could also be conducted at the same time. The use of classroom YouTube channel can be integrated with other Learning Management System (LMS) and Online Learning Platform as part of Evaluation media.

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