

How Social Media Improves Students' Speaking Performance: Exploring Self-Regulated English Learning Platform on YouTube

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Abstract

This study aims to investigate students' perceptions of YouTube on their speaking performance. The survey used a qualitative approach to conduct a comprehensive and detailed investigation regarding the use of social media in students' speaking processes (Creswell, 2014). This research involved 20 students registered in the English education study program at Muhammadiyah University, North Sumatra. The survey was designed using Google Forms and then distributed via WhatsApp groups. Observable behavior and written or verbal statements from individuals provide descriptive data. The themes raised are how speaking skills improve after using social media, preferences for social media for learning to speak, and the advantages and disadvantages of using social media for learning to speak. Research findings can be concluded based on students' views of the use of YouTube in speaking sessions. In the opinion of some students, networking is the main issue in using YouTube for academic purposes. Students can improve their speaking skills, especially those related to vocabulary and pronunciation through watching YouTube.

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INTRODUCTION

A substantial number of individuals have been attracted to social media, which refers to digital platforms for social networking that facilitate interpersonal connections and communication (Wang et al. 2020). The term "social media" encompasses a wide range of digital platforms, such as online video games, social networking sites, and chat services that are particularly favored by adolescents. In contemporary culture, characterized by significant technological advancements, adolescents who were brought up in previous generations are anticipated to engage with social media platforms and maintain a constant online presence. This prevailing expectation of continuous online contact has become widely regarded as the standard (Marino et al. 2020). Among the various channels available for online communication and content sharing, including blogs, forums, wikis, Facebook, instagram, linkedIn, twitter, weibo, weChat, and whatsapp, YouTube emerged as the predominant choice for individuals engaged in English Language Learning (ELL). The subsequent

most widely used platforms were facebook, wikis, and WhatsApp. The study conducted by (Al Fraidan and Al-Harazi 2023) examined the status of YouTube and wikis as official platforms due to their affiliation with the respective organizations.

Among the other platforms that are most frequently used, namely YouTube. Youtube was first launched in 2005 and since then the level of popularity has increasingly peaked as a video-sharing website (Holland 2016). YouTube serves as a multifaceted platform where anyone can engage in activities such as sharing, uploading, and commenting on videos. Additionally, educators and teachers can leverage this platform to effectively enhance the learning experience for students, providing them with a distinct edge or benefit (Pratama, Arifin, and Widianingsih 2020). One of the salient characteristics of YouTube is its extensive library of videos including diverse subjects and languages. Users can input the title of the desired video into a designated search field, which will thereafter initiate the playing of said video without any further intervention (Albahlal 2019).

The integration of social media platforms into the lives of students has led to the emergence of potential prospects for leveraging these platforms as educational tools. For students learning English as a foreign language, streaming videos with English native speakers discussing specific subjects can be beneficial for enhancing vocabulary, becoming acquainted with grammar usage, and simultaneously addressing content, language, and enjoyment (Purwanti et al. 2022). Speaking informally plays a vital role in the process of acquiring a language. Speaking anxiety has been found to have a significant impact on the language acquisition process, making it an important factor in both language learning and Second Language Acquisition (SLA) (Tercan and Dikilitaş 2015).

Speaking is the process of transmitting information or articulating thoughts and emotions through oral communication in the English language. Based on observations on the English as a Foreign Language, it shows that fourth semester of EFL students experience difficulties in speaking. Lecturers utilize YouTube as a teaching tool, particularly for improving listening and speaking abilities. However, based on observations, this seems to be consistent with the student's ability, particularly in speaking skills. Some students still have obstacles speaking, mostly in public. Therefore, the researcher created this research to investigate the student perception about YouTube on their speaking performance.

RESEARCH METHODOLOGY

Method

This study employs a survey as a research methodology and a qualitative approach to perform a comprehensive and detailed investigation of the usage of social media in students' speaking processes (Berger 2018). The survey was conducted by distributing questions via Google Forms. The primary form of

data collecting for this study was to distribute questionnaires to the participants.

Participants

For this study, researchers chose to examine students enrolled in an English language education study program in terms of the extent to which their speaking abilities were affected by social media use, both before and after. This research involved 20 active students from the English education department at Universitas Muhammadiyah Sumatera Utara. These students were actively involved by filling out questionnaires. Next, the researcher chose to include ten students in semi-structured interviews.

Instruments

The questionnaire was designed using a Google form and then distributed via the WhatsApp group. Students must fill out a questionnaire asking about their perceptions about the use of social media in learning to speak. For semi-structured interviews, it consist of ten questions. The themes raised are how speaking improves after using social media, preferences for social media for learning to speak, and the advantages and disadvantages of using social media to learn to speak. Interviews last about 20 to 30 researchers used pseudonyms for the individuals. Dewi, Ainun, Erina, Nurul, and Ira attended the fourth-semester English education study program, class A whereas Wilda, Nayla, Putri, Chika, and Nisa attended the fourth-semester English education study program, class B. The researcher attached all conversations during the interview session, as part of the data-gathering process. The interview questions covered a variety of study topics, including the frequency with which social media is used for English speaking skills, the amount to which social media aids students' speaking skills, and the pros and drawbacks of using social media for English speaking skills.

Data analysis procedures

Descriptive data were gathered through the use of qualitative methodologies in this research. Observable behaviors and written or spoken accounts from individuals provide descriptive data (Moleong 2007). This analysis serves to describe or provide an overview of the object under study through data or samples that have been collected or focus attention on problems as they are when the research is carried out the results of the research without analyzing and drawing general conclusions. This research was used to look at a systematic and to investigate the student perception from the data gathered from Google form about their perceptions of YouTube on their speaking performance.

