

The use of YouTube in Increasing Non – English Students' Self-Confidence in Speaking

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ABSTRACT

The study aimed to determine whether the usage of YouTube can influence non-English students' self-confidence in speaking English. Besides, it increased non-English students' speaking quality when uploaded to YouTube. This study used a descriptive qualitative method. The data is taken using the test. The data in the form of numbers are described in a complete and detailed explanation and description. The result of this research found three categories of non-English speaking students. They are very good, good, and not good category. The range of very good categories between 76% - 100% was found in 12 students who achieved this score. The content of the good category between 56% - 75% was found in 16 students who achieved this score. The range of the not-good category was between 40% and 55%, with only two students in this category. Using YouTube can improve non-English students' speaking skills and increase their self-confidence to be brave when speaking on social media.

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1. INTRODUCTION

Learning English as a subject at University is known as the General Course, aimed at students in several faculties who are not majoring in English Education or English Literature. Based on the Decree of the Minister of National Education Number 232/U/2000, general English courses are included in the institutional curriculum whose content and orientation are determined by each institution according to the characteristics of the college concerned. The elements of the University relating to course material/content in the context of the academic scope should apply English for Specific Purposes learning (English for Specific Purposes, or ESP) by the field or study program (Nur, 2018; Salmani-nodoushan, 2020).

There are two types of English-specific purposes: English for academic purposes is usually called EAP, and English for professional and occupational purposes is usually called EOP. These disciplines of knowledge are integrated into English for specific English at the University (Nur, 2018; Salmani-nodoushan, 2020). Communicative skills emphasise the importance of enriching and improving students' experience in internal learning classes and associate it with activities outside class.

Specifically, learning in the classroom can be implemented in the form of deep exercise groups of students who will increase the interaction within the use of language (Dewi, 2015).

YouTube is one of the tools to increase self-confidence (Wahyuningsih & Ni'mah, 2023). Some researchers believe optimising YouTube in education, especially pedagogy, can be a transformational technology for millennials. This globalisation of the internet in education has involved the university level (Jackman, 2019). It is often confusing to distinguish between motivation and confidence. Both correlated with each other. Inspiration comes from someone who is energised inside, and it is constructed from the long process of human nature and influenced by its environment (Katiandagho & Gabrella, 2022; Sari, 2018). Motivation consists of intrinsic and extrinsic, which comes from inside the individual, while extrinsic is influenced by environmental and other support (Munawaroh, Fitriati, & Febriantina, 2022). Every individual can control good views, known as self-confidence (Nurhayati, Rosmayadi, & Buyung, 2017; Oktary, Marjohan, & Syahniar, 2019). But over time, a person's self-confidence can change or decrease because it is influenced by several factors such as fear, anxiety, and discomfort that come from the surrounding environment (Akbari & Sahibzada, 2020; Wanabuliandari, Ardianti, Gunarhadi, & Rejekiningsih, 2021). However, if a person can control the factors that cause low self-confidence, then individuals can survive with the self-confidence they already have from within so that the ability to maintain a positive view of their abilities can build self-confidence (R. Hidayati & Hidayah, 2020; Vera, Liando, Rorimpandey, & Kumayas, 2022)

