



YouTube for EFL Students: Perceptions on Building Speaking Confidence

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ARTICLE INFO	ABSTRACT
<p>Keywords: EFL Students; Perception; Speaking; YouTube</p> <p>Received: 7 Apr 2024 Revised: 23 May 2024 Accepted: 27 May 2024</p>	<p>This study aimed to investigate students' perceptions of utilizing YouTube as a learning medium to foster their speaking confidence in English. Specifically, it explored students' views on YouTube's accessibility, usefulness, and practicality while examining its potential to enhance their confidence in speaking English. The researchers collected data through questionnaires and interviews with 10 second-grade students from SMAN 1 Tinambung. The findings revealed that students perceived YouTube as an accessible and user-friendly platform, aiding their comprehension and vocabulary expansion. Furthermore, they found it useful and motivating to practice proper English-speaking skills. Notably, students acknowledged YouTube's role in triggering their confidence to speak English, whether in front of a camera or in class settings. Peer feedback and comments were deemed valuable for augmenting knowledge and confidence. The questionnaire data indicated positive perceptions, with 80% acknowledging YouTube's accessibility, 82% recognizing its usefulness, 84% appreciating its practicality, and 72% reporting increased confidence levels. The interview data further corroborated these findings, with most students endorsing the continued integration of YouTube, as it facilitated their understanding of lesson materials and bolstered their confidence in spoken English. The study underscored YouTube's potential as an effective learning medium for developing EFL learners' speaking confidence.</p>

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1. INTRODUCTION

During speaking class, to ensure students' satisfaction and excitement to learn this subject, good teachers should provide them with an engaging learning activity. Activities ought to motivate all levels of students among students with introverted or extroverted characteristics and among students with reduced motivation into enhanced motivation in speaking proficiency. In addition, the operation must use technology to attract students' focus (Isma, Lestari, Halim, et al., 2024; Sudewi & Isma, 2023). The class environment may be different whether a teacher is successfully using technology integration in their classroom (Isma, Lestari, Rohimajaya, et al., 2024; Isma, Sudewi, & Amrang, 2024). According to the findings of a study by Shadiev et al. (2018), who examined the efficacy of mobile-assisted learning multimedia learning systems to enhance independent EFL learning in authentic contexts, learners had positive perceptions of the use of didactic in learning the activity.

Speaking is the most crucial skill for second and foreign language learners. For many students learning English as a second or foreign language, mastering speaking abilities is crucial. Speaking English as a foreign language is a challenging talent to teach and acquire since students must grasp a



variety of concepts, including vocabulary, grammar, pronunciation, and other elements (Haryudin & Jamilah, 2018; Isma et al., 2023). When students express their opinions, they should consider each of these factors. There are still many students, second and foreign language learners who still find some difficulties in learning to speak. The difficulties that often cannot be separated from the lack of self-confidence, fear of mistakes, lack of vocabulary, fear of speaking in public grammatical errors, and feeling nervous. Brown & Lee (2015) stated that several factors that were involved affected the speaking performance of the learners such as anxiety, nervousness, and lack of confidence. The students who lack self-confidence will show behavior such as, not doing much, always being hesitant in carrying out their duties, feeling nervous to speak out if they do not get support, closing themselves off, and tending to avoid communication situations.

However, reaching the target or the goal in English is not easy. It is in line with Megawati & Mandarani (2016), that the difficulties of reaching the standard of ability in learning English are caused by several factors, including memorizing, fixating on formulas, being embarrassed to answer, and not being able to pursue targets. Besides these factors, other factors are when students speak, then students will also think about the components of speaking at the same time. Sometimes, students find it difficult to understand or learn about English due to many factors, such as a boring classroom atmosphere, the methods used by the teacher are not varied, etc. However, students must study even harder to master the components of English which is of course so important in speaking. In this case, the way is to support students' motivation to learn, teachers must be more creative in teaching, creative in creating an attractive and comfortable atmosphere during learning.

A teacher should assign an engaging learning exercise to students in a speaking class so that they are engaged and enjoy learning about this topic. Students with weaker motivation and confidence should be encouraged to talk more confidently and with greater motivation through this practice. Additionally, the activity needs to make use of technology to capture students' interest (Isma, Lestari, Halim, et al., 2024). If a teacher uses technology in the classroom successfully, the circumstances of the class may change. Students' opinions on the usage of technology in educational activities were favorable (Isma, Sudewi, & Amrang, 2024; Sudewi, 2020, 2021). Teaching in the classroom should incorporate modern technologies to help students acquire the skills necessary for our new digital society (Isma, 2023a, 2023b; Isma, Basri, Abduh, et al., 2024; Isma, Lestari, Rohimajaya, et al., 2024).

