

Analysis On Students' Speaking Skills Through Automotive Youtube Video As Self Study Media

Wati, Bela Mustika, Luwandi Suhartono, Sumarni
Universitas Tanjungpura, Pontianak, Indonesia

ABSTRACT

Automotive youtube video refers to the study of self-propelled automobiles or machines that applies to standard automobiles, sports cars, tractor- trailers, marine automobiles motorcycles, and more. In the millennial era, students not only use youtube to watch but also to enhance their speaking skills. Youtube can be a media for students to study by themselves. Self- study is focuses on the individual's own practice and role in it, as well as exploring deeper to understand motivations, beliefs, and concerns about a specific part of practice. This descriptive qualitative study conducted to find how the implementation of Automotive Youtube video in developing students' speaking skills. The population of this study was 15 Mechanical Engineering students at 12th grade of SMK Negeri 7 Pontianak as the sample. The instrument used in this study is observation, questionnaire, and interview. Based on the result, students implementations on automotive youtube video was different each other. This result showed that students have distinctive ways in implementing automotive youtube video as self-study media. It will be useful for the teacher to make learning English better related to their interests.

Keywords: *Automotive Video, Speaking Skills, Self-Study*

Corresponding author

Name: *Bela Mustika Wati*

Email: *belabmwhb@gmail.com*

INTRODUCTION

The automotive video refers to the study of self-propelled automobiles or machines that applied to standard automobiles, sports cars, tractor-trailers, marine automobiles motorcycles, and more. Members of the field in the video will have evolved abilities associated with engine construction, gasoline, and ignition, brakes, energy trains, digital and diagnostic device and more. Beside that, there was also entertainment content that still has to do with the car or motorcycle that becomes the main objects in the video. The use of youtube video in the foreign language learning had catered assembly students' desires. This new portal presents rapid and on the spontaneous video and unique substances worldwide. A current examination performed through Syafiq et al. (2021) confirmed that youtube motion pictures have contributed extensively to improving not only the students speaking skills, but also other English language skill ability additives together

with grammatical structures, lexicon, fluency, and content material. The majority of the video satisfies a two-fold function; first, they were fun to watch, and second, they were powerful studying media that students enjoy. In a similar vein, research findings by Meinawati et al. (2020) showed that watching youtube videos helped students speak more fluently and confidently.

Youtube can help students enhancing their speaking skills. Qomar (2016) considered using YouTube to improve students' speaking performance and discovered that YouTube could improve students' speaking skills. Speaking was one of the linguistic arts of speaking as a communicative interaction with someone, and it was literally difficult to master. The ability to speak has a close relationship with the ability to listen, in conversational activities students must listen and then speak because speaking was not just remembering and memorizing written sentences but speaking spontaneously to show students' ideas orally. When learners learn speaking using technology, it makes students have more enthusiasm while learning. Riswandi (2016) proved the result of using youtube-based video improving in students' speaking skill in aspects of fluency, vocabulary, pronunciation, grammar, and content. The students of mechanical engineering used automotive youtube video to enhance their speaking because it was related to the students' major and interest.

The students of SMK Negeri 7 Pontianak at 12th grade enhance their speaking skills by using automotive youtube video as their self-study media. Self-study is a popular method for studying practice for a variety of reasons, one of which being how one views the practitioner's involvement in the practice. Different areas of focus may be identified in approaches that come under the teacher inquiry/self-improvement umbrella (Noffke & Somekh, 2009). Most of students in this major are not really good in speaking skills, because most of the population in this class are males, but lately they have already improved their english speaking skills. Based on this reality, this study attempts to how is the implementation of automotive youtube video used by the students of SMK Negeri 7 at 12th grade in Academic year 2021/2022.

METHOD

This research is using qualitative descriptive study approach in order to investigating the implementation of automotive video that students used as a self-study media in developing speaking skill. Qualitative research involves an interpretive, naturalistic approach to the world Creswell, J.W (2018). It shows that qualitative study things in their natural settings, attempting to makes sense of, or interprets, phenomena in terms of the meanings people bring to them Denzin & Lincoln (2011).

The participants of this research were 15 students of mechanical engineering in the twelfth grade of SMK N 7 Pontianak in academic year 2021/2022. The potential subjects of the research have been chosen by the writer and the writer believes that they had good potential and appropriate information regarding to the purpose of this study, moreover the subjects had meet the following criteria such as:

- a. They have engaged automotive youtube video as their self-study media.
- b. They have been succeed in develop theirspeaking and also their speaking aspects is good at their intermediate level.
- c. They have good scores in English.

