

# THE STUDENTS' ACTIVITIES WITH YOUTUBE AS A REFERENCE AND PLATFORM IN SPEAKING CLASS VIA PROJECT-BASED LEARNING

Nunung Susilo Putri<sup>1</sup>, Marwa<sup>2</sup>  
<sup>1,2</sup> Universitas Lancang Kuning, Pekanbaru

nunung@unilak.ac.id

## Abstrak

*This study aims to tell and describe Project-Based Learning activities in the Speaking for Everyday Communication class by applying YouTube. This topic was chosen because there are a series of activities that have occurred in the past, especially on the use of YouTube as a reference and platform. Then, as educators are required to be able to apply ICT media in the classroom, as demanded in teaching in the context of the global world. The problem formulations were formulated: What were the PBL activities of students with YouTube as a reference and platform in speaking classes in the third semester of FKIP University of Lancang Kuning?. This study uses a narrative study method (narrative inquiry) that focuses on student activities when projecting videos. A pilot study was conducted to identify participants. The research was carried out from October to December 2019, involving 1 lecturer who had an orientation to the learning model by using YouTube as a reference and 8 students who had participated in speaking classes for one semester were selected as participants. Data collection techniques used were observation checklist, documents and interviews. The findings of this study indicate that the application of YouTube can be a learning strategy in the classroom. A series of student project activities is an activity that only takes place in the Speaking for Everyday Communication class. It is a different activity that takes place, the end of the activity is uploading their video project into a YouTube account to become a reference and knowledge for YouTube viewers. Based on the above findings, a series of Project-Based Learning activities carried out can be a concept for educators and the use of ICT media such as YouTube can be applied as a reference and platform for educators. For future researchers, this research is expected to be a reference for researchers and provide a reference source for teaching other subjects, since such an integrated learning using YouTube is easy to apply.*

**Kata kunci:** *activities, youtube, reference and platform, speaking, PBL*

## 1. INTRODUCTION

In the list of its top sites, Alexa (2013) has registered YouTube as the third top website after Google and Facebook based on a combination of average daily visitors and page views. The researchers have identified some of the benefits of using the YouTube application. Burke (2008) reveal the use of innovative video technology resources such as YouTube can be integrated to provide relevant, creating a sense of "classroom community," and enriching the learning environment for all students, both young and older. By using YouTube, we can learn anatomy and instructions on medical devices. In the 21st century, technology has a significant influence impact on various aspects of human life. Education is one aspect where we can see the use of new technology.

There are various YouTube implementations which are useful as references in teaching-learning (Herlina, 2019; Marwa, 2017). Concerning using YouTube as a reference,

Herlina (2019) states by using YouTube as a reference, we can investigate the students' process of analysing a tutorial from YouTube and also improve students English performance. On the other side, Marwa (2017) defines YouTube videos can enhance students' phonological appropriation and help them understand the complex rules of English phonology classes because they have experienced native English speakers as models for their learning and pronunciation practice because they can access them on YouTube.

Also, YouTube has been useful as a platform for teaching-learning (Wahyuningsih, 2019; Buzetto-Mero, 2014; Silviyanti, 2014; Alhamami, 2013). Concerning using YouTube as a platform, Wahyuningsih (2019) states YouTube project could facilitate the use of English based on their positive attitude towards its use and a high percentage perception that can foster speaking of language. A comparative study from Buzzetto-More (2014), YouTube videos enhance student engagement, depth of understanding, and overall satisfaction in higher education courses. Silviyanti (2014) mentions the highest motive for students to use YouTube is because using YouTube is beneficial for their English, then, using YouTube motivates them to learn English and YouTube material is relevant to what is learned in class. Alhamami (2013) defines the YouTube website as one of the most usable online tools to learn languages these days.

Educators are increasingly using YouTube as a resource for everything from news events from around the world to videos that are used as project-based learning. Project-based learning is a learning approach that gives learners the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others. Researchers have implemented YouTube for students Project-Based Learning in the class. Susanti (2019) claims YouTube is a medium that can be utilised for Project-Based Learning-based learning. Through project assignments, students can understand the material being studied effectively. The project task in the form of making a Vlog is suitable for use in Subjects. That is because the Vlog tends to activities to tell stories which results in the form of video (audiovisual).

