

## THE USE OF YOUTUBE VLOGS IN LEARNING SPEAKING TO PERFORM DESCRIPTIVE TEXT

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**Abstract:** The development of computer and internet technology has greatly contributed to language learning. YouTube vlogging is a popular and influential medium for students, giving them a chance to express themselves, enhance their language abilities, and discover new talents YouTube vlog was one of the methods that could motivate students to learn more about English speaking skills. For students, they use social media in various situations in their daily activities. This study aims to find out students' experiences and perceptions of speaking learning through YouTube Vlog. The data of this qualitative case study was collected through questionnaires and interviews Twenty (20) students of one of the Senior High schools in Ciamis were employed. The researcher used triangulation to analyze the data. The result, gathered from an interview and questionnaire, demonstrates that students strongly favor personal YouTube Vlogs as a means of self-expression and sharing experiences. A highly positive student respond to learning speaking through YouTube Vlogs because it fosters enthusiasm, motivation, and comfort in descriptive text performance.

**Keywords:** *YouTube; vlog; speaking; descriptive text;*

### INTRODUCTION

Today, the interest in technology has been massively growing. Its development has advanced education around the globe. A main issue in education is the different ways of teaching by using media. Like many other aspects of our lives, education may adapt to the changing times and evolution of technology. According to Bull and Ma (2001), technology offers unlimited resources to language learners. Harmer (2007) emphasized that teachers should encourage learners to find appropriate activities by using computer technology to be successful in language learning. Clements and Sarama (2003) declare that the use of suitable technological materials can be useful for learners. According to Harmer (2007), using computer-based language activities improves cooperative learning for learners. Technology has always been an important part of the teaching and learning environment. It is an essential part of the teachers' profession through which they can

use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to the teaching and learning process (Eady & Lockyer, 2013).

Teachers apply technology as a teaching tool such as YouTube in the classroom. More teachers use the video in their classrooms in a variety of methods. Many students prefer to find information and knowledge from YouTube before using a book. YouTube provides several services as well as transfers, downloads, and sharing videos. YouTube allows exchanging views and proposals concerning the video, allocating channels for transfer lectures and conferences, and media for courses that show a series of videos to elucidate the talents and academic experiences. YouTube makes learning a lot of attention-grabbing and additionally enhances the learning method. YouTube could expand access to info, promote vital thinking, support analytical discourse and multiple approaches to reasoning, give students memory guidelines help conceptualization through image, and increase students' depth of understanding. The tutorial uses of YouTube have particular importance because it permits active, constructive, and interactive learning opportunities. The utilization of YouTube can also be used as a medium for college students to be told on their own through YouTube; students will perceive, learn, and apply.

YouTube video media has changed the way individuals and the public socialize and communicate with others. This media is used by people to share information, exchange ideas, and learn. Some educators in the field are aware that social media especially YouTube videos are powerful tools that can change learning. The students can use them for learning purposes inside or outside the classroom. Furthermore, through YouTube videos, students get the opportunity to build and share knowledge with people in a way outside the classroom walls. YouTube videos can help students improve their skills and develop their independence. In Indonesia, students are very familiar with YouTube videos because they are not only used for watching videos but also for social, work, and learning needs. In developed and developing countries, many people have adopted the use of YouTube videos in the learning process.

The English language has a significant role in every country. Meanwhile, the technology of the Industrial Revolution 4.0 plays a significant role in almost every aspect of human life including education. It affects the process of learning, and the strategy will always improve based on the era; and now, one of the most chosen websites is YouTube. YouTube is a social media network that is used for video sharing owned by Google. There are a lot of advantages to using YouTube in the classroom and one of them is simple and cheap. Accessing YouTube videos is free of charge. Saed et al. (2021, p. 4) explain that YouTube is a media that can significantly encourage students and introduce them to popular culture in the world. Syafiq et al. (2021, p. 52) conducted a study and the result showed that YouTube is one of the media that contributed to improving students' speaking skills and other English language skills.