Some strategies and media are used to learn English for Specific Purposes. Technological expansions greatly support the economy, education, health, and so on (Hariyono, 2020; Kristiani & Pradnyadewi, 2021). One of them is the use of social media, such as YouTube, which can be a facility for students to develop their confidence in speaking English in their fields. So, English is no longer just a subject that learns grammatical structures or writes essays from Google Translate. Social media has become an option that provides many benefits in education. There are many choices of social media features for learning utilisation. One of them is YouTube. Using instructional media on YouTube has various cognitive, affective, and psychomotor purposes (Hendra Suryanta & Khumaedi, 2018). Thus, the EFL context now has involved YouTube as a resource of information (Binmahboob, 2020; Maziriri, Gapa, & Chuchu, 2020; Nofrika, 2019). The current function of YouTube is not only as entertainment for watching videos but also as a tool for obtaining helpful information related to learning materials and expressing and sharing knowledge and experiences. Experts and researchers believe the advantages of using YouTube to be very effective because YouTube is part of multimedia, which consists of aspects of seeing, hearing, and doing (Handi Pratama, Ahsanul Arifin, & Sri Widianingsih, 2020). One of the advantages of YouTube media is that users can show and share what they are doing with other users. For example, students are asked to make videos about certain learning materials. Students must be able to make videos as exciting and creative as possible to get lots of "likes & subscribes", indicating the quality of the videos students make. Thus, it can affect student confidence (Rahmatika, Yusuf, & Agung, 2021; Samosir, Pitasari, & Tjahjono, 2018). Another advantage of YouTube is that users can surf all corners of the world to exchange cultural knowledge between countries. Thus, this is very appropriate for learning English as a foreign language. These advantages allow students to comment, share, and communicate with other users. So that these advantages and functions solve the principle of teacher-focused learning in the classroom (Binmahboob, 2020; Riswandi, 2016). Thus, the results of the study prove that there is a positive influence between the use of YouTube in learning and the level of self-confidence and student motivation (Cihangir, Hasan Huseyin; Coklar, 2021; Mulya, Maryanti, Wulandary, & Irawan, 2023).

YouTube was recognised by Jawed Karim, Chad Hurley, and Steve Chen in 2005. This site allows its users to upload, watch, and share videos. The advantage of YouTube is that it is an open resource for learning. Besides, YouTube allows users to upload their learning videos (Kurniawan, 2018). In learning English, YouTube benefits can be used to find and watch videos related to learning English material. For example, civil engineering students who study English about civil engineering, objects related to civil engineering, how to pronounce things in civil engineering, explore several vocabularies

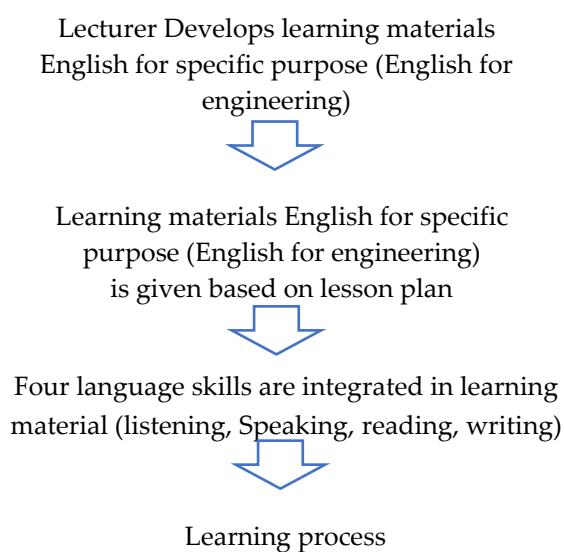
about civil engineering, recognise several terms in civil engineering, and so on. So, YouTube provides functional facilities for learning English for civil engineering students (Jarizmy, 2021; Syafiq, Rahmawati, Anwari, & Oktaviana, 2021). Another study showed that YouTube had been involved in daily activities for teenagers. By watching videos on YouTube, students can indirectly listen, study, and analyse English vocabulary spoken directly by native speakers. YouTube is beneficial in pronouncing intonation and word stress (Prasetianing Jati, Saukah, Suryati, & YBPK Ngoro-Jombang, 2019; Rachmawati & Cahyani, 2020). Speaking constructs several meanings of verbal and nonverbal contexts (Abrar & Aya, 2021; Muhammad Ilyas, 2020).

Non-English students have studied English since they were in junior high school. It means that for six years before they enter University, they are provided with basic knowledge of English. Thus, learning English at the university level is not new for them. However, non-English students in tertiary institutions still experience difficulties speaking English. Even found some of them who say the word in the writing (Muzdalifah & Fc, 2018; Muzdalifah, Zaim, & Refnaldi, 2022). In addition, students' ability to express ideas and choose vocabulary is still low. Besides, their accuracy in grammar is a factor that affects their speaking ability. (D. Hidayati, 2022).

