Improve The English Speaking Skills of Students Majoring in Language at The Polytechnic by The Use of Youtube Application

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Abstract

English subjects have become part of the curriculum that has been established with the development of technology that is increasingly rapidly English is also one of the software needed in today's global era. however, the problem is that not all students can use English well and fluently. one of the learning media that can be used to train students' ability to speak English which is often considered difficult by students. The results of this research are to see how far YouTube is able to improve students' ability to speak English properly and correctly.

Keywords : Engglish , English Area

1. INTRODUCTION

Most of the students lack confidence in the grammar they use, are afraid of being criticized when speaking in English by their friends, do not master much vocabulary, feel nervous, worried, and anxious when they have to speak in English. The application of video in teaching speaking presents interesting and easy-to-understand material to build students' speaking skills. It makes students know how to speak properly as native speakers, and they are no longer stressed whether what they are talking about is right or wrong, because they have seen native English speakers speak like that.

Related to education, especially in English, YouTube has a very important role in conveying information because YouTube can be accessed by students from various countries in the global where everyone has a different language. this means that YouTube is considered as a source of online material that can be used in the procedure of learning English because it can improve students' speaking skills.

This provides an outlet for students, and most importantly YouTube videos give students the opportunity to engage meaningfully in English. the level of student understanding of a subject when seeing, hearing and producing material during learning is higher than students who only see during learning and only see and listen.

2. LITERATURE REVIEW

Departing from the absence of an appropriate competency textbook, the use of youtube videos can also be used as a solution to the problem of decreased learning motivation, lack of psychological interactions between teachers and students. Based on Hamalik’s explanation, the use of media can arouse interest, motivation, stimulant in teaching and learning activities, as well ass influence psychology of students.

3. METHODOLOGY

The purpose of this study is to improve students' speaking skills using the YouTube application. This study uses a qualitative design. Qualitative methods are concerned with the collection, analysis and interpretation of complete, narrative and visual data to gain insight into a

particular phenomenon of interest. This study uses a qualitative research design that aims to examine and analyze the features of women's language used by lecturers in teaching English.

Qualitative research is conducted through interviews with respondents in naturalistic situations to investigate the lives of individuals, groups, communities, and organizations that are everyday or extraordinary in nature. The data is taken based on the perceptions of local participants through a process of in-depth observation, understanding empathy, and prejudice about the topic being discussed.

4. RESULT AND DISCUSSION

Based on the results of the study, found several problems related to students' speaking skills. students' understanding of English grammar continues to be low, they also have limited vocabulary. One way that can help the learning process in the classroom is the use of media. Visual and audio media are types of media that can be used as a means to facilitate teaching and learning activities in the classroom, especially in learning English. One of the most commonly used media worldwide is YouTube. Not only as an entertaining media source, YouTube also can play a big role in helping students learning process.

The purpose of this study is to describe how YouTube videos can be used to improve students speaking skills in English, and to describe the process of using YouTube videos in English teaching and learning activities. The subjects of this observe were students of the fifth semester of the English Language study program for business and professional communication. classroom action research design is used as a method to conduct this research. Data collection was obtained by interview and assessment. This look at concludes that there is an improvement in students' English speaking skills. Fluency, pronunciation, vocabulary, context, and grammar used by students can be visible as aspects of improving speakingskills.

In conclusion, the use of YouTube videos to improve students' speaking skills has demonstrated that material derived from videos can help students recognize the meaning or message via visible expressions, gestures, and the language used. In other words, the use of video not only provides enter for the use of authentic and easy-to-understand English, but also helps students to master speaking skills in linguistic and cultural contexts. In practice, the use of video is very frequent and commonly used in English teaching activities. To avoid boredom and a run of the mill atmosphere during classroom activities, the teacher maximizes the advantages and minimizes the disadvantages of using video. some approaches and techniques that can be applied by teachers with regard to the use of video include the following:

a. full play video

With this technique the video is played in full and shown to students. The communication process in the video film is presented so that students can observe authentic learning resources.

b. videos play in sequence

With this technique, the teacher selects one or several scenes from the video to be presented to students with the consideration of saving time when compared to playing the full video. however, this technique can still be a rich source of ideas for activities to practice students' speaking skills. The video scenes selected to be presented are adjusted to the predetermined learning objectives. There are several techniques that can be maximized by both teachers and students. these techniques include the following.

a) active Viewing.

in this activity, students actively observe the video being played while they work on the worksheets that have been given by the teacher regarding the content of the video or other detailed records. This activity is proven to increase students' interest, focus, and attention to the material presented.

b) Freeze Framing and Prediction
in this activity the teacher stops the video image for some time and students are asked to predict what is going on while students observe the verbal message of the image. teachers can also add questions related to the content of the video.

c) Silent Viewing
in this activity, students observe the video without sound then guess what actually happens in the video image and predict the words or sentences which can be spoken, and so on.

d) Sound On and vision Off activity
in this activity, students were asked to reconstruct what befell based on the sound they heard and without video images.

e) Repetition and role-Play
in this activity, students repeat certain scenes in the video to understand the spoken language used in communication and practice these scenes in the form of role playing.

f) reproduction activities
students are asked to reproduce what is said inside the video via describing, writing, or telling stories.

g) Dubbing activity
students are asked to fill in or complete incomplete dialogues orally after watching a video episode with out sound.

h) follow-up activity
This activity gives college students the opportunity to actively discuss in order to acquire the goals of communicative competence.

5. CONCLUSSION

Based on a literature review with empirical evidence and the theory that has been described it can be concluded that the use of video in teaching can improve English speaking skills or abilities of students in the English for business and professional communication study program. through videos, bispro students can learn material that authentic to meet the communication needs in the world of work. For maximizing the advantages of video as a learning medium, lecturers it is better to design activities and learning content according to the needs and needs of students language learning targets. teachers can choose the type of learning video according to the syllabus and achieve learning objectives optimally so that students can gain meaningful learning experiences that can be applied in the world of work.

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