



## Making Use of YouTube for English Speaking Skill Enhancement: Pre-Service Librarians' Practices and Perceptions

**Dalilan**

Universitas Islam Negeri Raden Fatah, Palembang

[dalilan\\_uin@radenfatah.ac.id](mailto:dalilan_uin@radenfatah.ac.id)

**Mulyadi**

Universitas Islam Negeri Raden Fatah Palembang

[mulyadi\\_uin@radenfatah.ac.id](mailto:mulyadi_uin@radenfatah.ac.id)

**Nuraini**

Universitas Islam Negeri Raden Fatah Palembang

[nuraini@radenfatah.ac.id](mailto:nuraini@radenfatah.ac.id)

### ABSTRACT

YouTube is nowadays well known as a social media platform in the Internet. This advanced technology-based application is freely used by all people, including by both school students and university students. The objective of this study was to investigate pre-service librarians' practices and perceptions on using YouTube to encourage their skills in English speaking practices. This study was designed as a qualitative descriptive study using a question survey with two options (*Setuju* and *Tidak Setuju*) to collect data. The data were collected from 66 students of Library Science Study Program at Faculty of Humanities, UIN Raden Fatah Palembang. They were at second semester participating in the course of English for librarian in the ongoing semester. Data from the survey were analyzed by using thematic analysis. The result of the study indicated that all research participants preferred to speaking lesson more than other lessons such as reading, listening, and writing. In addition, they were considerably encouraged to post their speaking recorded videos in YouTube platform as their English self-assets in the online environment. They have made use of such recorded videos of English speaking practices as the learning media to improve their English speaking skills. In conclusion, speaking practices using English recorded and uploaded to YouTube were perceived as the path for the students to be fond of English communication and benefit them to enhance their English speaking skill in their future career as a librarian.

**Keywords:** English speaking practice, Perception, Pre-service librarian, YouTube

**First Receive:**

1 April 2024

**Revised:**

15 May 2024

**Accepted:**

11 June 2024

**Final Proof Received:**

14 June 2024

**Published:**

30 June 2024

### How to cite (in APA style):

Dalilan, Mulyadi, & Nuraini. (2024). Making Use of YouTube for English Speaking Skill Enhancement: Pre-Service Librarians' Practices and Perceptions. *ELITE Journal*, 6(1), 35-42.

## INTRODUCTION

Social media such as YouTube can be used to help students motivate themselves to practice English speaking in an independent way. Recorded videos of English speaking

practice uploaded to YouTube platform can be an alternative way to help students correct their speaking performance and improve their English speaking skills (Truong & Le, 2019). Correction can be made by the help of teacher or lecturer's spoken input in the classroom while playing the videos in front of the students. This kind of activity can make students more engaged and enthusiastic to improve their pronunciation, intonation, expression needed in a dialogue (Ataei & Puteh, 2012). It is an innovative way for students to learn themselves through watching visual and physical recordings.

Speaking involves more than one or two participants who build collaborative interaction, providing them with wide opportunities to explore their own potential using English as a means of communication. Since English is not their native language and as a foreign language in Indonesia, speaking English for Indonesian EFL learners is a big challenge. They face emotional and mental constraints when starting to speak English. Worried about making mistakes, inhibited from expressing ideas, feeling shy, lack of self-confidence are among the challenges experienced by the students themselves (Jannah & Fitriati, 2016; Truong & Le, 2019). These barriers appear early before the students practice English speaking. They even feel more severe about these obstacles when being looked on by their classmates, particularly when practicing English speaking in front of the class. Traditional methods applied in the learning of English speaking are not innovative and discouraged to students. To boost students' speaking using English, incorporating technology facility such as YouTube into the learning may provide students with new motivation, perspective, and attitudes.

