

## Using YouTube to Improve Students' Speaking Skill in Teaching Procedure Text

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### ABSTRACT

English has become an international language, so the mastery of English language skills is important. However, the students still face some problems that make them unmotivated and hinder speaking. Considering these situations and conditions, the teacher must address this challenge and determine the most effective strategy for involving students in the teaching and learning process, particularly in speaking. As a result, YouTube is selected as one of the options for teaching speaking in this article in order to determine how using YouTube in teaching procedure text might improve students' speaking skills. On the basis of the literature review and the application of YouTube in the classroom, it is concluded that YouTube can be beneficial to enhance students' speaking skills in teaching procedure text.

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## 1. INTRODUCTION

English has become an international language used to develop relationships with various communities around the world and for educational purposes, including in Indonesia [1][2]. Therefore, nowadays, the mastery of English language skills is important. The success of learning English cannot be separated from the success of learning four skills including listening, speaking, reading, and writing. However, students still face some problems that hinder them to speak. As a result, they are unmotivated to speak, as well as this certainly has an impact on their speaking achievement and performance.

On the other hand, there is the advancement of technology in this era. Along with the times, especially since the COVID-19 pandemic, learning is mostly carried out by utilizing modern technology, so students can easily access technology that involves them to consistently get entertainment, personal communication, and seek information (Trinder, 2017, as cited in [3]). It means that fun learning can lead to better education. One of the best ways is to use YouTube as a platform that provides many videos that students can use to get a lot of information in a fun condition because they also watch the visualizations [3].

Considering these situations and conditions, the teacher should address this challenge and determine the best strategy for involving students in the teaching and learning process, particularly in speaking. Therefore, this paper selects YouTube as a strategy for teaching speaking. In addition, this paper focuses on material for grade IX, namely procedure text. The implementation of this strategy adapts to the three stages proposed by [4], which include the pre-task-based phase, the task cycle, and the language focus phase. According to Burke, et al. (2009)

and Khalid (2012) as cited in [4], YouTube is a web-based public-access platform in which videos are shared online such as through [www.youtube.com](http://www.youtube.com), other webpages, mobile platforms, blog posts, and emails, which can be used by teachers to solve problems in teaching speaking. After watching videos from YouTube, it is expected that students should be able to generate speaking ideas, add new vocabularies, know how to pronounce them, and finally improve their speaking skills. In conclusion, the purpose of this paper is to show how using YouTube can help students enhance their speaking skills when presenting procedure text.

## 2. RESEARCH AND METHOD

This article is written using the literature review method involving theories related to the topic of research. Therefore, the concepts and theories used as the basis of the research are built by comparing the concepts and theories used with the existing literature. In addition, those are combined with the results of the application of the teaching method in the classroom. Finally, the result is the interpretation of the literature review and the application of the method in the classroom.

## 3. RESULT AND DISCUSSION

### 3.1 YouTube

#### 3.1.1 YouTube Definition

Steve Chen, Chad Hurley, and Jawed Karim, three former employees of the American e-commerce corporation PayPal, founded YouTube in February 2005 [5]. It has served as an illustration of how information technology (IT) has advanced in this global age. YouTube is a video-sharing website including video and TV clips, music videos, movie trailers, and other types of content like video blogging, short original films, and instructional videos, among other things [6].

YouTube is a type of amusement in which a story is told through sound and a series of images that provide the impression of continuous movement. One of the media used to teach languages is YouTube. It is quite beneficial because it might increase student enthusiasm in studying. Students may become tired of the scenario in English class, therefore they require amusement, and YouTube is one of the most appropriate mediums in the present period.

YouTube is the most popular and largest online video platform in the world, especially on the internet. Currently, YouTube users of all ages, from children to adults, can be found all over the world. Users can use the site for free to upload videos, search for videos, watch videos, debate videos, and share video clips. It is accessed by millions of individuals every day. As a result, YouTube has the possibility to be applied as a tool for learning English.

