

Enhancing Speaking Proficiency through Retelling YouTube Content for EFL learners

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Abstract

The most crucial aspect of learning a language is speaking. The majority of EFL students have difficulty expressing themselves. They have no idea what their speaking counter is referring to and are also at a loss for what to say. Ten college students were recruited to participate in this study which involves modifying YouTube content in improving students' speaking skills to answer this problem. First, the teacher sets up a WhatsApp group utilized to replace the classroom. Next, the teacher shared a YouTube URL with the class, instructed the students to click and learn the material, then assigned them to study the audio and text on YouTube. The students then need to retell the story after finishing the assignment. They made a recording and shared it with the group. Last, the teacher gave feedback on the students' work. The screen activities were recorded and used as the data source for qualitative analysis. As a result, the students could tell the story clearly and concisely. Their confidence to tell the story rose as well. Other teachers can use these findings to teach speaking or related disciplines, and other scholars may be able to expand on them to produce more detailed results.

Keywords: *Feedback, Retelling, Sound, Text, WhatsApp, Youtube*

Abstrak

Aspek yang paling penting dalam mempelajari bahasa adalah berbicara. Sebagian besar siswa EFL mengalami kesulitan mengekspresikan diri. Mereka tidak tahu apa yang referensi pembicara mereka dan juga kehilangan apa yang harus dikatakan. Sepuluh siswa perguruan tinggi direkrut untuk berpartisipasi dalam penelitian ini yang melibatkan memodifikasi konten YouTube dalam meningkatkan keterampilan berbicara siswa untuk menjawab masalah ini. Pertama, guru mengatur grup WhatsApp yang digunakan untuk menggantikan kelas. Selanjutnya, guru membagikan URL YouTube dengan kelas, menginstruksikan siswa untuk mengklik dan mempelajari materi, lalu mengarahkan mereka untuk mempelajari audio dan teks di YouTube. Siswa kemudian perlu menceritakan kembali cerita setelah menyelesaikan tugas. Mereka membuat rekaman dan membagikannya dengan kelompok. Akhirnya, guru memberikan umpan balik tentang pekerjaan siswa. Aktivitas layar dicatat dan digunakan sebagai sumber data untuk analisis kualitatif. Hasilnya, siswa dapat menceritakan cerita dengan jelas dan ringkas. Kepercayaan mereka untuk menceritakan kisah itu juga tumbuh. Guru lain dapat menggunakan temuan ini untuk mengajar berbicara atau disiplin terkait, dan sarjana lain mungkin dapat memperluas mereka untuk menghasilkan hasil yang lebih rinci.

Kata kunci: *Umpan balik, Menceritakan Kembali, Suara, Teks, WhatsApp, Youtube*

1. Introduction

Speaking is a crucial component of learning a new language. It is a tool for communicating thoughts to others. People can comprehend the party's intentions if they speak. They share information for a variety of objectives in everyday life. They can profit from speaking to improve and enhance the growth of the field in which they specialize (Swierad, and Huang, 2021). It is a kind of way to build background knowledge through input exchanges. Teachers can share their knowledge with their students in education, for example, through speaking. Fluency in speaking is required in order to succeed in the process of receiving and distributing ideas (Rao, 2019). To be successful in their delivery, people must have some speaking skills. The speakers' vocabulary, syntax, and listening skills must all be improved (Gottardo, 2018). They may be unable to talk because of their lack of expertise. Choosing words will be hampered if They do not have enough words in their heads to express themselves. It leads the speakers to be incapable of expressing ideas in words. Furthermore, to make a meaningful

delivery will be obstructed. They have no idea how to put their limited words together in a meaningful way. It impedes their capacity to conduct conversation. It also results in their inability to understand what the speakers are saying. To have a successful conversation, the language users must develop their competence in vocabulary, syntax, and listening (Kadamovna, 2021).

The students, the language users, can find speaking practice on YouTube. On it, people expose themselves to a variety of topics. It could be a monologue or a conversation. People employ their freedom of expression in expressing their opinions, which is the purpose of uploading content (Sakkir et al., 2020). Youtube is a video product distribution application. It is used by people to present others information they have in the form of a film. It generates CC (closed captions) on its own. It is the transcript provided by the application to help the viewer comprehend the exact words. People can observe the lines of utterances delivered by the speaker by clicking the CC icon on the top right of the page. The viewer enjoys the material of YouTube in each slide since it is presented in the form of a video and transcript. People are happy to obtain the informative delivery by watching such material. The image and sound of the content appear to be the proof of the evidence. It is the authentic materials that the students and teachers can use (Yasa, 2021). Nevertheless, YouTube content can be used to meet educational needs. Teachers use it to help students improve their listening skills and expand their vocabulary. It is critical for students to memorize a significant quantity of words. It will make it easier for them to choose words when conversing (Kristiani, 2021).