RESULT AND DISCUSSION

Result

Students' Perspective on Using YouTube to Enhance Their English Speaking Skills We can deduce from the research findings how students see the use of YouTube in speaking sessions. The findings indicate: EFL 1: "YouTube is effective for expanding vocabulary and improving pronunciation through diverse content and targeted tutorials" (Tarissa). Students feel that YouTube is a crucial resource for learning how to communicate. Using YouTube aids in their accurate pronunciation of English words. This is because students can see and hear exactly how to practice flawless pronunciation by watching videos on YouTube. Hence, individuals can practice pronouncing words correctly on their own by watching the movie.

EFL 2: "Learning to speak via YouTube is very fun because there are lots of varied videos so I don't get bored" (Erina). Students think that because YouTube videos are made interesting so that students don't get bored, studying with these videos will increase their understanding of the lesson material. A stimulating, entertaining and engaging learning environment is produced using YouTube. Students who are studying in class no longer experience boredom thanks to YouTube. However, some students consider studying with YouTube to be the same as studying directly (without YouTube). Watching videos on YouTube will help students memorize these events more easily. Students can also improve their speaking skills through the use of YouTube, allowing them to understand material more quickly than studying books.

EFL 3: "Sometimes I find it difficult to follow their conversations which are too fast and difficult to understand" (Ira). There are many videos and other types of content on YouTube that can help students become better public speakers. With so many films and other materials available on YouTube, students can choose which videos they want to watch and learn from, which helps them become better speakers. On the other hand, students find it difficult to choose suitable YouTube videos due to the large amount of content available. Students also said that they were sometimes distracted by watching unrelated videos on YouTube because of the variety of content available there.

EFL 4: "I often have problems learning on YouTube, namely network and internet package problems" (Nurul). In the opinion of several students, networking is the main issue in using YouTube for academic purposes. Students cannot view films that have been emailed by the instructor because there is no network. Students who cannot interact online due to limited internet quota also voice their complaints. Therefore, students cannot access YouTube and as a result fall behind in their studies. Additionally, occasionally students report that YouTube videos have words that are pronounced too quickly, resulting in them being difficult to understand.

Discussion

The purpose of this study is to find out how students feel about using YouTube to practice speaking English. Another instructional resource that students can use to practice speaking is YouTube. Based on the aforementioned data, researchers concluded that most students thought highly of YouTube as a teaching tool. Researchers believe that students can use YouTube videos as an extra learning resource to get better at English. This research is in line with this idea from (Aliffia and Arifani 2024), At that time most students thought that using YouTube to practice speaking was very important, especially when learning how to pronounce words. YouTube is an effective source of audiovisual learning resources. They enjoyed the process of learning. Teachers have a responsibility to help pupils comprehend technology and give them guidance on how to use it effectively. Technology and audio-visual media aid in learning (Kembuan and Irwansyah 2019).

Based on research, a lot of students found it simple to comprehend the vocabulary, syntax, and pronunciation used in the video content. In this instance, students find it convenient to use YouTube as a learning tool since it makes it simple for them to find new terminology whenever they want to. Of course, this has an impact on how well pupils develop their talents. Almurashi (2016) stated that YouTube is a technological component that can help students become more proficient speakers. The goal of using YouTube videos to teach speaking was to keep students engaged and motivated throughout the lesson. Allowing students to complete assignments in groups and providing guidance is another way to get them involved in the classroom. YouTube videos also aid in the student's learning of speaking in terms of vocabulary, pronunciation, grammar, and the substance of what they are speaking. The pupils are inspired to talk after watching the video and learning the material. Additionally, talking with their group gives each student a chance to communicate and provide information orally to the other members of the group. Currently, kids are giving extensive and intense speeches without realizing it (Riswandi 2016).

The aforementioned findings are corroborated by interview data, which shows that most students see YouTube positively as a resource for learning. The pupils believed that watching videos on YouTube helped them become more fluent in English. This is because of the content creator's delivery style, which is highly clear and concise. Syamsiani & Munfangati (2022) argue that a person's contentment with a specific object which functions as a source of perception, knowledge, and experience is what leads to positive impressions. These results are also supported by Saed et al (2021) who stated that as a result of the YouTube experiment, students' speaking performance significantly improved, particularly in the subjects of coherence, fluency, and pronunciation.

CONCLUSION

The researchers reached the conclusion that YouTube is largely viewed positively by English as a foreign language (EFL) students as a resource for learning and practicing speaking the language. Due to the many interesting and varied videos on YouTube, they can practice speaking without getting bored. However, there are disadvantages to using YouTube, such as higher internet limit requirements and signal and internet interference. In addition, students cannot ask directly for explanations from the videos, and some say that many videos are difficult to understand because the articulation is fast and the terminology is too complicated for them to understand.

Using YouTube as a resource to improve students' speaking skills will be beneficial. YouTubers can improve their speaking skills, especially those related to vocabulary and pronunciation, by watching YouTube. However, the use of social media must also be considered carefully because it will be less effective if a language-rich environment is not created first. Considering that English is still considered a foreign language in Indonesia, the presence of instructors and lecturers is still necessary. Computers cannot replace the relationship between teacher and student. So, integrating meaningful student engagement, teaching assistance, and social media can be beneficial.

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