#### 3.1.2 Characteristics of YouTube

Users can browse, upload, comment, subscribe, and join groups on YouTube, just like they can on other video-sharing sites. Viewers can see the title, content, who sent the video, the date and time of upload, and any tags that the owner has added when viewing a video. Additionally, the number of times a video has been viewed and rated by registered users is made available. A list of comparable videos has been compiled based on the video title, descriptors used, and tags. Any video can be flagged for improper content, subscribed to a content feed for a certain user or channel, or added to a user's favorites. In addition, users can offer a text or video comments on each video (Duffy, 2008, as cited in [7]).

About the duration of the video, it appears that YouTube users prefer shorter films. Gill et al., 2007, as mentioned in [7], discovered that videos with long-term popularity are typically shorter, with videos of 3-5 minutes accounting for 52 percent of the All-Time Most Popular category.

While for popular subjects of videos that are uploaded to YouTube, they are automatically placed into one of 15 pre-defined categories. Music, humor, entertainment, and sports routinely rank among the most viewed categories, according to research (Cheng et al., 2007; Gill et al., 2007; Madden, 2007, as cited in [7]). Madden (2007, as cited in [7]) pointed out that news appeals to people of all ages, with the exception of young adults aged 18 to 29, who choose comedy (56 percent comedy versus 43 percent news). It was also stated that educational videos are popular with people of all ages.

#### 3.1.3 Advantages and Disadvantages of YouTube

According to [6], there are numerous benefits by using YouTube in the classroom, some of which are described here.

- a. YouTube is regarded as a valuable resource because it may be used both inside and outside of the class.
- b. It exposes students to real English.
- c. It encourages a more self-directed learning method and students' centered.
- d. It can serve as a source of incentive for students, allowing them to stay in class for extended periods of time.

- e. It is liked by the students.
  - f. YouTube has the potential to be a highly effective online learning and teaching resource.
  - g. In the classroom by using YouTube it can captures students' interest and makes language learning highly dynamic.
  - h. Students can ask questions and provide comments about videos on YouTube.
  - i. YouTube is not to mention as a learning tool, but it also serves to inspire students.
  - j. Students can also use YouTube to convey what they have studied by creating a video and sharing it with the class.
  - k. Suppose a student sees a video on YouTube that is both engaging and beneficial in English language study, he or she can quickly find out more films that are comparable to it.
  - l. It includes authentic examples of regular English spoken by the individuals.
- In addition to such advantages, YouTube has some disadvantages in class, among them are as follows.
- a. Students may have difficulty understanding the terminology used in videos.
  - b. For students, the linguistic level employed in the videos can be confusing.
  - c. There may be concerns about violation of privacy.
  - d. There could be concerns with copyright.
  - e. Some videos may be deemed inappropriate without prior notice.
  - f. There are no restrictions on comments.
  - g. There is no control overusing YouTube.
  - h. When students are looking for resources, they may come across distasteful or inappropriate content.
  - i. YouTube can quickly divert students' attention away from the subject at hand.
  - j. When utilizing YouTube in the classroom, there is no option to block the inappropriate content.

### 3.2 Speaking Skill

#### 3.2.1 Definition of Speaking

Speaking is one of the four fundamental skills that students should master. Speaking considered as a productive skill. It was impossible to separate it from listening. We create the text when we talk, and it should be relevant. In the nature of communication, we may find the speaker, the listener, the message, and the feedback. Speaking is inextricably linked to pronunciation since it encourages students to learn English sounds.

Some scholars have presented a number of different definitions of speaking. Speaking is a productive skill that may be directly and experimentally observed [8], but those observations are usually tinted by the precision and effectiveness of a test taker's listening skill, compromising the reliability and validity of an oral production exam. In a classroom, speaking involves interaction between teachers and students, or amongst students, depending on how the classroom is set up. Speaking has various significant traits as compared to writing and reading skills (often referred to as written language, receptive skills). Speakers rarely employ whole sentences when speaking, and their vocabulary is less specific than in written language.

Making use of words in a normal voice, offering words, knowing and being able to utilize a language, expressing oneself in words, and giving a speech are all examples of speaking [9]. Speaking, according to [10], is an interactive process of meaning construction that involves both the production and reception of information. Its appearance and meaning are determined by the context in which it is used.

Based on the aforementioned arguments, it can be stated that speaking is the most crucial skill to learn in order to communicate with others and explain our ideas in a way that the listener can understand.