It is central to encourage students to experience English speaking practices independently in order to alleviate mentioned constraints above. By this mode, they have freedom to explore their personal speaking skills using English. They freely decide where and when they do the practices after being equipped with clear and specific instruction. This allows the learners to access a native language in a natural context (Nurkholida, 2016). Taking video recordings of the English speaking practices in the natural contexts may bring about distinctive motivation, self-confidence, and perspective to the students' party. They also meet with a new experience when those recording are uploaded in YouTube platform. Uploading students' English speaking practices in YouTube has two positive advantages. In one hand, a lecturer or a teacher can use it to assess students' speaking ability, also listening, through watching and listening together with students (Watkins & Wilkins, 2011). Immediate feedback can be simultaneously given to the students' inaccurate word pronunciation, intonation, and expression. In another hand, students can independently and repetitively correct basic competences in speaking such as word pronunciation, falling and rising intonation, and also mimic expressions.

YouTube platform is seen as an effective learning media to improve students' speaking, especially English speaking. Previous investigations have indicated its positive contribution to students' English speaking performance. Recording videos of speaking practices had had positive impact on students' motivation (Su et.al., 2021), significantly effect on students' mind and senses, and emotional and verbal intelligence, and learning styles (Berk, 2009), strength of imitation and repetition, proper intonation and stress when uttering sentences and correcting grammar (Sherman dkk., 2016), speaking without hesitation, unwanted interruption, and word repetition (Alkathiri, 2019), remembering information strongly and speaking flexibly (Wagner, 2007). In addition, a collaborative learning to speak between two or more participants can be generated in a conversation recorded and then uploaded to YouTube facility (Roodt & De Villiers, 2011). Jati, Saukah, and Suryati (2019) claimed that speaking content on YouTube promote students' speaking fluency and accuracy.

However, none of them extended their work more particularly to students' perceptions on recording videos of speaking practices posted to social media like YouTube which can cause to emerge their fearlessness and initiative to speak in English freely without mental burden, especially in the context of library environment where the students under investigation never practice it.

Previous studies have revealed that videos of recorded English speaking uploaded to YouTube offer much contribution to students' speaking skill enhancement. However, speaking in English in a context of specific purposes in which it is spoken in a particular setting such in a library environment is not an easy task for pre-service librarians or students of library science study program. In a preliminary survey via WhatsApp group of the classes conducted in the beginning of ongoing semester all students under investigation responded that speaking practice is the most preferred lesson they wanted to have for *English for Librarian* subject matter. Yet, they also answered that speaking in English is not such an easy task because of inherent internal and external constraints, for examples, no experience of practicing English speaking in a specific setting like in a library context, no partner to speak in that context, shyness to speak English in an open or public area, no self-confidence to speak although they can speak it a little, attitudes of viewing English as a language which is not crucial for their future, and difficulties in communication or exchange using English. These perceptions suggest that using English for specific purposes such as in the case of librarian life is the root of the obstacles. The lack of English speaking practices in the setting of library environment can be another root. Offering students a new approach to support and enhance their English speaking skill by making use of social media like YouTube may allow them to engage in a more attractive and motivated way. Accordingly, this present study aimed at investigating how YouTube based-recorded English speaking practices contribute to the investigated participants English speaking skills and how they perceive the benefits of uploading the recordings uploaded to the widely popular social media.

## METHOD

### *Data Collection and Analysis*

This study is designed as a qualitatively descriptive research. The sources of data were collected from a question or statement survey. A number of 65 students from Library Science Study Program of Faculty of Humanities, UIN (State Islamic University) Raden Fatah Palembang participated in this study selected purposively (Creswell, 2012). They are distributed in two classes (23 ILPUS A and 23 ILPUS B). They were deliberately decided as the participants who are taking *English for Librarian* course in the ongoing semester (second semester students). In relation to the materials of speaking, 5 dialogues were taken from *Everyday English for Librarian* by Nurani (2019). The topics of the dialogues are *Self-Introduction*, *Introduction of New Student at the Library*, *Helping Library Users*, *Overdue Book*, *Librarian Work*, *Library Regulations*. Survey used in this study refers to question or statement survey with two options (*Setuju* and *Tidak Setuju*) as proposed by Dornyei (2010), having 17 statement items related to issues regarding speaking practice in English and its recordings uploaded to YouTube platform. The statements in the survey were in Bahasa Indonesia in order to make it easy for students to understand and profound information concerning students' perceptions can be elicited. Data from the survey were analyzed by using a simple percentage formula and thematic analysis.