There is one special application for making and watching videos that is most widely used, not only students but all people in society also use it. Besides this application is also equipped with a comment column for users so that users can provide suggestions or input on videos that are watched or that have been made. YouTube is the application's name. One of the most well-known apps in the world, YouTube was created in February 2005 under the name "YouTube.com" by Chad Hurley, Steve Chen, and Jawed Karim. According to Alias et al. (2013), YouTube is the most watched online video platform, with 4 billion hours of video seen and 72 hours uploaded every minute. In addition to music, movies, sports, and other types of videos, the website offers educational content in the form of English-language films. Most people, it is thought, have a YouTube account. As a result, teachers have a fantastic opportunity to use this information to help their students become more proficient speakers.

Phillips & Lindsay (2006) stated that it can be said that mastering a new language is a difficult thing to do and takes a lot of time for students to learn it. Therefore, in learning English, especially in improving speaking confidence, students need something new in learning media to achieve progress and confidence, and teachers can use YouTube. YouTube has grown to become a leading online video-sharing destination. Million video clips on YouTube represent a wide spectrum of user interests including educators, scholars, and researchers. The use of a website in education has been widely introduced by teachers to students around the world. According to Orús et al. (2016), YouTube has a positive impact students on learning achievement, motivation to study certain subjects, and so forth.



YouTube has become one of the most popular websites for sharing videos online. Millions of YouTube video clips showcase a diverse range of user interests, catering to academics, researchers, and educators alike. Teachers throughout the world have been introducing students to the usage of websites for educational purposes. YouTube has a favorable effect on students' learning achievement, motivation to study certain courses, and other aspects (Orús et al., 2016). Based on previous background, the researcher will analyze students' perception of the use of YouTube as a learning medium to improve their speaking skills at one of the senior high school second grade at SMAN 1 Tinambung. The research problem for the study was what is the students' perception related to YouTube accessibility, usefulness, and practicality as learning media? The second one was how the students' confidence in speaking using YouTube as a learning medium?

2. METHODS

The researchers utilized two primary data collection instruments: questionnaires and interviews to gather comprehensive insights into students' perceptions of utilizing YouTube as a learning medium to enhance their speaking confidence in English. The researchers designed a questionnaire comprising 28 statements divided into four sections: accessibility (8 statements), usefulness (7 statements), practicality (5 statements), and confidence scale (9 statements). These statements were accompanied by a Likert scale, allowing respondents to indicate their level of agreement or disagreement with each statement. The questionnaire aimed to capture students' perceptions and attitudes toward the accessibility, usefulness, practicality, and potential impact of YouTube on their speaking confidence. The statements were carefully crafted to elicit responses that would shed light on these critical aspects of the research objective.

To complement the data from the questionnaires, the researchers conducted semi-structured interviews with 10 second-grade students from SMAN 1 Tinambung. These students were selected based on predetermined characteristics relevant to the study. The interview protocol consisted of open-ended questions designed to elicit in-depth responses from the participants. The researchers inquired about the students' perceptions of using YouTube as a learning aid to improve their confidence in speaking English. The interviews were conducted conversationally, allowing for follow-up questions and probing based on the participants' responses. To ensure accurate data collection, the researchers recorded the interviews using a smartphone recording device, capturing all the information conveyed by the respondents.

For the questionnaire data, the researchers calculated the percentages of responses for each statement based on the Likert scale responses. Regarding the interview data, the researchers followed a three-step process: (1) Data reduction: Organizing and condensing the raw interview data into meaningful categories and themes; (2) Data display: Presenting the condensed data in a structured and accessible format, facilitating analysis and interpretation; (3) Drawing and verifying conclusions: Analyzing the displayed data to derive insights, patterns, and conclusions, while verifying their validity through triangulation and peer review. By integrating the questionnaires and interview data, the researchers aimed to obtain a comprehensive understanding of students' perceptions of using YouTube as a learning medium to enhance their speaking confidence in English.

3. FINDINGS

The data of the two instruments was then analyzed, and it was integrated into several subcategories of analysis.

3.1 The Results of the Questionnaire

Table 1. The Percentage of Each Statement on Accessibility Statements

Statements: Accessibility	Responses				
	VA(%)	A(%)	N(%)	DA(%)	VD(%)
1 I have a YouTube account	30	50	10	10	0
2 I usually access YouTube every day at home because the internet network access is smooth	10	30	50	10	0
3 At school, I always access YouTube for a certain time, and it is limited time during rest hours	10	30	40	20	0
4 I usually use free Wi-Fi to access YouTube both at home and at school	10	50	20	20	0
5 Besides accessing the internet or YouTube using Wi-Fi, I also usually use my personal data quota	10	50	40	0	0
6 I can access YouTube every time and wherever I am	20	60	20	0	0
7 I access YouTube more often than other social media applications	0	30	50	20	0
8 At home, I always access YouTube for a certain time, and it is limited during recess	0	20	50	30	0
Total	90	320	280	110	0
Average	11	40	35	14	0

From all the analysis in the “accessibility” section, it can be concluded that more informants already have a YouTube account. Most of these informants also access YouTube more often than other applications both at home and at school by using a Wi-Fi network and sometimes using their personal internet quota. Some informants often have difficulty accessing YouTube due to limited network and internet quota.