Concerning using Student Project-Based Learning in speaking classes. According to Kaunang (2018), Project-Based Learning could improve the students speaking skill. It is suggested to use this method in teaching speaking skill. Students can construct their idea into a project, and they prepared to understand all the topic and develop some solution regarding their project. Their speaking skill will improve through Project-Based Learning, and the students were able to cover their speaking aspects-pronunciation, grammar, vocabulary, fluency, and comprehension. Also, students had a real interest in using Project-Based Learning for speaking teaching-learning in the classroom.

In similar to, some interactive cases involve giving lectures to a direct audience, where the conversation is that the audience does not interfere with the communication. In improving speaking skills, EFL learners will need more energy than when they develop reading, writing and listening skills. Speaking expresses not only words but also shows ideas. This is about how sentences that are spoken when students speak are meaningful and can be understood by others. Even other people understand the words of EFL learners. Learners must still get their abilities. Bailey (2003), as quoted by Nunan (2004) states that students assume that speaking is difficult because they have no idea about what and how to say it. Lack of vocabulary starts the condition and gets little exposure to English grammar. However, it can be a note for teachers to make class activities that change the perception that learning to speak is not difficult.

## 2. METHOD

This research was conducted as qualitative research. The researcher conducts this study by using narrative inquiry with a qualitative approach. State by Creswell (2012) proposes 'narrative research' as the term representing a design which focuses "on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual". Narrative research is a type of research that consists of obtaining and then reflecting on people's life experiences mentions by Josselson (2007). Narrative inquiry is a way of understanding and asking for experience through collaboration between researchers and participants, from time to time, in a place or series of places, and social interaction with milieus states by Clandinin & Connelly (2000). And also Sugiyono reveals (2012) "Narrative research is a qualitative strategy in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. His information is then often retold or restored by the researcher into a narrative chronology".

In this case, the researcher infers that narrative inquiry is identity and individual perspective about a topic in narratives theme based on experience, personal and feeling. In this study, the researcher collected data by collecting documents, interviews, and observation checklists. This is the reason why the researcher chooses narrative inquiry because the researcher wants to identify students' past activities in using YouTube as a reference and platform in the speaking class via Project-Based Learning. The research was being conducted in English Education Department in Universitas Lancang Kuning, located at Yos Sudarso street KM. 8, Rumbai, Pekanbaru. The time of this research in November 2019. The research was being employed to the third-semester students' who have activities of Project-Based Learning in speaking class using YouTube as a reference and platform. The participants of this research were being limited for EFL undergraduate students especially the third semester on the English Department.

Initially, in September, the researcher conducted small-scale trials to minimise errors during the research. The researcher collected data that was preceded by a research instrument on five students by asking several questions and participants giving some information. The researcher chose the participants was a pilot study for three weeks. The researcher asked the third-semester students who used to use YouTube in class. It turns out that the third-semester students have activities and gain experience when using YouTube in speaking for everyday communication class, the lecturer who teaches also provides Project-Based Learning to students related to using YouTube as a reference and platform.

## 3. RESULT

Three sequential steps in students' Project-Based Learning with applying YouTube.

### a. Pra Project:

#### 1. Learning the materials of the day's given topics and drill a lot

In Project-Based Learning in class, the initial activities carried out are lecturers providing material to students, determining topics, grouping students in the learning process in speaking for everyday communication class, also asking students to understand the material they can, and jointly practising with groups to can understand the topic.

#### 2. Watching the YouTube videos that relate to the given topics as references to get any information and ideas of creating good video contents

The next activity students have to find a lot, collect and watch videos on YouTube related to the topic given by the lecturer, by watching a lot of videos they can, it was a reference in making their video project.

#### 3. Downloading the YouTube videos and list the links

The lecturer asks students to upload all the links they get that are relevant to their topic, then later they can be watched back offline. After that students include a list of links in the form of a list in their project report.

b. While Project:

1. Making a video concept/scenario

The next activity is the way students design their video project concepts. Whether it's in the form of tutorials, dramas, vlogs, product reviews, cultural videos, interviews, webinars, events, presentations, testimonials, animations, behind the scenes, or live streaming.

2. Determining the character for each student who was involved in the video record/shooting

Students get their respective roles in making their video projects. The division of characters or assignments is designed to facilitate students in making their video projects.