Therefore, this study aims to find the right and effective way to improve the ability of non-English students by using technology in the form of YouTube, which can be accessed both by imitating pronunciation in speaking and uploading speaking videos. Using YouTube media to learn English for non-English students is believed to be an effective way to help students speak English while increasing their self-confidence. Thus, to reach the purpose of this research, the research question is, "What is the effect of the usage of YouTube on students' non-English self-confidence in speaking English?"

2. METHODS

This study uses a descriptive qualitative method. Based on the author's experience teaching general basic courses for non-English students, there are several strategies for learning English for specific purposes using YouTube. The following is the flow of learning English for specific purposes using YouTube to increase student self-confidence. The samples in this study were civil engineering students for the 2022/2023 academic year.



Point 6 is the key to this research data. For the final exam / final project, students are asked to make a video related to their field with the following instructions:

A. Make a video with the following conditions:

1. Video made in English
2. Videos are at least 3 minutes long
3. The aspect assessed is the content of the information conveyed, not the spotlight that lingers without explicit details.
4. You are asked to cover a place, object, object, bridge, building, house, or anything related to Civil Engineering.
5. Play the role of a journalist covering a news/event so that the coverage you convey adds to the repertoire of information for listeners (not just highlights with old music but no information)
6. This task is an individual task, but you may ask for help from a friend as a cameraman.
7. Make a script before speaking. You can use Google Translate or Google Voice to help you make a transcript of the video.
8. This task is an individual task, but you may ask for help from a friend as a cameraman.
9. The rated aspect is speaking
10. Videos may be modified according to the creativity of each student
11. The deadline for the submission of UAS assignments is according to the SEMESTER FINAL EXAMINATION schedule by PRODI (class A on 12 Jan 2023, class B on 14 Jan 2023)
12. Students must upload videos to the YouTube channel
13. Each student only needs to send a video link (YouTube) to the chairman
14. It's enough for the chairman to send all the video links to the lecturers

B. This task is a substitute for the Final Exam assignment. Therefore, do it wholeheartedly without having to delay approaching the deadline.

After students collect YouTube links, researchers collect and analyse student videos and then list ratings. The student speaking video assessment uses the speaking assessment rubric. The student assessment data will be used as research data. The speaking assessment rubric is as follows.

Table 1. Rubric Speaking Performance

Score	Fluency	Pronunciation	Vocabulary	Grammar	Details
5	Speak fluently, without hesitation, and do not wait for a word; your voice is very clear.	Excellent pronunciation; the good attempt at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluent speech; little doubt; and unevenness caused by word repetition and word search; wobbly volume	Pronunciation is good; good effort at accent.	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures are possibly caused by attempts to include a variety.	Good level of description; all required information included

3	Speech is relatively fluent; some doubts and unevenness caused by repetition and word searches; wobbly volume.	Pronunciation is good; some effort at accent, but is non-native.	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structure	Adequate description; some additional details should be provided
2	Speech is relatively fluent; some doubts and unevenness caused by repetition and word searches; wobbly volume.	Pronunciation is ok; there is no effort towards a native accent.	Weak language control; basic vocabulary choice with some words lacking	Frequent grammatical errors, even in simple structures that at times obscure meaning	The description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorised phrases; challenging to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand. No effort towards a native accent	Weak language control: The vocabulary that is used does not match the task	Frequent grammatical errors, even in simple structures; meaning is obscured	The description is not lacking that the listener cannot understand

The assessment rubric above can make it easy for researchers to assess civil engineering students' speaking videos uploaded to YouTube. The score obtained from the rubric will be translated into a Likert scale, namely, the scale used is:

- 5 = Very excellent (perfect)
- 4 = Very good
- 3 = Good (S)
- 2 = Not good
- 1 = Very not good)

The percentage of eligibility is calculated using (Sugiyono, 2013)

$$\text{Eligibility percentage} = \frac{\text{count score}}{\text{criteria score}} \times 100$$

Table 2. Score Category

Score in percentage	Category
<40%	Poor
40% - 55%	Not good
56% - 75 %	Good
76% - 100%	Very good

3. FINDING AND DISCUSSION

This research found some facts through several steps. One of them used a speaking test where the students were asked to upload their video to YouTube. The following charts can describe the students' speaking test.