### ***Setting of the English Speaking Practice***

Based on a preliminary interview before the ongoing semester started, majority of the students responded that speaking was the most preferred skill they wanted to enhance. Since then, speaking became the focus of class activity. The students were instructed to practice the dialogues with the topics mentioned above. Freedom was given to them to practice either inside or outside the classroom. Most of them had an agreement to practice outside the classroom but some of them also practiced in the classroom. English speaking practices were carried out in pair using their own classmates. They were instructed to record their dialogues using VN facility in their mobile phones. The recorded videos were uploaded to YouTube platform and shared to available WhatsApp group of the class. In the class meeting as scheduled, the videos were downloaded and replayed in front of the class. All students watched them and in the same time corrective feedback was provided. Corrective feedback was concerned with giving them instructions how to pronounce words correctly, how to put appropriate intonations, and necessary simulated expressions. A number of 5 speaking practices have been carried out by the students since the beginning of semester.

### **FINDINGS AND DISCUSSIONS**

The objective of this study is to elicit the perceptions of the students of library science study program on English speaking practices being recorded and uploaded to YouTube application. The results of the study are delineated in the following table.

Table 1: Statement survey using two options

| <b>Statements</b>                                                                                                                                                                                                        | <b>Agree</b> | <b>%</b> | <b>Dis-agree</b> | <b>%</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|------------------|----------|
| <i>Speaking adalah pelajaran yang paling saya sukai dibanding reading, listening, writing dalam belajar Bahasa Inggris untuk pustakawan (English for Librarian).</i>                                                     | 58           | 89%      | 7                | 10%      |
| <i>Topik-topik dialog yang berkaitan dengan lingkungan dan kebutuhan layanan perpustakaan yang dipraktekkan dalam percakapan bahasa Inggris bersama teman sekelas sangat berguna bagi saya sebagai calon pustakawan.</i> | 62           | 95%      | 3                | 5%       |
| <i>Saya lebih menyukai praktek speaking Bahasa Inggris secara mandiri bersama partner teman sekelas .</i>                                                                                                                | 60           | 92%      | 5                | 8%       |
| <i>Mempraktekkan speaking dalam Bahasa Inggris di ruang terbuka di lingkungan kampus lebih bebas dan nyaman tanpa disaksikan teman-teman di ruang tertutup di kelas</i>                                                  | 38           | 58%      | 27               | 42%      |
| <i>Ada rasa malu dan kurang percaya diri praktek speaking Bahasa Inggris di depan teman (publik) dan dosen pengampu matakuliah.</i>                                                                                      | 43           | 66%      | 22               | 34%      |
| <i>Merekam praktek speaking dalam Bahasa Inggris merupakan hal baru bagi Saya.</i>                                                                                                                                       | 43           | 66%      | 22               | 34%      |
| <i>Mengunggah hasil rekaman praktek speaking dalam Bahasa Inggris di YouTube merupakan pengalaman baru yang sangat menarik</i>                                                                                           | 52           | 80%      | 13               | 20%      |
| <i>Muncul motivasi dari alam bawah sadar saya untuk mempraktekkan percakapan Bahasa Inggris sambil merekamnya.</i>                                                                                                       | 44           | 67%      | 21               | 33%      |