3. Writing down the script

The next activity students make scripts, and script content must be based on topics given in speaking for everyday communication class, students can develop scripts to make it more interesting and entertaining. Students create dialogue scripts and determine who was read the dialogue, and then the dialogue was be divided, each member of the group gets their respective roles. The dialogue was to be memorised by each character.

4. Showing and consulting the script to the lecturer

Lecturer gives time to consult when the group has reached the stage of making scripts, and students must provide their temporary report, telling the lecturer how the process in making their previous video project. When something is missing according to the lecturer, the script revision was be given if necessary.

5. Drilling a lot (practice the scripts)

The next activity students have to practice, try to memorise the dialogue of their roles and practice how to pronounce the conversation word for word, so that later when shooting video smoothly and not repeat a lot.

6. Preparing the camera and all equipment for shooting and select the shooting spots

The shooting process takes place in some places, record a video in the FKIP environment, Universitas Lancang Kuning main gate to get a better view and students' move to a place Rektorat building.

7. Downloading video making and editing applications

Students are required to have applications for editing video projects that are made. This is useful for making videos more interested in watching. Applications commonly used by students are KineMaster, Movie Maker, Audacity, and YouCut.

8. Conducting video shooting

In this step students and groups begin to take video recordings, video shoots are carried out in various places, students 'shot the opening and closing of the video related to the topics, students' shot the dialogue, short movies, funny ghosts, etc. Students need a lot of time in taking video project recordings.

9. Working on and complete the video editing

After the video recording is finished, the next activity that students must do is work on editing the video, bringing together all the videos that were recorded during the previous project.

10. Reporting the project to the class

When all project activities are carried out, students must list all activities carried out in a project report. Each group submits a project report and shows the video project they have made to the lecturer who teaches in the speaking for an everyday communication class.

11. Making the YouTube channel

Students must have a YouTube account, and if they have not yet created an account, the lecturer advises students to look at tutorials on YouTube or any website that provides information on how to create a YouTube account.

c. After Project:

1. Uploading the video to YouTube

The next activity carried out is when students already have a YouTube account students must upload their project videos to YouTube through their account.

2. Sharing the YouTube links to the class WhatsApp group

Students share their video links to the WhatsApp group class, not only in their YouTube account, but they also upload video projects with their links to other social media such as Instagram, Facebook and others.

#### **4. CONCLUSION**

##### **a. Pra Project**

The initial activity undertaken by students is to study the topic material given that day by the lecturer and practice a lot with the group. Next to watching YouTube videos related to the topic given as a reference to get a lot of information and ideas for creating good video content. Then students downloading the YouTube video they have watched and included the link in their project report. It connects to the idea from Susanti (2019) claims YouTube is a medium that can be utilised for Project-Based Learning. Through project assignments, students can understand the material being studied effectively. Students reflect on how well they work in collaborative groups and how well they contribute, negotiate, listen, and welcome the ideas of other group members. Students become critical friends by giving constructive feedback to each other, which helps them become aware of what they have strengths and increase their interactions with one another.

##### **b. While Project**

The next activity undertaken by students is to creating a concept or video scenario, determining the characters for each student who will be involved in recording or shooting videos, writing scripts, showing and consulting scripts to the lecturer, drilling a lot (practice scripts), preparing cameras and all equipment for shooting and choose a place to shoot, downloading the application for making and editing videos, then do a video recording, after that working on video editing, when the video project is finished editing students reporting the project to class (submit project reports and videos to the lecturer) and don't forget they make a Youtube Channel. Still in line with research conducted Fleck (2014) the rise in popularity of YouTube has made the use of short video clips during college classroom instruction a standard learning tool. With YouTube as a reference in the learning that the more familiar students are with online learning tools, the more willing they are to use them in the class. According to Jones (2011), YouTube as an instructional aid in lessons and in planning. As such, YouTube has great potential to become a learning reference through the YouTube site dedicated to users who can provide a context in which they can interact, exchange ideas and opinions, share feelings and participate in a web-based environment. Using YouTube in the classroom is an innovative and cost-effective way to bridge the gap between students from the Net Generation and their teachers' states by Abell (2011).

##### **c. After Project**

The last step students have to do is uploading the video to their YouTube channel and sharing the YouTube link into the class WhatsApp group. William (2014) highlighted YouTube is one of the largest social networking websites, allowing users to upload and view video content that provides entertainment and conveys many messages.

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