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YouTube: a Modern Breakthrough of Autonomous Learning to Hone Speaking Skills

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ABSTRAK

Previous studies looked into students' interest in learning to listen to English on YouTube autonomously. This study, however, focuses on the advantages of learning to talk. The purpose of this study is to discover the advantages of learning English through YouTube. This study featured an Indonesian student learning English through YouTube. Semi-structured interviews were conducted to collect data, and the data was then thematically evaluated. According to the findings of the study, there are five advantages to studying English on YouTube: students are more motivated to speak English, they can have the capability in conversational skills, learning is adaptable, learning English autonomously; and fostering confidence to speak English. As a result, this study has the potential to broaden our understanding of how to learn English through YouTube autonomously to hone speaking skills.

1. Introduction

Integration of technology in education by instructors and students is a vital aspect of education in the 21st century. Due to the repeated success of technology in language teaching and learning, educators and students must be willing to go to great lengths to include technology in their learning routine. The use of technology in education is rapidly evolving, presenting students with more authentic and relevant learning experiences that engage their effort and behaviour by delivering a more entertaining and effective learning environment (Fatimah, A. S., & Santiana, S., 2017). Learning through mobile devices is an innovative method of education that provides students with a unique state unbound by time. Using these tools, students can determine the time, place, and manner of their education. This condition enables students to develop their learning autonomy and creativity in order for them to assume responsibility for their education (Fatimah, A.S., et al., 2021). In this case, it is YouTube. Internet-based video learning is becoming increasingly prevalent in today's educational landscape. YouTube's plethora of online materials and lessons are a game-changer for university students seeking to improve their English language ability through autonomous learning. This well-known online video streaming platform is a technologically-enhanced learning tool that targets students' motivation and learning skills. Learner autonomy enables students to progress autonomously at their own learning rate, and YouTube videos that provide English language learning lessons aid them in this endeavour completely. The YouTube replay functions that allow students to review, recollect and relearn at their own convenience allow them to view hosted online tutorials for English language acquisition. YouTube is home to many licenced educators, YouTubers, and language instructors who offer free and comprehensive online training for the English language. The course teaching and self-assessment exams supplied in the YouTube videos foster clear comprehension among students as they independently pick up the pace while the video hosts guide viewers in an ordered and planned manner.

¹ Santiana Santiana is a lecture in Universitas Siliwangi, Indonesia. This paper was presented at The 1st International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2022 as a presenter held by the Postgraduate School Universitas Islam Negeri Datokarama Palu, Indonesia.

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This strategy allows students to instantly share the knowledge they have viewed with their study peers, enhancing their incentive to learn. The online contents are conveniently and freely accessible via the web platform. In addition, this method's informal environment fosters a high level of comfort among pupils. There are numerous English language tutorials on YouTube, such as grammar courses and learning to speak and write basic English, business English, and informal English. With temporal flexibility, on the one hand, students' fluency improves since they can conduct frequent self-checks after learning and adjusting to a single lesson. This independent strategy encourages pupils to devote more effort to learn English efficiently. Students require a solid internet connection to access online videos on the YouTube platform, which is a common problem with this type of independent study.

YouTube is a platform for sharing many types of videos, including video, TV, music, **6** movie trailers, and other content such as **blogging, original short films, and instructional videos**. This website permits users to submit, view, rate, discuss, and share videos (Jalaluddin 2016, p.1). In addition, **YouTube is a well-known platform** among internet users, particularly those who wish **to watch, upload, or download videos**. In addition to providing films such as music, movies, sports, **11** **14** the website also includes educational content such as English speaking skills (Kurniawan, 2019). Silviyanti (2014) studied **students' interest in using YouTube movie videos** to practice **their listening skills in or out of class**. She observed that "...students concur that utilizing YouTube in the classroom is useful to their English, that it is enjoyable to review what was discussed in class, but that they are less inclined to utilize it outside of class." The limitation of the previous study is that it focused solely on student interest in honing listening skills in and outside of class.