YouTube vlog media is a platform for personal expression, language learning, and skill development. Understanding the preferences, challenges, and strategies of aspiring vloggers can serve as a valuable resource for educators and content creators in creating a supportive and enriching learning environment. By celebrating individuality and encouraging self-expression, YouTube vlogging can continue to empower and inspire a new generation of content creators and communicators. Indonesian people, in particular youth, have been familiar with vlog activity. YouTube has a lot of content that can attract any interest. Vlog is an application that is suitable for use in the learning and teaching process, especially in speaking skills. Vlog is a kind of blogging using videos of themes that are set in recorded journalistic documentation using various devices such as cell phone cameras or digital cameras equipped with a microphone supported by a tripod. In recent years, vlogging has emerged as a relatively new activity in Indonesia, primarily targeting the youth segment, as highlighted by Brilianti & Fauzi (2020, p. 237). This dynamic form of communication offers a plethora of content that can be tailored to cater to diverse interests. While

vlogging predominantly constitutes a one-way mode of communication, it remains an easy, effective, and efficient means to connect with individuals worldwide.

YouTube is a part of current technology that can be used in teaching a language. According to popular teaching theories, students can better acquire and hone their language knowledge and skills when using the learning potential of technology. According to Becker (2000), computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer Technology is regarded by a lot of teachers to be a significant part of providing a high-quality education. According to Gilakjani (2013), the use of technology has great potential to change the existing language teaching methods. The use of technology in English teaching consolidates a comprehensive view of modern means systems and connections with other components, benefiting students by achieving desired results.

Speaking, as a language basic skill, must be taken into consideration by foreign speakers in learning English. Human beings naturally can speak many words every day to express their ideas as a form of communication. There are various meanings of speaking. Juhana (2012) as cited in Herawati (2022, p. 12) says, "Speaking is identified as producing words that represent one's thoughts". In foreign language learning, speaking ability is said to be the most essential basic skill to communicate, it can also be said to be the most difficult skill. It was further emphasized that in language learning, it is very important for every student to master speaking skills both inside and outside the classroom. Thus, to communicate from one person to another, of course, one must have basic skills in speaking.

Some theories, definitions, and perspectives of speaking are put forwarded by many experts. Anggryadi, (2018) clarified that many speakers believe that learning a language can make speaking a success, which is the primary goal of learning English as a foreign language. Furthermore, Rao (2019) argues that speaking serves a dominant role in foreign or second language acquisition. Speaking is usually focused by teachers to promote students' good speaking skills as speaking is useful for developing people's networking, personality, and character. However, few can speak intelligently and adequately if they do not receive sufficient guidance. Copland et al., (2020) thus, state that English language instructors should help students with the most outstanding abilities to achieve this speaking goal. Because the advantage of speaking is the speaker's confidence. In other words, Al Nakhalah, (2017) believes that students have problems and difficulties in speaking when they encounter English. Shen and Chiu (2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentence organization, etc), and environmental problems (e.g. lack of learning context for English conversation). A student's confidence will increase because students have speaking competence with lots of practice to ensure that their English is excellent and convincing (Ehsan et al., 2019; Suroso et al., 2021). Because of the importance of speaking skills in this international language, Usmonov, (2020) claims that students and the general public must learn these foreign language skills to achieve high competence orally and in writing so that they can use English communication as a method of communication, especially in the study and work activities.

Therefore, research on student speaking skills by using vlogs is necessary for obtaining knowledge about the strategy of teaching. In this research, the researcher is observing in English class focusing on descriptive text material. Furthermore, descriptive text is a sort of text to convey any information. Oshima and Hogue (1997, p. 50) cited Utami, (2014, p. 29) explain that descriptive text writing appeals to the senses, so it tells how something looks, feels, smells, and sounds. A particular person, place, or object must be described and revealed in detail or specificity in a descriptive text for the reader to envision the description.