The students who are learning English as a foreign language have difficulty communicating their thoughts (Rahayu, et al., 2020). They have a tendency to be uninterested in participating in speaking classes. They do not seem to have any thoughts to express. They were entrapped in the impasse. They did not answer whenever they were asked for their thoughts. Lack of vocabulary, phrase construction, and anxiousness contribute to this quiet. These barriers make it difficult for individuals to communicate their views to others. As a result, they are unable to practice speaking (Khatoony and Rahmani, 2021). Using genuine materials from the internet sounds appealing. YouTube is one of them. It is similar to a podcast. The materials on it assist students in honing their speaking abilities (Suseno, 2021). The student's ability to communicate could be improved. YouTube has a wide range of topics. When used in the classroom, it can lead to students having fun while learning (Hussin et al., 2021). It can be utilized to enhance recounting activities. To make it more interesting, Students must follow the protocol when retelling. There are a few things that students should do to improve their performance. Students listen to the entire delivery from the source in order to develop the correct pronunciation. It necessitates precision in pronunciation (Saputri et al., 2020). Understanding each line of the transcript passage is critical for grasping the content's core. It will enable students to make their own word choices. It can be difficult to recall the entire story at times. There will be some missing pieces. To solve this issue, students can utilize some images of the youtube content. It eases them to make the retelling sound more natural and detailed. Susilo (2016) said that implementing pictures to conduct retelling helps the students improve their speaking fluency. The study's goal is to see if using YouTube to improve speaking skills is beneficial. Observing the use of YouTube in the classroom appears to be fascinating. The study questions must support such an aim in order to achieve it. The following are the inquiries:

1. How does the teacher use YouTube videos to help students learn to speak better?
2. What effect does accessing YouTube content have on students' speaking abilities?

The study's conclusions will be drawn from the data after qualitative analysis. It is crucial to reach a trustworthy decision.

2. Literature Review

2.1 Youtube Content

Teachers can use YouTube's content to enhance the listening and speaking classes. It is an excellent technique to practice students' listening skills. The students are able to listen to various words from the authentic sources. They will build their listening and pronunciation skills. It is crucial to improve the students' pronunciation accuracy to enhance speaking ability. The stuff supplied by natives on YouTube is genuine (Yuyun, and Simamora, 2021).

2.2 Enhancing Listening and Speaking Skill

Furthermore, using youtube materials, Students can learn how to use their language in a realistic situation by imitating native speakers. The use of such materials in the classroom assists students in improving their listening and speaking skills (Anggraini, 2021). It is critical to comprehend YouTube's content. The students need to comprehend the material on YouTube. To enhance such a goal, The teacher needs to motivate the students to understand each phrase line. Students also require the assistance of their teacher in learning how to translate words and phrases properly.

2.3 Using Electronic Dictionary

Nevertheless, the students need a tool to ease their effort to make a translation. It is all about an electronic dictionary. Using it, Students will be able to study both the definition and the pronunciation at the same time (Suseno, 2020). Each term in the dictionary has numerous definitions. The students must choose one that is appropriate for the situation. The provided example of the sentences renders them the perspective on using the word on the proper intention. Students grasp the natural context of the word definition by understanding the given examples. it could lead to the students becoming more self-reliant in the future (Cahyana, 2020).

2.4 The Online Learning

During the pandemic season, students' ability to learn in a continuous manner is limited. They are unable to attend class as scheduled. They cannot meet with the teacher as a group due to the spread of Covid-19. They are not allowed to become infected. Nonetheless, learning is a process that cannot be halted. Students must cultivate their interest in learning new things. Technology advancements have made it possible for teachers to employ it in the classroom. The teacher and students do not need to search the market for pricey books or educational tools. Any information may be found on the internet. Teachers and students can easily obtain any content to enhance the teaching-learning process by using their mobile devices. To enhance speaking skills, the teachers could apply various methods. One of them is debating. It is the way the teacher used to boost the students' ability to conduct a conversation. To meet such a goal, The teacher splitted the students into two groups pro and con. To get the debate started, a topic was shown to the two groups. The pro group initiated the talk then the con group responded to it. The process of debate was observed by the teacher. Completing this kind of activity, the students developed their skills in fluency, vocabulary, comprehension of the essence of debates, pronunciation, grammar, critical thinking, collaborative learning, and problem solving (Yulizar and Hasibuan, 2022).

3 The use of a social media

WhatsApp is one of the internet applications that can help with the teaching and learning process. Through the media, students and teachers can exchange information in the form of text, images, and sound. It runs on laptops, desktop PCs, and smartphones. WhatsApp is one of the options for conducting the teaching-learning process. This type of social media is well-liked by gadget users. The device users are students and teachers. They can use such a tool. Through the media, teachers and students can publish and download resources at any time and from any location (Cetinkaya, 2017). This autonomy influenced the learning environment outside of the classroom. It is a pleasurable and life-long learning experience. Although there are obvious limits, it appears that using WhatsApp to replace the classroom setting is promising. The downsides of using WhatsApp include the limited number of uploads and the possibility of student cheating. They are small issues that might be dealt with (Munir et al., 2021). The advantage of using it is that students and teachers can access and download resources from any location.