24 Consequently, **this study focuses** solely **on the** advantages **of learning English** Speaking via YouTube. In this instance, the researcher identified the student who will act as the participant; he has always observed and learned English speaking via YouTube. Therefore, the researcher wished to discover the advantages of learning English using YouTube and did so. Therefore, this study's issue statement is "what are the advantages of using YouTube to learn English speaking?"

2. Literature Review

Communicating orally is one of the four fundamental linguistic skills associated with responding and talking with others, enabling comprehensible oral contact (Larsen-Freeman, 2013). Speaking abilities are correlated with **23** comprehension, pronunciation, grammar, vocabulary, fluency, intonation, and expression (E. Palmer., 2018). However, **when it comes to learning English as a foreign language**, speaking is generally regarded as a big problem due to the sophisticated collection of skills students must execute when speaking in English. (Manit Wongsa & Jeong-Bae Son, 2022). Numerous pupils are influenced by their mother tongue (Purwanti et al., 2022), and shyness and fear might prevent students from expressing themselves. Although some children may comprehend the topic of the conversation, they may choose to remain silent.

9 Vocabulary, pronunciation, grammar, and fluency are all areas **in** which spoken and written language are fundamentally **2** distinct. Students have difficulty interacting effectively and spontaneously in English because, despite having the appropriate **vocabulary to describe their thoughts and emotions, they do not know how to say them**. This is even though students have no trouble describing their thoughts and emotions in English. Students also report that speaking is a more difficult skill to master than reading, writing, or listening, and there are two main reasons for this. To begin **2** speaking has its place in the actual world. In most cases, the individual with whom we are having a conversation will be **waiting for us at that particular time**. **Second**, unlike **when we** write, when **we** talk, we **cannot** change or improve upon the things we have already said.

Some challenges arise during **the teaching and learning process in foreign language** classes: **1) Some students are embarrassed by the thought of making blunders in front of their classmates. 2) To prepare their work, several students approached their classmates and inquired about English vocabulary. Students have difficulty verbally expressing their opinions. 4) Students require much time to compose and present a poem. 5) Some kids are uncertain of what they are saying. 16** **The study findings** identified grammar, fluency, and pronunciation as other issues with English language ability (Syafiq, et al., 2021). **YouTube can be** utilized as **a tool for teaching** speech because it can be used to learn **2** to speak autonomously. YouTube was picked because this website makes a significant contribution pertaining to the act of **teaching and learning**. **It delivers a large quantity of video content that can be used in the classroom**. In the initial step of solving this challenge, students utilize YouTube as a medium. **YouTube is a video-sharing website where users can publish, share, and view videos** (Riswandi, 2016). **YouTube is a Web-based public access platform that enables users to publish, view, and share video clips over the internet via YouTube.com, other websites, mobile devices, blogs, and email** (Burke & Snyder, 2008). Academics deem YouTube an

alternative approach for enhancing pupils' speaking skills. After seeing YouTube-hosted videos, it is anticipated that students could be able to derive speech ideas from the speaker's actual environment, allowing them to engage in imitational, intensive, responsive, intensive, interactive, and lengthy speaking performances. Students can also acquire new terminology and examples of proper pronunciation, which allows them to improve. The students' speaking skills will improve if they are supported by real-world environments or authentic materials that serve as their schema. The implementation of this technique consists of the pre-task-based phase, the task cycle phase, and the language concentration phase. This method is intended to assist students in resolving issues and enhancing their speaking proficiency.

Berk (2009) shows that using films in educational contexts positively benefits students' cognitive and emotional hemispheres. Watching movies and improving their memory affects students' ability to demonstrate strong mental connectedness. Ultimately, through watching videos, students retain more information than simply reading text. Paulsen (2001) stated that students would have positive outcomes when online materials are utilized appropriately. Benson (2011) highlighted that online learning provides learners with a plethora of linguistic and non-linguistic information by exposing them to a new language through a broad range of media and giving them various learning options. The YouTube program facilitates the viewing, downloading, and posting of videos and their sharing. In this application, students can also indicate their preferences and provide feedback.