## **METHOD**

The design of this study is qualitative because this research elaborate and comprehend the meaning individually or in groups ascribed to a social or human problem (Creswell, 2014, p. 213). The approach of this qualitative research focuses on a case study which is suitable for finding the answers to the research questions. There were 20 students in 11th grade in Senior High School in Ciamis as research participants. However, only 5 students were selected based on the English teacher's recommendation. Then, they were interviewed based on their abilities as the samples of this study. Then all participants (twenty students) were given questionnaires about using YouTube vlogs as learning for speaking. The interview was constructed to answer the first research question related to the students' challenge in making YouTube vlogs. Moreover, the questionnaire was used to answer the second research question related to the student's perceptions of learning to perform descriptive text. Furthermore, the interview consisted of five questions.

To collect the data, the researcher utilized semi-structured interviews as Megaldi and Berler (2020) claim that the semi-structured interview forces a researcher to search for a discovery. The analysis started with the recording during the interview section. The researcher grouped the files, and after that, the researcher listened to the audio carefully so the researcher achieved a reliable result. To support the credibility of the first instrument, the researcher expanded it with a questionnaire to answer and collect richer information for the second research question. The questionnaire consisted of tenth questions for students. The researcher analyzed the data by grouping the interview items and then analyzing them, while the questionnaire data was analyzed by grouping the items into three main parts which were then analyzed, and the percentage was calculated. This data analysis is supported by systematic data analysis procedures. Furthermore, Honorene (2017, p. 91) explains that the triangulation method combines different aspects of study from multiple theories and methods. Since the writer used two instruments of data collection, the triangulation support makes them even more credible and valid for the research.

## **RESULTS AND DISCUSSION**

This research has two main findings. The first finding related to Students' challenges in performing descriptive text using YouTube vlogs; and the second, related to Students' perceptions of learning to speak to perform descriptive text through YouTube vlogs. Those findings will be delivered in the following discussion:

### **Students' challenges in performing descriptive text using YouTube vlog**

Based on the first finding of the interview session, the student's answers offer valuable insights into their preferences and experiences with YouTube vlogs. They have a clear inclination towards personal vlogs when it comes to expressing descriptive content. They take pleasure in sharing various aspects of their lives, ranging from daily activities and food reviews to promoting local businesses and beauty-related topics. This demonstrates a strong interest in self-expression and a desire to provide detailed descriptions through vlogging. Both personal and beauty vlogs have grown incredibly popular in modern times, such as Izarotussariroh (2019), as they give content creators a platform to engage with their audiences on a more personal level by sharing their passions and skills engagingly and interactively. YouTube vlogging undoubtedly provides a rewarding platform for self-expression and sharing experiences, but it also presents several challenges. These challenges span across different areas, including content generation, technical obstacles, environmental considerations, language barriers, and personal factors. Each student encountered unique hurdles during their vlogging journey, highlighting the importance of resourcefulness and adaptability in overcoming these difficulties. Notably, the students adopted diverse strategies to tackle the encountered challenges. They employed various techniques, such as using reference materials, planning, adjusting recording times, adapting their surroundings, and employing creative writing and memorization methods.

These insightful approaches show their determination to improve their vlogging skills and overcome disturbances, and contributing to the successful creation of YouTube vlogs. According

to Weganogfa (2021), teamwork has become a benefit and inspires learning, and teaching through the disciplines simultaneously develops lower and higher-order thinking skills, boosts the transfer of learning, teaches students to learn, directly addresses obstacles, and stimulates students' creativity. The researcher concluded that the students' responses underscore the significance of YouTube vlog media as a platform for personal expression, language learning, and skill development. Understanding the preferences, challenges, and strategies of aspiring vloggers can serve as a valuable resource for educators and content creators in creating a supportive and enriching learning environment.

Teaching language indicates the teaching of the kinds of language skills. The mastery of language can be recognized by the skill to use it. Teachers must be able to encourage students to communicate in the target language both spoken and written. The level of mastery may vary but the ability to make the language to be understood even in its simplest communicative interaction is obligatory for students as learners. Both receptive and productive skill in language reflects the depth of the language teaching process. Each skill defines a distinguished method and technique to learn. Among the four skills, writing is regarded as one of the most difficult language skills to be acquired and taught (Klimova, 2014). Writing is a complex process due to the absence of mutual interaction with audience and the competence in rhetorical matters (Deane et al. 2008, Celce-Murcia 2001; Majid & Stapa, 2017). This proposition applies to both native and foreign learners. Thus, it brings remarkable challenges to Indonesian EFL teachers particularly when it deals with the teaching of writing skills in senior high schools whose level of mastery is considered to be advanced level.