|                                                                                                                                                                                                                         |    |      |    |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|----|------|
| <i>Saya sangat termotivasi mempraktekkan percakapan dalam Bahasa Inggris begitu dosen memberi tugas mandiri</i>                                                                                                         | 50 | 77%  | 15 | 23%  |
| <i>Saya tidak malu atau takut merekam percakapan dalam Bahasa Inggris dan diunggah di Youtube yang dilihat dan didengar banyak orang walaupun banyak kesalahan pengucapan kata atau kalimat.</i>                        | 49 | 75%  | 16 | 25%  |
| <i>Saya baru menyadari bahwa rekaman percakapan saya di YouTube merupakan media belajar yang sangat membantu merangsang dan meningkatkan bakat dan ketrampilan speaking Bahasa Inggris saya.</i>                        | 59 | 91%  | 7  | 10%  |
| <i>Merekam percakapan Bahasa Inggris kemudian mengunggahnya di YouTube mengurangi rasa malu dan melatih kepercayaan diri Saya dalam belajar menggunakan Bahasa Inggris</i>                                              | 60 | 92%  | 5  | 8%   |
| <i>Melalui rekaman percakapan Bahasa Inggris yang bisa disaksikan sendiri di YouTube memberi kebebasan bagi saya kapan saja dan di mana saja untuk mengoreksi kesalahan sendiri dalam hal pengucapan kata per kata.</i> | 63 | 97%  | 2  | 3%   |
| <i>Timbal balik koreksi dari dosen di kelas terhadap penampilan speaking Bahasa Inggris saya dalam rekaman di YouTube sangat membantu memperbaiki ketrampilan saya dalam hal pengucapan kata per kata</i>               | 65 | 100% | 0  | 0%   |
| <i>Saya jadi tahu di mana intonasi turun dan naik lewat koreksi timbal balik yang diberikan dosen dengan memanfaatkan rekaman percakapan di YouTube</i>                                                                 | 62 | 95%  | 3  | 4,6% |
| <i>Dengan memutar berulang-ulang rekaman percakapan Bahasa Inggris di Youtube membantu mengingatkan saya mengucapkan kata per kata terkait pelayanan perpustakaan secara tepat dan akurat.</i>                          | 62 | 95%  | 3  | 5%   |
| <i>Rekaman percakapan Bahasa Inggris saya di YouTube merupakan aset masa depan yang berguna ketika di kemudian hari berkarir sebagai pustakawan.</i>                                                                    | 60 | 92%  | 5  | 8%   |

Table 1 above demonstrates that 58 pre-service librarian under the investigation or 89% of them preferred speaking lesson to other skills such as listening, writing, and reading in the context of English for Librarian (EFLIB) course they are participating in the ongoing semester. This confirmed the responses given by majority of the students in the preliminary interview the before the class began.

For speaking practices, they were provided with texts of dialogue having determined topics that has been available in their RPS (Rencana Pembelajaran Semester), a learning scenario document. Result of the study indicated that 95% or 62 of the whole students viewed the relevance of the topics to their needs in terms of library service and environment. In the context of English for specific purposes (ESP), topics closely relevant or connected to the discipline in which students are learning it are strongly recommended (Jordan, 1997). The result suggested that the given topics stimulated their preference to the speaking practice exposure when learning EFLIB as one of the subject matters they are taking up in the ongoing semester.

The students liked much to speak using English and they wanted to do so in an independent way (60 students or 92%). As a matter of fact, for students who never use English or almost rarely speak in English such as those of commonly Indonesian EFL learners, close friends or peers of classmates can encourage them to speak independently without being afraid to be criticized by own classmates or friends. Commonly, Indonesian students have a feeling of being blamed and fear of making mistakes in spelling English words (Kurniawan, 2019; Putri & Rahmani, 2019 ). However, 38 students (58% of them) felt free and comfortable when practicing English speaking outside of the classroom without being watched by their classmates. This will most likely hinder their independence in an attempt to show their speaking skill potential. But the finding also showed that 42% of them feel fine to speak in front of their friends in the classroom.

There are many reasons why students are reluctant to speak using English as a foreign language. Feeling shy and less self-confident are some of the causes. According to the findings of this study, 66% of the investigated students perceived those psychological hindrances. Shyness and the lack of self-confidence seem to become common causes that constraint non-native speakers to practice English. Non-native speakers are sometime reluctant to start speaking in English, claiming that they have no self-sufficiency to show English speaking skills (Harmer, 1991; Huy, et.al., 2021).