3. Methodology

The researcher has carried out the research by employing the research method known as a descriptive case study. A descriptive case study strives solely to offer a detailed, contextualized image of the particular occurrence (Yin, 2003) and this is what the researcher has done. The researcher attempted to describe the benefits of learning English speaking through YouTube from the participant as the reason for using a descriptive case study, which was the reason utilized since it was based on the formulation of the problem.

The following procedures were employed in the course of carrying out this research: first, the researcher was responsible for preparing the interview question list and bringing it with them. Two, when the researcher finally met with the participant after setting up an appointment with them. The third point is that the researcher interviewed at the location of the participant. In the fourth step, once the researcher had completed the interview, they transcribed and studied the recording of the interview, and then they came to a conclusion.

The researcher relied on the semi-structured interview to collect the necessary data for the study. The semi-structured interview will include a list of topics or issues that will be explored, but the interviewer will have the freedom to vary the phrasing of the questions and the sequence in which they are asked. The use of semi-structured interviews was chosen for this project for several reasons, one of which was the fact that they enable informants to articulate their perspectives utilizing language that is entire of their choosing.

Using thematic analysis, the data were examined. In qualitative data, thematic analysis is the process of detecting patterns or themes. The use of a theme analysis is justified by the fact that it can be applied to studies that are beyond the scope of an individual's expertise. Braun and Clarke (2006) identify a six-step framework for conducting.

1. Familiarization with the Data

During this phase, the researcher reads and rereads the data to become acquainted with it. To undertake a theme analysis, it will be necessary to transcribe the data into textual format. Through several readings, the researcher then attempts to comprehend and become acquainted with the facts.

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2. Initial Code Generation

After becoming acquainted with the data, the data were categorised into several codes. Codes identify an aspect of the data that appears interesting to the analysis (Braun & Clarke, 2006). The researcher can code the data by taking notes or making a mark on the text being analyzed. Emerging from the code may be a theme.

3. Searching among Codes for Themes

Once all codes have been initialized, we will go on to the following stage. In this step, the researcher attempted to examine the data by categorizing the codes according to a likely theme and grouping codes that received equal attention. To simplify this phase, we can employ "visual representations" to assist the researcher in classifying the various codes into themes. The researcher could utilize tables, and mind maps, or record the name of each code into themes (along with a brief explanation) on a separate sheet of paper and organize them into topic piles.

4. Considering Themes

During this phase, the researcher re-examined or reread the themes. The researcher might uncover themes that do not have a theme or, mix many topics that could potentially become one theme. In addition, the researcher may discover that some of the facts do not align with the topic, there, it should be re-write a new topic.

5. Defining and identifying the theme

In the subsequent step, the researcher attempted to find the theme by defining and refining it into the principal theme. At the end of this phase, the researcher considers the themes' final names. Names must be succinct, memorable, and quickly convey to the reader what the idea is.

6. Creating the Final Report

After the researcher has completed the preceding processes, the final phase entails the production of the report. The researcher describes the data's intricate narrative. This section is intended to persuade the reader of our analysis. The analysis (including data extracts) must give a succinct, cohesive, logical, non-redundant, and engaging description of the data presented within and between themes.

4. Results and Discussion

After analyzing the data using thematic analysis (Braun & Clarke, 2006), the findings addressed the research question, "What are the advantages of learning English speaking using YouTube?" The researcher finally recognized five emerging themes: (1) Motivate students to speak English; (2) Building capability in conversational skills; (3) Flexible time in learning English; (4) Learning English autonomously; (5) Foster confidence to speak English. These themes show that expanding one's knowledge is a benefit of learning English speaking through YouTube. Each of the themes is provided with facts, analysis, and commentary.