Table 2. The Percentage of Statement on Usefulness Statements

Statements: Usefulness	Responses				
	VA(%)	A(%)	N(%)	DA(%)	VD(%)
1 I access YouTube to study English in terms of speaking, grammar, pronunciation, reading strategy, vocabulary, etc	30	50	20	0	0
2 When I access YouTube, I usually study and practice how to pronounce English vocabulary	30	50	20	0	0
3 I feel that YouTube can help me increase my confidence in speaking through the videos I watch	40	40	20	0	0
4 I watch lots of videos on YouTube about how to speak well and stay confident	30	30	30	10	0
5 I feel my confidence level has increased by self-recording and uploading it to YouTube	20	10	40	30	0
6 By creating a YouTube account, I feel it has a positive impact on my skills and knowledge	30	60	10	0	0

	because YouTube is a good and interesting application to use so I feel excited					
7	I feel that by watching learning videos on YouTube, I am more motivated to apply various ways of speaking properly and correctly	40	40	20	0	0
Total		220	280	160	40	0
Average		32	40	23	5	0

From all the analysis in the “usefulness” section, consequently, it may be said that most informants use YouTube for educational purposes medium to increase their knowledge because YouTube makes them more motivated and enthusiastic in practicing English. Not only that, but some informants also feel more confident after recording themselves in English, but some informants feel less confident when they are asked to record themselves and then upload them to YouTube, they prefer to practice speaking English directly. in front of the class or in front of their friends.

Table 3. The Percentage of Statements on Practicality Statements

Statements: Practicality	Responses				
	VA(%)	A(%)	N(%)	DA(%)	VD(%)
1 I think there is no problem registering for the YouTube account because the instructions listed are very clear	10	60	30	0	0
2 I think the instructions on YouTube can be followed easily because it uses Indonesian, and the language can also be changed	30	60	10	0	0
3 I think uploading a video on YouTube is easy to do because each command on the symbol shows a clear description	30	30	40	0	0
4 I think YouTube can give me a model of a good speaker easily just by typing a keyword, thousands of videos that are searched will appear	30	60	10	0	0
5 If the teacher asks me to upload 5 videos a day, I think it is an easy thing to do	20	40	20	20	0
Total	120	250	110	20	0
Average	24	50	22	4	0

From the fifth statement above, the researcher has measured every attitude and opinion towards the informants. From all the analysis in the "practicality" section, it can be concluded that most informants are constrained in terms of limited internet access such as inadequate quotas and if viewed from the perspective of students' ability to use or access YouTube, it is quite good, this is because the informants are accustomed to learning through videos-learning on YouTube and have even made videos of their work. In addition, based on the informants' statements regarding the use of YouTube, they admitted that adding insight and knowledge through YouTube is a practical, easy, and certainly interesting way.

3.2 The Results of the Interview

Question 1. Since when did you start to know or use YouTube?

Some of the students have known and even used YouTube since about 1-3 years ago. In addition, some students claim to have known what YouTube is for a long time but have only had an account since



the middle of 2020. There are even students who do not have a YouTube account who often access it, such as when they are at an internet café that provides laptops and wi-fi networks.

Question 2. How much time do you spend playing or surfing on YouTube?

The result of the students' answers showed that the average informant often plays YouTube and spends at least 10 minutes, a maximum of 3 hours each day. There was also an informant who admitted that every day he had to finish 1 video and that was enough, and then he finished another video the next day. To find out what videos they always watch on YouTube.

Question 3. What do you watch most often while playing YouTube?

The result of the students' answers showed that the informants more often watch learning videos on YouTube, they feel entertained while learning so they are interested in learning other foreign languages, especially English. But not only learning videos, but they are also looking for videos that contain elements of entertainment and relaxation.

Question 4. Do you think that YouTube has influenced your confidence in speaking?

Some students feel that their self-confidence is increasing after YouTube is used as a learning medium, some are by imitating how to speak, and some are motivated by motivating video content. Thus, confidence is increasing through this method. However, there is also a student who feels that their self-confidence has not increased or is the same as before watching YouTube, because this student admitted that he was not very interested in watching English films or videos that were motivating.

Question 5. Did you previously feel less confident in speaking in front of the class or in front of the camera?

Some students stated that before and after YouTube was involved in learning, they felt that their self-confidence was increasing, also helped by encouragement and support from the teacher. Furthermore, some students are less confident when the teacher asks them to speak in front of the class and witnessed by their classmates, but when the teacher gives another option by asking students to record themselves speaking, and then uploading it to a YouTube account, these students feel more confident in that way. In addition, some students can receive it in both ways, whether it is speaking directly in front of the class or through self-made videos.