An alternative approach such as recording the dialogue was offered to the students to boost their motivation and lessen their shyness, to increase their self-confidence, and to train their English speaking independence. The result showed that 43 (66%) of the participated students viewed the recordings as a new experience, particularly in that of recording a dialogue in English. The rest, 22 students (34%), responded that this kind of recordings is not a new one. However, the students had different perceptions when their recorded videos of the English speaking practices were uploaded to social media like YouTube. A number of 52 students of the total number (65) or 80% apprehended it as an interesting and motivating experience as well (67%). It can be assumed that most of them have never made use of YouTube as a learning aid, especially in English speaking. It also means that they are pleased to practice speaking using English, even more pleasant if the practices were recorded and posted to YouTube platform. A great number of the students (50 or 77%) were also highly motivated to do speaking tasks in English instructed to them. They were enthusiastic and willing to do the tasks independently.

Inaccuracies in word pronunciation occur naturally in a language learning process, including also in English language speaking. In this context, 49 students or 75% of them were not ashamed and scared of mistakes they made in word pronunciations if their YouTube- uploaded video recordings are watched and listened by other people. It triggers students' initiatives to speak English without fear and shame.

Based on the students' opinions English speaking practices that are recorded and uploaded to YouTube can be used to stimulate and enhance their English speaking skills (91% of the total number). In other words, it can used as a learning aid in which they can make self-correction to improve their speaking skills in terms of, for examples, word pronunciation correction and intonation correction. Most students (97%) thought that they had freedom to correct those inaccuracies whenever they need to do so. Also, almost all students (63 or 92%) viewed these videos as learning media, especially in improving English speaking performance. In the same time, this method serves to mitigate shyness and low self-confidence when speaking English as a global language. With regard to word pronunciation, all participated students in this study (100%) viewed corrective feedback provided by the lecturer in the classroom considerably helped them improve their word by word

pronunciation. It means that lecturer's engagement in English speaking practices is really needed to help them learn how to pronounce words in a correct way. Also, almost all students (62 or 95%) saw the importance of lecturer's correction via the videos in terms of learning how to put suitable intonations, in particular raising and falling intonation, when expressing interrogative sentences. Students' self-analysis of their oral production promoted the improvement of their pronunciation and the lecturers' feedbacks give more meaning to the increasing number of students' vocabulary stock, fluency and better pronunciation (López & Bertani, 2017; Kaboocha & Elyas, 2015).

Apart from word pronunciation correction, 95% of the students or 6) of the investigated students can replay their recorded videos in YouTube to strengthen their memorization of library service related-vocabulary that they pronounce repeatedly. Furthermore, the students (92% or 60 of the total number) thought their videos in YouTube platform will be served as their future assets. The videos will be beneficial when they use them in learning how to enhance their English speaking skills, particularly as prospective librarians and their career as a librarian in future time.

## CONCLUSION

The present study has examined perceptions of pre-service librarians on benefits of uploading their English speaking recorded videos in YouTube platform. They viewed that this approach to speaking practice in English was an interestingly spoken exchange, stimulating and motivating them to try to speak English. The findings showed that majority of the students liked and triggered to practice a dialogue using this global language. English speaking practices they have undertaken since the beginning of semester provided them with new outlook and spirit to practice this language in simple dialogues without fearness, hesitation and reluctance, reducing shyness and nervousness, and exercising to strengthen self-confidence and to bring out initiative when speaking English, at least during the ongoing semester. Recording the speaking tasks and uploading them to YouTube social media also helped the students realize the importance of involving technology in their language learning, including in English speaking. Findings also indicated that the students under this investigation can utilize the YouTube-uploaded videos to identify inaccuracies in word pronunciations and intonations. Self-corrective feedback and lecturer's feedback while watching the YouTube videos in front of the classroom much contribute to the enhancement of their English speaking skills. In the long run, the videos can be useful for them in the future time as prospective librarians. The implications of this study shed light on the need of stimulating students' eagerness and courage to speak English in a situation in which they need to use it, in particular students majoring in library science. Further researches should consider recording English speaking practices carried out in the context of real library environment, either practiced by both in-service librarians or pre-service librarians.