The instrument used in this study is Observation, Questionnaire, and Interview. The observation applies to know the class situation and the students' activities. Besides that, the writer uses questionnaires to identify the significant improvement of automotive youtube video in enhancing students' speaking skills and figure out the implementations of the students. Then, the last technique that the writer uses is an interview in order to figure out deeper implementations and the components of speaking that improve by the students.

The data obtained from observation checklist and finding correlations in the class where the writer did not control the treatment, so the writer gathered the data by watching the behavior, events that happened in the class in accordance with the existing observation checklist. The questionnaire is analyzed using descriptive study, and then the writer find out how much was the respondents' significant speaking improvement and the writer interprets the information of the interview that has been delivered by the respondents.

FINDING AND DISCUSSION
RESEARCH RESULT

Table 1.0 students' activities in a class results

No.	Activities	Yes	No
1	Students are enthusiastic when the English lesson takes place.	<input checked="" type="checkbox"/>	
2	Students speak English well.	<input checked="" type="checkbox"/>	
3	Students are asked a variety of questions.	<input checked="" type="checkbox"/>	
4	Students discuss or ask the teacher when facing difficulties in speaking.	<input checked="" type="checkbox"/>	
5	Students can answer the teacher's question independently/clearly.		<input checked="" type="checkbox"/>
6	Students have a lack of confidence when speaking	<input checked="" type="checkbox"/>	

	without any preparation.		
7	Students are afraid to make a mistake when they speak.	<input checked="" type="checkbox"/>	
8	Students speaking are mostly understood by others.	<input checked="" type="checkbox"/>	

From the observation and activities above it showed that most students actively speak English in the class and could speak with the teacher actively even if some of them were afraid of making mistake when they would speak; the excitement of the students was strong when it come to speaking English.

Most students who watched automotive feel helped in terms of the English vocabulary thatthey got which had an effect on their speaking skills. Based on the interview the writer found out that students' interests in something could help them unconsciously. For example, those students who use automotive youtube video unconsciously improve their speaking by watching the automotive youtube video. Moreover, from the interview it can be shown that information was not only obtained at school but can also be obtained on otherplatforms or learning media such as youtube asan effective medium for student learning. And also from the interview the writer found that most students answered vocabulary was the component that improved between five components of speaking skills, students think that if they did not know the vocabulary how can they speak English. For the Grammar students not really improved in grammar because the video of automotive did not really pay too much attention to grammar while the speaker speaks.Then, students not really fluent in english when answered the question, but the students said that automotive youtube video helps them in their fluency. Next, for the comprehension aspect students can understand the meaning that exist from the video and students can catch the information from the video. The last was pronunciation; the students' pronunciation in english while answered the interview not bad but most students said the automotive youtube video bit enhancing and help their pronunciation improved.

The writer did the interview in order to know how actually the students' speaking skills and also the impact of the automotive itself on students who have used the platform. Briefly, the writer can know that students have goodEnglish speaking skills because they answered the interview clearly and also there was no significant different between the students who had the longer study between the shorter study in this interview.

Table 2.0 components of speaking skills

No	Components	Explanations
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1	Vocabulary	The automotive youtube video has greatly influenced the student vocabulary; because the student is already interested in the video so the student produces more by the video itself.
2	Grammar	The automotive video is not really improving the student's grammar a lot because the video is not that focused on the grammar.
3	Fluency	The video of automotive enhances the students' fluency.
4	Comprehension	The automotive youtube video related to the students' major so the meaning or the purpose of the video success transferred to the students.
5	Pronunciation	The automotive youtube video helps students in improving their pronunciation.

The automotive youtube video indirectly made the students able to speak English well at the intermediate level. There were 3 components of this questionnaire: Self Management, Desire for Learning, and Self Control. As the writer knew the students of SMK Negeri 7 Pontianak sometimes were lazy to study and moreover most of the students in this class were males, which required them to have their own platform to learn and hone their skills. Definitely, they chose automotive youtube video as their learning medium while at the same time they learn according to their attention and major. Moreover, they have an expectation that if they already like automotive, unconsciously there was something to be gained from watching the English-based video such as Speaking skill because they watched and listened to the expert speak in the video. Furthermore, most students watched the video 2-3 times in a week at home with an average video duration of 7-13 minutes, students did not that too interested with video with long duration.