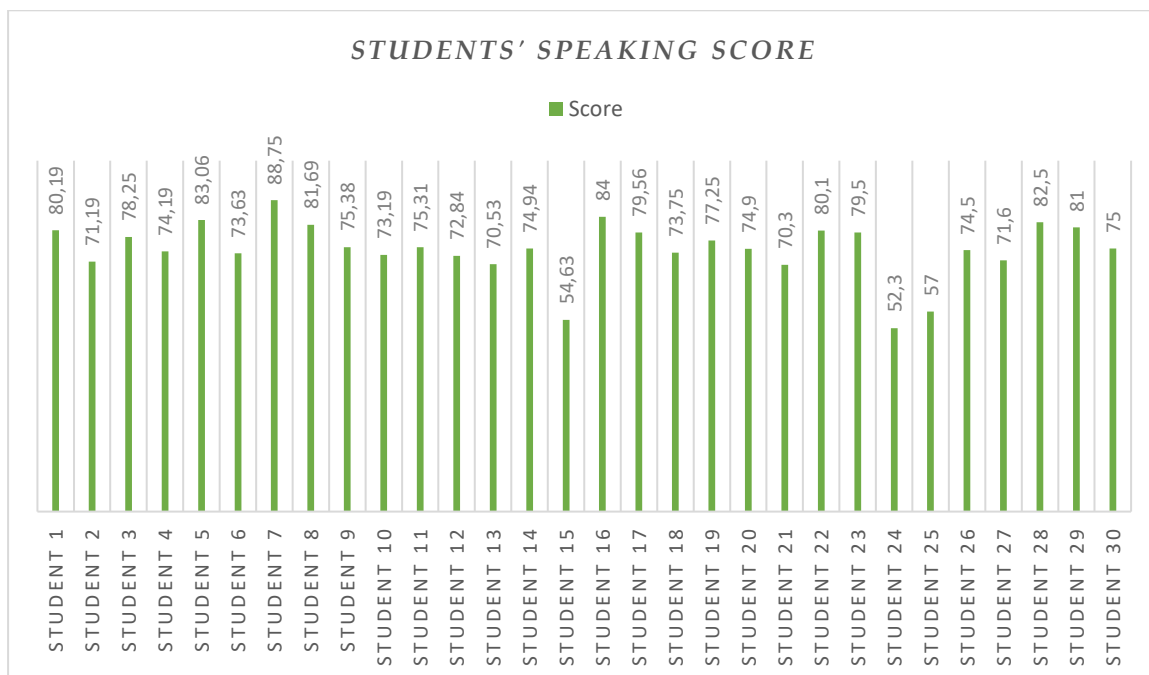


Figure. 1 Students' Speaking Score

After collecting the students' link videos from YouTube, the researcher counted the scores using the formulation above. The following table shows the result of the student's score in speaking.

Table 3. Students Speaking Category

Score in percentage	Frequency	Percentage	Category
<40%	0	0	Poor
40% - 55%	2	6%	Not good
56% - 75 %	16	48%	Good
76% - 100%	12	36%	Very good

The describing of percentage in table 2 is presented in the following graph;