## REFERENCES

- Alkathiri, L. (2019). Students' perspectives towards using Youtube in improving EFL Learners' motivation to speak. *Journal of Education and Culture Studies*, 3(1), 12–30. <http://dx.doi.org/10.22158/jecs.v3n1p12>
- Ataei, E., & Puteh, F. (2012). *Using YouTube Videos to teach Negotiation Skills in English Language*. University Teknologi Malaysia.
- Berk, R. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Teaching and Learning*, 5(1), 1–21.

- Creswell, J. W. (2012). *Education research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson Ltd.
- Dornyei, Z. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. London: Routledge.
- Harmer, J. (1991). *The Practice of English Language Teaching (3rd ed.)*. Longman.
- Huy, P. M., Baker, J. R., & Tran, N. K. (2021). A Survey of Using Youtube as Supplementary Material with University English Language Learners in Vietnam: A Replication Study. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 13(4). <http://doi.org/10.21659/rupkatha.v13n4.58>
- Jannah, M., & Fitriati, S. W. (2016). Psychological problems faced by the year-eleven students of MA Nuhad Demak in speaking English. *English Education Journal*, 6(1), 65–78.
- Jati, I. P., Saukah, A., & Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. *Jurnal Pendidikan Humaniora*, 7(3), 101–116.
- Jordan, R. R. (1997). *English for Academic Purposes*. Cambridge University Press.
- Kabooha, R., & Elyas, T. (2015). *The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms*. 3525–3531.
- Kurniawan, I. (2019). Student's perception on the use of youtube as a learning media to improve their speaking skill. *International Seminar and Annual Meeting BKS- PTN Wilayah Barat*, 1(1), 159–174.
- López, E. V., & Bertani, T. V. (2017). The impact of self-video recordings in raising oral production. *Matices En Lenguas Extranjeras*, 11, 76–101.
- Nurani, L. M. (2019). *Everyday English for Librarian*. ITB Press.
- Nurkholida, E. (2016). Enhancing Listening Skill Based on Authentic Materials in Higher Education. *Deiksis*, 8(3), 256–266.
- Putri, R. N., & Rahmani, B. D. (2019). *Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency*. UHAMKA International Conference on ELT and CALL.
- Roodt, S., & De Villiers, C. (2011). *Using YouTube as an innovative tool for collaborative learning at undergraduate level in tertiary education*. 1–13.
- Sherman, L. E., Payton, A. A., Hernandez, L. M., Grennfield, P. M., & Dapretto, M. (2016). The power of the like in adolescence: Effects of peer influence on neural and behavioral responses to social media. *Psychological science*, 27(7), 1027–1035. <https://doi.org/doi:10.1177/0956797616645673>
- Su, A. A. T., Cao, T. X. T., Le, D. L. V., Nguyen, L. N. T., & Nguyen, T. L. A. (2021). Improving English Speaking Ability Through E-Learning. *AsiaCALL Online Journal*, 12(2), 58–71.
- Truong, N. K., & Le, Q. T. (2019). Utilizing YouTube to Enhance English Speaking Skills: Tertiary Students' Practices and Perceptions. *Asia CALL Online Journal*, 13(4), 7–13. <https://doi.org/10.54855/acoj.221342>
- Wagner, E. (2007). Are they watching? Test-taker viewing behavior during an L2 video listening test. *Language learning & technology*, 11(1), 67–68.
- Watkins, J., & Wilkins, M. R. (2011). Using YouTube in the EFL Classroom. *Language Education in Asia*, 2(1), 113–119.  
DOI: 10.5746/LEiA/11/V2/I1/A09/Watkins\_Wilkins