Students stated that they were so enthusiastic about learning with automotive youtube videos because it was according to their passion and attention in that field. They not only find out information about cars, motorbikes, tires, brakes, engines or how to change engine oil on youtube, but they also can hone their speaking by watching and listening to

experts who described the video they watched. There were also some youtube channels that students mentioned, namely Cars Simplified, How a car works, Donut Media, Roads Untraveled, Gold Pony, and Animagraffs, the reason that students chose these channels were because the video had good quality, the duration of the video was not too long, and the channels showed clear video recorded. The students know that automotive youtube video helps them in speaking because students only use youtube as the platform to study at home.

From the results of the question the students apply the media differently to each other. Imitating was the way students implemented the video they imitated or copying the native speaker when the speaker talked about automotive then students copying the pronunciation and the word stress when the speaker spoke. The imitating method is coherence with the researcher’s study that is focusing on speaking. Besides imitating students using Reading while implementing the video, students read aloud the translation that appeared in the video, with reading students can practice their English speaking skills as the students read aloud they produced sounds then students can practice their intonation and fluency as well as their pronunciation in speaking. The last method was Listening; Students listen to English video offers various advantages, including the ability to learn new words, phrases, and pronunciation.

Undoubtedly, students like to learn through the platform because of the animated video, text, sound that makes it easier for them to learn. But there were some difficulties they faced then they learn English speaking skills, such as they sometimes could not understand what the speaker saying because the speaker speaks too fast and sometimes they did not get the word they said, then students feel that the environment around them was not supportive enough for them to use English, because they be ridiculed by other friends from other majors. Moreover, another difficulty was that the translations on youtube usually do not match with what the speaker said. Speakers who continue to mispronounce a large number of phonemes can be very difficult for speakers in other language communities to understand (Gerard, 2000: 11).

Table 3.0 the components of implementations used by respondents

No	Components	Implementations	Total of Responses (Males)
1	Imitating	Imitating the native speaker word stress and pronunciation when watching automotive youtube video.	8

2	Reading	The students read the subtitle and produce sound when they read it.	4
3	Listening	The students repeating the phrase that interactive and listen to the pronunciation of the speaker.	3

DISCUSSION

Based on the table 2.0 above, the result of the interview that has been done with 3 students, it showed that students improved on vocabulary since the students watching the automotive youtube video as their self-study media, the video explaining about mechanic so the students have interest to the content that the speaker showed. When the subtitle appear the students read it in order to know the meaning of the video, and also students listened to the speaker pronounce words. Then, students do not really improved in Grammar, the automotive video that student used here not really focused on grammar. Moreover, the native speaker generally using idioms and slang words because the content of the video explained about Automotive or Mechanic but not consistently the speaker used idioms in speaking. Otherwise, students improved on the Fluency side, when the students watched the video the students directly listened to native in the video and also as Riswandi (2016) proved the result of using youtube-based video improving in students' speaking skill in aspects of fluency, vocabulary, pronunciation, grammar, and content.

Beside Fluency, students also improved in their comprehension side. The content that showed in the video understood by the students, but the students do not know deeply how words placed together in formulating sentences. Lastly, pronunciation of the students improved because the students listened and noticed the intonation that the native speaker used while they watched the video. Since the video was audio-visual noticed the native speaker mouth and tongue move when the speaker spoke. Then, the students tried to imitating the words and repeating afterwards. As Harmer (2007) called to speak, the ability to speak fluently requires knowledge of language characteristics as well as the ability to process information and language "in the field".

CONCLUTIONS

Based on the result and the discussion of the findings previously, the writer concluded that automotive youtube video was effective to improve students' speaking skills. The contribution youtube in the learning process made students easier to learn English-speaking skills and carried more information about automotive, visualization of

youtube made students interest watching them. Moreover, the youtube media were not only those which can provide information or theory about the subject itself, but it can also be used for practice in order to level up the students' abilities in speaking.

Those were the ways students used youtube as learning medium in their learning process. Based on the result above, the writer can conclude that students' implementations on automotive youtube video was different from each other. The implementation of automotive youtube videos that students used as their self- study media was (1) Imitating; the students imitated or copying the native speaker when the speaker talked about automotive then students copying the pronunciation and the word stress when the speaker spoke. The imitating method is coherence with the researcher's study that is focusing on speaking. Besides imitating there was (2) Reading; with reading students can practice their English speaking skills as the students read along students can practice their intonation and fluency as well as their pronunciation in speaking. The last method (3) Listening; Listening to English videos offers various advantages, including the ability to learn new words, phrases, and pronunciation.

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