Vabiola (2018) stated that the regulation of the Indonesian education government set for English teaching begins in junior high school, and because of that, most of the students have had basic knowledge of the language as they come to senior high school. This portrays the challenge beheld by writing class teachers. They have to guide students to express themselves in the correct manner in English while students are still at the low acquisition level. Before further writing academic essays or papers, Indonesian students are prescribed to easier form of text. In the Indonesian curriculum, teaching to write descriptive text is one of the fundamental materials to be taught. Yet, it is not an easy experience for teachers to overcome.

Indonesian students tend to find themselves troubled by searching for ideas and using correct and appropriate vocabulary relevant to the objects that they want to describe, not to mention the constraints of cultural distinction of the language use and grammatical styles as well as idiomatic expressions. Students appear to know abstract grammatical rules but fail to use them for productive purposes in writing (Ansarimoghaddam and Tan, 2014). Teaching writing descriptive text to students is problematic and challenging as well. This recalls the potential of using video in teaching writing descriptive text. The researchers are of the assumption that considering the promising advantage of video use in the classroom might assist senior high school to develop their ability to write descriptive text. However, Hadijah (2016) states that teachers have to face challenges relating to their capability to deploy video in the classroom and utilize other technology devices. It underlines the pivotal role of both teachers and the video used in the success of the learning process as knowledge transfer activities. Teachers' competence in implementing the video determines the attainment of the learning goals.

There are several challenges related to the use of YouTube in learning. One is the quality of the content; we must pay attention to the quality of the content of video because often videos break the rules or don't deserve to be shown. Through the interview and reflecting on the theory, this study showed that not all videos from YouTube are suitable for students. It is provided by following the student's statement, "I have a problem because the language in a video is unclear". It can be concluded that this finding supported the theory from Buckley, Adelson, and Agazio (2016) about challenges in using YouTube. Another challenge is in the process of searching for video. A video search can produce so many video views that it can confuse users in choosing videos to get the appropriate, "Reducing the risks of wound consultation: adding digital images to

verbal reports information. One way to easily find is by focusing on the username that uploaded the video. Through the interview and reflecting on the theory, this study showed that users rarely find suitable videos; it is provided by the following student statement, "I rarely find suitable videos that match what I want". Through the interview and reflecting on the theory, the learner's common challenges when integrating technology are about connectivity. If the teachers don't have good connectivity, the learning process will not be delivered to the students. Through the interview and reflecting on the theory, this study showed that connectivity still makes a problem for students. It is provided by the following student statement, "I have a problem because the signal makes a slow connection". It can be concluded that this finding supported the theory from Purwanti et al. (2022) about challenges in using YouTube.

Based on the findings, the researcher concluded that using YouTube in English language learning to develop students' autonomous learning is beneficial for students and teachers in teaching. By using YouTube in the teaching and learning process, teachers and students feel the positive impact and challenges of using YouTube as a learning material in English learning. Moreover, the researcher also concludes that teachers and students feel a positive impact in using YouTube, those are both of them can find some material of new knowledge from YouTube makes learning more interesting and fast to understand the material because there are audiovisual in YouTube and can develop students' skill in English. On the other hand, both of them also feel it is difficult when using YouTube in English learning as learning material. He feels difficult for the teacher must explain the content or material in a video one by one because some students are slow learners. Students feel difficulty if the connectivity is slow, the video is unclear, and some of them think don't understand with the content creator said.