#### 3.2.2 Components of Speaking

##### a. Vocabulary

Vocabulary is defined as the entire quantity of words that make up a language (together with rules for combining them), or the range of words that a person knows or uses in a trade, profession, or another setting [9]. Vocabulary means the appropriate diction which is used in communication. One cannot properly communicate or express their ideas in both oral and writing form without a suitable vocabulary. Learners who have a restricted vocabulary have another challenge to acquiring a language. As a result, language teachers should develop a thorough understanding of how to manage an engaging classroom so that students can achieve tremendous success in their vocabulary learning. Little can be communicated without grammar, and nothing can be communicated without vocabulary.

##### b. Grammar

Students must be able to create the right sentence in a conversation. Simon and Yatvin in Syahril (2011, as cited in [11]) explain grammar as follow:

- 1) The branch of linguistics concerned with the words' forms and structures (morphology), as well as their typical arrangement in phrases and sentences (syntax).
- 2) A language's system of word structures and arrangements at a specific point in time.

- 3) A set of guidelines for writing and speaking in a specific language.
  - 4) A booking accommodating such instructions.
  - 5) The way someone speaks or writes. Because of the varied transmission of speech, it should be taught through an awareness of the structural pattern.
- c. Pronunciation  
Pronunciation is highly crucial in speaking; if we do not pronounce a word correctly, it can change its meaning. According to [9], the way a language is spoken, the way a word is pronounced, the way a person speaks the words of a language is known as pronunciation. Pronunciation is concerned with the articulation of words, and it is crucial since incorrect pronunciation will cause the interlocutor difficulty in comprehending the message [9]. When students communicate, they use pronunciation to develop clearer language. The phonological process is concerned with the pieces and concepts that describe how sounds fluctuate and pattern in a language.
- d. Fluency  
In Oxford Learner's Dictionary, fluency is defined as the ability to speak a language smoothly and easily. In addition, Herlina (as cited in [9]) states that fluency refers to a person's ability to continue speaking in a natural manner. It is a term of communication. Marcel (1978, as cited in [12]) says that fluency is someone's manner of speaking by processing the suitable words and sentence patterns.

### 3.3 Procedure Text

#### 3.3.1 Definition of Procedure Text

A text is a person's communicative act which includes sending complete written or spoken sentences separated by silence, blank space, or the sender's shift [13]. Based on his opinion, it means that the text is closely related to written language and spoken language.

The researchers categorize some types of texts, and one type of text that is taught in grade IX at junior high school according to the syllabus is procedure text. Anderson (2003, as cited in [14]) explained that a procedure text is a piece of written or spoken information that instructs the reader or listener on how to perform something. Moreover, this text is aimed to provide instructions about the steps, methods, or ways of doing something [15].

#### 3.3.2 Components of Procedure Text

A text has three components of text, which contains social function, generic structures, and language features. It also applies to the procedure text, and its components are explained in the following paragraph.

First, the social function of a procedure text is to explain how something can be done [16], as well as to give instructions and tell how to do, make, or operate something. It has three generic structures, namely aim or goal, ingredients or materials, and steps or methods. Moreover, it has the following language features: focusing on generalized human agents, using the simple present tense, and using temporal conjunctions, such as first, second, then, next, after that, finally. Several types of procedure text are usually taught to junior high school students, for example, recipes, manuals, tutorials, and tips.

### 3.4 The Application of YouTube in the Classroom

#### 3.4.1 Sample of Material 1

Context : Teaching Speaking 1

Material : Procedure Text

Topic : Recipes

Preparation : YouTube video links or downloaded videos from YouTube about Procedure Text, WhatsApp group, or Telegram group

Procedures :

- a. Teacher greets the students and verifies their attendance.
- b. Teacher gives an apperception to develop students' prior knowledge about procedure text.  
*What is your favourite drink?*  
*Do you know how to make it?*  
*Have you ever made it?*
- c. Teacher tells the learning objectives and the tasks assigned.
- d. Teacher provides the first link of the YouTube video or downloaded video related to the lesson via WhatsApp or Telegram group and asks the students to read as well as record the words or sentences provided by the teacher for pronunciation practice as the warming up activity.
- e. Teacher gives corrective feedback on the students' pronunciation.  
*Procedure* /prə'si:.dʒə r /  
*Recipe* /'res.i.pi/  
*Purpose* /'pɜ:.pəs/