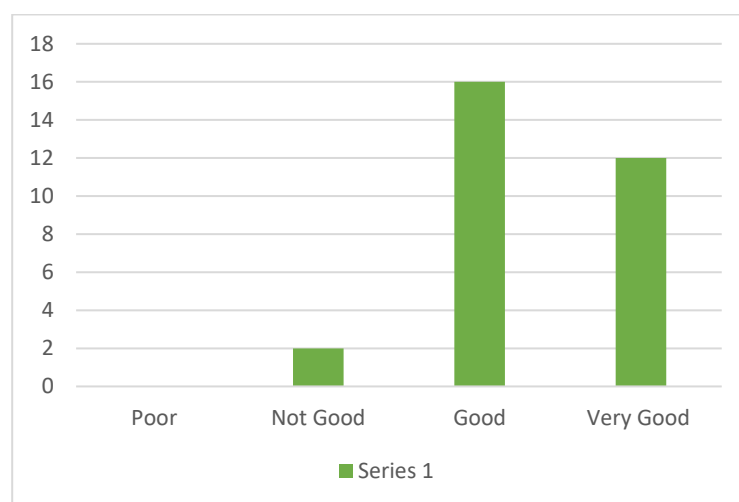
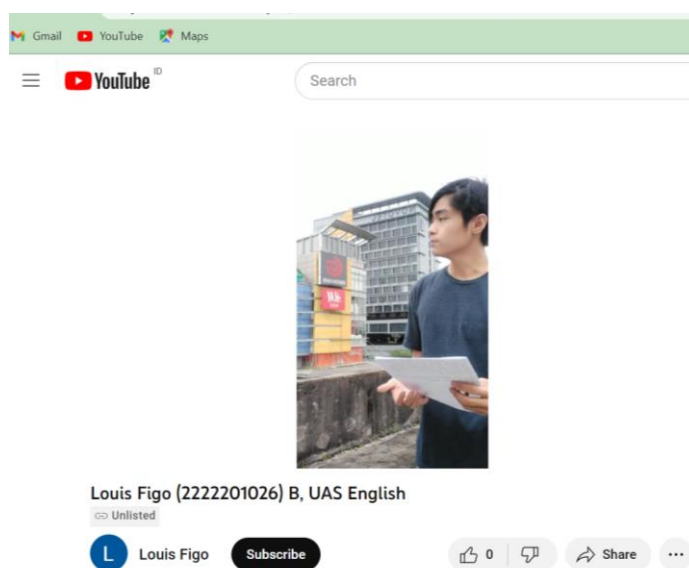


Figure 2. Students Speaking Category

There have been many studies proving the use of technology as a medium for learning English (Muzdalifah, Handayani, & Walhidyat, 2020; Muzdalifah & Fc, 2018). Therefore, this study shows the relationship between using YouTube media and improving speaking skills (Muzdalifah, 2021). Automatically, a person's speaking ability is influenced by self-confidence. YouTube is a vehicle that can support this (Wahyuningsih & Ni'mah, 2023). Thus, selecting technology-based media in the form of YouTube is assumed to be a practical choice in helping students increase their confidence in speaking English. With several considerations, in working on this final project, they can use facilities such as Google Translate, Google Voice, and other features that make it easier for them to practice speaking. Since they are not students of English, this is deemed necessary so as not to make it difficult for them to learn English. The ability of students to speak English to civil engineering students is divided into three categories: "not good," "good" and "very good." It is not easy for civil engineering students to achieve good results. Before they worked on the final project, they first went through the stages of training through videos obtained from YouTube. The following is an explanation of the three categories obtained by students.

3.1 Very Good Category



Picture 1. Example of Students' Video for Very Good Category

In this study, 12 students, or 36%, obtained good scores from 30 students. The characteristics of students who achieve this score are based on the five elements in the speaking assessment rubric previously described. The first is from the fluency side. Even though the lecturer gives students the freedom to view notes, students who already understand the concept of material and look occasionally at notes will be different from students who do not understand the concept of material who see notes. The Fluency reflected in student speaking can be seen clearly from the voice, whether it is stammering, stuttering, Fluency, or forgetting what to say next. The students who get good grades in the fluency element speak fluently. However, they slowly have clear articulation and seem to understand the contents of the concept of the material presented. The second element is grammar; as stated before, the students can use Google Translate or Grammarly to make their work easy. Thus, the assessment of Grammarly is critical in this case. The students who got very good categories were the students who spoke correctly in grammatical structure and were easy to understand. The third element is pronunciation. This is very important because the correct pronunciation influences the meaning of the words. The students with good accents deserve to be categorised into a very good category. The fourth element is vocabulary. The students who achieved a very good category in speaking are the students

who have a rich vocabulary in speaking. The last element assessment of this category is the students who can make good eye contact with the audience. It means that they are not monotonous looking at their notes or specific objects.