### **Students' perceptions on learning speaking to perform descriptive text through YouTube vlog**

In the second finding with the questionnaire administered to the students, the researcher found that students enjoyed learning using YouTube vlogs. It is evident that using YouTube vlogs as a medium for learning to speak has garnered a highly positive response from the students. The unanimous agreement on feeling more interested in learning to speak through this media indicates a strong enthusiasm and motivation for using YouTube vlogs for language learning. Moreover, the majority of participants feel at ease when speaking on YouTube vlogs, and when finding it a comfortable and calming platform for performing descriptive text. As argued by Ersan (2022), whose research focuses on descriptive text, using vlogs as a learning medium can motivate students who want to speak and improve their speaking skills. While YouTube vlogs have been perceived as beneficial for improving English-speaking skills by a substantial majority of participants. It's important to acknowledge that individual preferences and comfort levels may vary. Some participants may not find YouTube vlogs as their preferred platform for speaking English, with a portion of respondents feeling equally comfortable on other platforms.

The study also shows that YouTube vlogs encourage language learners to develop their speaking skills, regardless yet again, individual reactions may differ. Additionally, most participants are open to making errors on YouTube vlogs as a necessary component of learning, even though some may still be reluctant or self-conscious about doing so. The software utilized in the study is an effective tool for helping language learners overcome their lack of confidence in their English-speaking abilities. Participants shared that the software can help teachers support their students' language learning endeavors, particularly in boosting their speaking confidence. Additionally, Muzaki and Indah (2019), who claimed that the usage of vlogs in encouraging students' speaking abilities is beneficial, backed the students' assertion. By practicing speaking English, students can also become more assured and fluid speakers. Vlogs are a great media social platform for language learners, therefore using them in the language learning process may be quite beneficial. In general, YouTube vlogs have been successful in assisting participants in reaching their language learning goals, especially in terms of boosting their self-assurance while speaking

English. Despite all the discussion, the researcher concludes that students were happy, motivated, and excited about YouTube vlogs. It highlights that students have a strong preference for personal vlogs as a means of self-expression and sharing experiences on YouTube. While YouTube vlogging offers a rewarding platform, it also presents various challenges that students have to overcome through resourcefulness and adaptability.

The qualitative data were organized from the observation sheet, interview, and documentation. All of these data indicated that the students gave their attitudes and responses during the teaching-learning process. Observation sheet for the students, it could be concluded that the students were active during the teaching-learning process, although at the first meeting, they were not interested in and confused about the meaning of the words and some of them were shy and afraid to ask what they didn't know. There were some students found chatting and making some noise. But the next meeting was better than the previous meeting because there were less of mistakes. From the interview, it was found that the students felt interested in and enjoyed learning the speaking process in Descriptive text. Similarly, from documentation it was found that the students were active and enthusiastic in following the teaching-learning process.

In conclusion, the study's findings indicate YouTube vlogging is a popular and influential medium for students, giving them a chance to express themselves, enhance their language abilities, and discover new talents. Additionally, it underlines how crucial it is for educational settings to take into account student diversity and individual variations.

## CONCLUSION

The present study discusses some important issues pertinent to the use of technology in language learning. It indicates that Vlog YouTube technology resources cannot guarantee teachers' teaching and learners' learning. Teachers should be convinced of the usefulness and advantages of technology in improving learners' learning. This means that teachers need support and training for integrating technology into language teaching. When technology is used appropriately, it can bring about a lot of advantages to teachers and learners. It is a resource that can be used by learners because it helps them solving their learning problems and find methods to use what they have learned in ways that are effective and meaningful. In addition, the use of technologies plays a key role in language learning based on their own pace, helps in self-understanding, does not stop interaction with the teacher, and creates high motivation in learners for the effective learning of language skills. Furthermore, the research findings suggest that learners should use Vlog YouTube technology to enhance their language skills because it has a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study the language. To sum up, the findings of this study showed that Vlog YouTube technology provides interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching more student-centered, promotes learners' autonomy, and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language.

For students and English teachers, YouTube is beneficial in English learning. Both teachers and students are expected to be more familiar with and understand well with online material especially YouTube. They are also suggested to implement it in the teaching and learning process in any condition to have effective teaching and learning. Since this study only investigates the perceptions of using YouTube and students in English learning, some problems are still faced. Hence, future research can explore in-depth the implementation of YouTube in teaching and the difficulties in implementing YouTube in education. In addition, future research should consider studying diverse student populations to better comprehend how YouTube vlogging impacts learners of various backgrounds, ages, and language proficiency levels.

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