Every student, particularly English learners, desired to form a group of chats to improve their English speaking skills. In line with the findings of the study, learners invite their acquaintances to have a chat to practice English English after watching YouTube. This may be interpreted as a nod of agreement that YouTube enabled them to become conscious of learning in their own time and also enabled them to become engaged in their own learning in a way that did not include interruptions from a higher authority level. They weren't taught how to do it by anyone, but rather they taught themselves how to do it on their own and were successful (Shariff and Parilah, 2019).

Students often find that viewing videos is the most engaging medium for them to learn English. This is because, in comparison to other activities, watching videos does not lead students to feel bored. Students can become proficient in having conversations in English by learning to speak using videos found on YouTube. This is possible because students can learn a new language when they watch videos found on YouTube (Rahayu, 2020).

Students have the ability to customize their learning rhythm by adjusting the time based on their available free time or according to their preferences, which enables them to study in a manner that is more accommodating to their schedules. Independently learning English through YouTube gives students this opportunity.

When the students discussed their experiences with using the application YouTube, it appeared as though they viewed it as a tool that not only assisted them in managing their education but also gave them control over it and the freedom to make their own decisions regarding how best to improve their learning outcome. They do not view it as something that is difficult or that wastes time, but rather as a method of learning that can be constructed. They were able to benefit from this as a result of the fact that they have loved the environment of learning that the application has fostered for them and that they have demonstrated a development in their aptitude for the language.

Students can benefit from watching instructional videos on YouTube when it comes to learning how to speak in terms of how to talk (fluency), vocabulary, pronunciation, and grammar, as well as what topic will be discussed in groups so that each student has the opportunity to exchange knowledge verbally with group members (Syafiq, et.al., 2021). This is in line with the findings of a study that was carried out by Ariyanto et al. (2018), who discovered that using YouTube encourages some students to speak up more actively in class and helps some students speak more actively overall.

Students who choose to learn English independently demonstrate that videos are an excellent medium for learning English as a foreign language. The reasons why students prefer watching videos to studying English can be deduced through structured interviews with students who served as study respondents. The key advantages are that it expands vocabularies, improves listening skills, and provides real-life instances of pronunciation. However, the teacher's role remains important because the students required direction in determining which movies to watch, particularly in regard to language functions or grammatical points.

5. Conclusion

This paper briefly discusses YouTube as a modern breakthrough in autonomous learning to hone Speaking Skills. Students use them to improve their English language skills, as this worldwide language is essential for their future success. The characteristics and accessibility of YouTube facilitate the day-to-day tasks and learning experiences of students, so fostering their independence and allowing them to apply their knowledge to other autonomous learning settings. Students acquire valuable abilities in the process of learner autonomy in the digital age and psychological tolerance for independence as they independently investigate and engage in English language learning. The dynamic model of learner autonomy provides students with numerous options for strategizing their learner autonomy process in order to get their desired language. It is possible to draw the conclusion that utilizing YouTube videos as part of a student's English education leads to significant improvements in both the student's ability to communicate orally and their level of motivation during online instruction. Furthermore, the utilization of YouTube videos for the purpose of learning how to speak increases students' learning motivation in speaking class. This is because YouTube videos provide both images and audio, and as a result, they are able to assist students in perfecting their pronunciation, expanding their vocabularies, and finding it much simpler to come up with ideas for producing sentences while speaking. Students pick up additional grammatical knowledge unconsciously while watching films, which is another benefit. YouTube could also be an excellent resource for teaching speaking since it not only assists students in comprehending the content being presented but also makes the learning process more adaptable by allowing students to schedule their study time according to when they have spare time. As a result, making use of YouTube as a way for helping students overcome obstacles and limitations in understanding English, particularly when it comes to speaking, can be a successful method.

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