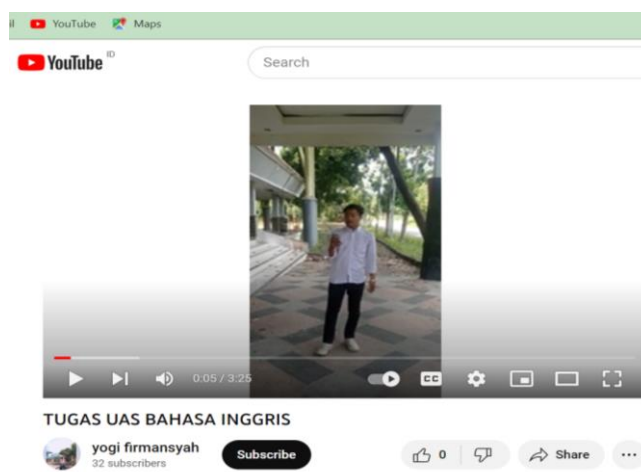
3.2 Good Category



Picture 2. Example of Students' Video for Good Category

In this study, of the 30 students, 16 or as many as 48% got the "good" category. The five elements of fluency are grammar, pronunciation, vocabulary, and details. The element of Fluency is that students are not always fluent in speaking but occasionally stammer. However, it is still within a reasonable corridor and can still be understood by listeners. For grammatical elements, even though there are some grammatical errors, listeners can still understand them. There are occasional word repetitions for vocabulary elements, but not too often. This can still be tolerated because they are not students of English. For pronunciation, several words are still not what they should be but can still be understood by listeners. For detailed elements, occasionally, they see the concept, but it does not reduce their assessment that they understand what they are conveying to the audience.

3.3 Not Good Category



Picture 3. Example of Students' Video for Not God Category

The last category does not have a good result. In this study of 30 students, only two got this score. Five elements are assessed. First, there is a very bad influence; they slowly only read the text and sometimes do not understand what they are saying. There is also messing with grammatical speaking. They do not know what they read. For pronunciation elements, they pronounce the words according to the words written. Their vocabulary is not precise in meaning and confusing the audience. The detail of the performance is very bad; they cannot make eye contact with the audience and monotonously look at their notes.

From the research results above, it was found that there are three categories of student ability in speaking. These three categories reflect students' ability to speak English on social media through YouTube. If linked to this research hypothesis, H1 means that there is an influence on students' self-confidence in speaking English using YouTube. H0 means that there is no influence on students' self-confidence in speaking English using YouTube. Based on the research results, students received 6% not good category, 48% good category, and 36% very good category. If combined with the good and very good categories, 94% of students can speak confidently on social media such as YouTube. Implementing the use of YouTube social media significantly impacts student self-confidence (Muzdalifah & Fc, 2018; Muzdalifah, Zaim, & Refnaldi, 2022). This happens because students have been practising speaking before they can upload it to YouTube. This research can be continued with other study aspects, such as what factors influence students' confidence in speaking English.

4. CONCLUSION

This research aims to determine whether the usage of YouTube can influence non-English students' self-confidence in speaking English. Besides, to increase non-English students' quality in speaking uploaded to YouTube. The students realise that their video will be watched by many people on the net. Thus, they should make the best video they can. This strategy gives a positive response. It is proved that only 6% of students do not get a good category in speaking, 48% get a good score, and 36% get very good scores in speaking. It can be concluded that the use of YouTube has a significant influence on increasing students' self-confidence in speaking non-students English. This research is limited to non-English students for specific purposes. Thus, the videos that were watched are related to Civil Engineering. Automatically, the videos uploaded by students to YouTube are related to Civil Engineering and are also videos in the form of final projects. This research is an example of YouTube as media in language learning, such as English for Specific Purposes. It means that other fields can use this media for other English studies.

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