Question 6. How do you feel after uploading your video to YouTube?

Some of the students' responses about how they feel after uploading their videos to their YouTube account as an assignment, some students like and enjoy it and even feel enthusiastic, and some of them also think that this way can make them more accustomed to speaking English. This is because YouTube is one of the best applications in the world. In addition, students also strive to remain confident in doing assignments that way, because students are aware that they are obliged to do the assignments that the teacher has given.

Question 7. Do you have any problems using YouTube when uploading videos?

From these quotes, it can be concluded that the obstacles they face most often are limited internet networks which are sometimes unstable for remote areas, and for those who do not have a wi-fi network at home the limited internet quota they have. Some say their upload process is sometimes delayed due to video shooting that has to be repeated many times because of an error. Giving free quotas to students will help their learning process, especially students who live far from cities.

Question 8. Among the problems in speaking (lack of confidence, fear of mistakes, lack of vocabulary, fear of public speaking, grammatical errors, and feeling errors), which one significantly increases in you?

Many students think that one of the biggest problems is lack of vocabulary and lack of self-confidence that is caused by feelings of anxiety and fear of being wrong.

Question 9. Do you agree that all teachers apply YouTube as a learning medium?



Regarding student approval, YouTube is used as a learning medium for all subjects. Some students stated that they agreed with this because they felt that learning by using a video application was very fun. Some say, that if this is implemented, it is very likely that the teacher will provide internet quota for free, and that is what he is waiting for. In addition, some students only follow the teacher's decisions.

4. DISCUSSION

Based on the results finding, there were some interesting things to discuss. One of them is that most students have a YouTube channel and almost every day they use it for several reasons, such as listening to music or viewing the latest news, watching learning videos, and motivational videos to increase self-confidence, and there even students who upload creative videos to their account YouTube respectively. Whatever the reasons they have, this is a good idea for teachers to optimize students' habits as a way to increase students' knowledge and confidence in speaking English. Also, through videos and uploads, new skills can be discovered as a bonus in this activity. Students are good at editing videos and of course, this will be useful for them in the future as prospective teachers. Sometimes they had to incorporate videos into future lessons even now that this has been implemented, and this is very relevant because now and of course in the future, virtual classes will dominate the teaching and learning process, so this is a good start for students to have this experience, one of which is video editing. As for supporting journals, according to Kurniawan (2018) using YouTube as a learning medium can bring up some of the latest skills from students, such as being creative in editing videos which will certainly be very useful in future learning.

In addition, another finding is that when YouTube becomes a learning medium, students feel that there is progress in themselves such as increasing self-confidence due to encouragement and demands in an assignment in the lesson. They were asked to find an English video on YouTube as an example or reference in making their videos in the form of conversations with their group friends of course this has a very positive impact. Based on the analysis of the questionnaire, most students that always ashamed to speak agree that they are more self-assured in speaking English in front of many people after it is implemented. This statement was supported by Kurniawan et al. (2018), in the videos, students are free to express themselves. One reason for this could be that they are speaking in front of the other students without any audience, which keeps them from feeling embarrassed or sidetracked. Even though the activity was limited to speaking in front of the camera, it gave the children the courage to talk confidently.

In addition, based on the data found in the interview session, students' perceptions immediately rise, one of which is after YouTube is used as a learning media, their weaknesses such as lack of confidence, fear of mistakes in English, lack of vocabulary, etc. All of that can be overcome by studying hard with practicing which of course is assisted by an application called YouTube because many positive things in it can be applied and imitated. However, some students also admitted that sometimes they have difficulty accessing YouTube because some students' homes are located in areas that are difficult to reach the internet network, as well as the limited internet quota that students have, so they have to work even harder if they want to get a strong network and accessing YouTube for free like in schools that provide Wi-Fi. This is also supported by Subramaniam et al. (2013) some students sometimes had problems when accessing YouTube, that as problems concerning an internet connection, and purchasing credits or internet data with money.

5. CONCLUSION

Firstly, after analyzing the data obtained from the questionnaires and interviews, the authors conclude that based on accessibility, and usefulness indicators, are 1) the students perceive that YouTube can help them improve their understanding and increase their English vocabulary. 2) the use



of YouTube in learning English is very useful and interesting as a way to study and students also feel motivated in this way. 3) learning through YouTube is quite good, practical, easy, and interesting way.

Secondly, regarding whether YouTube can help students increase their confidence in speaking English, it can be concluded that some students claim to be brave and confident when their teacher asks them to express their opinion using English in front of the class, while the rest of the students are still less confident. Students also dare to display poetry or dialogue in English when the teacher asks for it so that students feel satisfied with the results of their achievements with the teacher.

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