*Material /mə'tiə.ri.əl/*

*Ingredient /m'gri:.di.ənt/*

*Step /step/*

- f. Teacher gives the second link of the YouTube video or downloaded video to the students via WhatsApp or Telegram group.
- g. Students watch and observe the video, as well as write down the important information related to the video.
- h. Teacher and students discuss the video and the procedure text.
  - What is a procedure text?*
  - What are its structures?*
  - What is the procedure text about?*
  - What should we prepare before making the recipe?*
  - How many steps do we need to make the recipe?*
- i. Teacher divides the students into several groups of four or more students.
- j. Teacher asks the students to watch the second video once more and take notes to help them adjust the content of the text so that they can start reconstructing the text in groups.
- k. Students are given the task of making a procedure text as the sample video they have watched.
- l. Teacher instructs the students to practice reconstructing the procedure text they have compiled through voice notes or video calls as their homework.

### 3.4.2 Sample of Material 2

Context : Teaching Speaking 2

Material : Procedure Text

Topic : Recipes

Preparation : YouTube video links or downloaded videos from YouTube about Procedure Text, WhatsApp group, or Telegram group, the results of the previous meeting group work

Procedures :

- a. Teacher greets the students and verifies their attendance.
- b. Teacher gives an apperception to the students and asks about the progress of the previous meeting groupwork.
  - What did we learn at the last meeting?*
  - Do you have homework or assignment?*
  - How is your group work progressing?*
  - Did you find any difficulties?*
- c. Students continue their group work and send their recordings (homework) to the teacher.
- d. Teacher gives feedback to the groups.
  - That's good, but it will be better if you ....*
  - Thanks for your hard work, it's nice, but you should ....*
- e. Teacher asks the groups to start making the video, in which they can do it at their own home or in groups (face-to-face), while still implementing the health protocols.
- f. Students in groups begin the process of filming the procedure text video, which has been given feedback, as creatively as possible.
- g. Students upload their video to one of their YouTube channels after all processes are done.

### 3.4.3 Sample of Material 3

Context : Teaching Speaking 3

Material : Procedure Text

Topic : Recipes

Preparation : Students' YouTube video and video links about Procedure Text, WhatsApp group, or Telegram group, speaking assessment form

Procedures :

- a. Teacher greets the students and verifies their attendance.
- b. Teacher gives an apperception to the students and asks about the results of the previous meeting groupwork.
  - What did we learn at the last meeting?*
  - Have you finished recording the video?*
  - How is your group's video?*
  - Did you find any difficulties?*
  - Have you uploaded the video on YouTube?*

- c. Students send their YouTube video links to the teacher.  
 d. Teacher gives feedback and assessment to each group.  
*That's good, but it will be better if you ....*  
*Thanks for your hard work, it's very good.*

No	Name	Aspects				Score
		Vocabulary	Grammar	Pronunciation	Fluency	

Table 1. Speaking Assessment Form

- e. Teacher chooses one video as the best video.  
*Thank you all for your hard work.*  
*It's time for me to announce the best video.*  
*The best group with the best video goes to ....*  
 f. Teacher rewards the best group with the best video.  
*Congratulations to the best group!*  
*I have a present for the best group.*  
*Big applause for the best group!*

One example of students' group work is a video in the following YouTube link:  
[https://www.youtube.com/watch?v=AV9oRyrB\\_3M](https://www.youtube.com/watch?v=AV9oRyrB_3M).

#### 4. CONCLUSION

English has become an international language, so the mastery of English language skills is important. However, the students still face some problems that make them unmotivated and hinder speaking. Considering these situations and conditions, the teacher must address this challenge and determine the most effective strategy for involving students in the teaching and learning process, particularly in speaking. Therefore, YouTube is selected as one of the options for teaching speaking in this article in order to determine how using YouTube in teaching procedure text might improve students' speaking skills. On the basis of the literature review and the application of YouTube in the classroom, it is concluded that YouTube can be beneficial to enhance students' speaking skills in teaching procedure text.

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