3. Method

Some steps must be followed to obtain the answers to the research questions. It is using YouTube to educate people on how to talk. A total of ten students are involved in this lesson. They belong to the English department. Due to the pandemic, the teaching-learning process is done entirely online. The teacher's first action was to create a WhatsApp group. He added all of the students' contact information to the group. It

enables the teacher and students to exchange the Information. Completing the whatsapp group creation, the teacher began the lecture by posting the URL of a YouTube video. He instructed the students to press the button. The students sat in front of their computers and watched the youtube content. They learned the words, phrases, and sentences uttered by the speakers. They tried to figure out the unknown words by reading the CC (closed captions) lines while watching it. They paused it and looked up the definitions of such words in their electronic dictionaries. They watched the video again after finishing it to ensure that they understood the overall material. To get the benefit of learning the youtube content, then the teacher asked the students to retell the material. They recorded their work and uploaded it on the whatsapp group. To see the progress of speaking skills, the teacher evaluated and gave feedback on it. The teacher's evaluation and comments were focused on pronunciation, vocabulary, and sentence structure. It is a reflection of a student's growth in speaking ability. This technique was carried out on several occasions. The data found during the teaching process was analyzed qualitatively to meet the conclusion.

4. Results and Discussion

To conduct the online teaching and learning, the teacher and students need a medium. It is important to replace the classroom setting. A social media Whatsapp fits with the classroom needs. To get such an application, the teacher needs to create it and add the participants on it. Figure 1 depicts the WhatsApp group page utilized in the teaching-learning process. It is seen that the students and teacher are listed on it. There are two admins that control the posting materials. They have the capability to add and kick out participants and delete the posted contents. It is important to keep the teaching learning process running well.

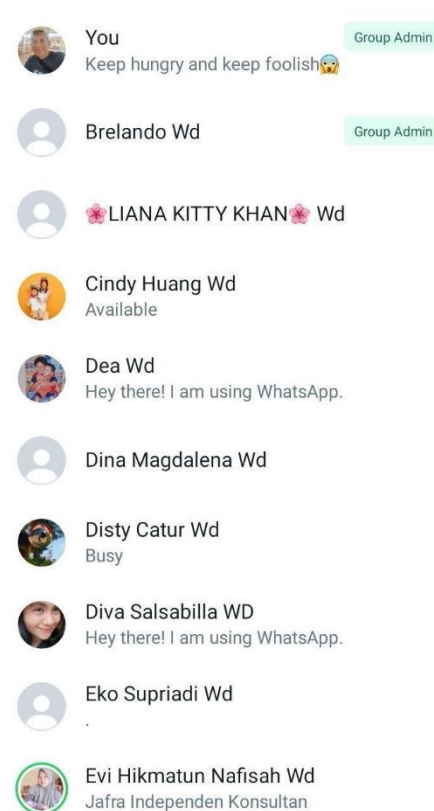


Figure 1. WhatsApp group page utilized in the teaching-learning process

The teacher must start the lesson. By using YouTube to learn to speak, the students must understand the teacher's goal. They want to know what YouTube content will be used in the teaching-learning process. The teacher shared the URL link with the WhatsApp group to introduce such a goal. It is all about a native speaker's monologue. The content is a description of a photograph. The students do not need to hunt for things on their devices because they have the URL. It makes it easier for them to follow the learning process. Figure 2 depicts the URL's landing page.

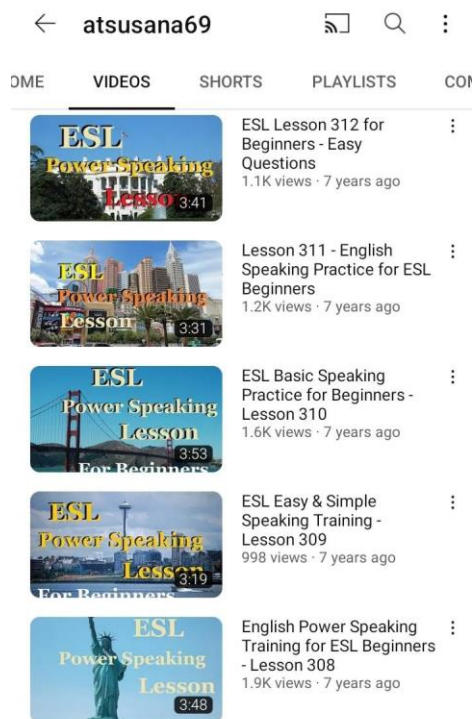


Figure 2. YouTube links

The students were directed to a YouTube page after clicking the address. They followed the teacher's instructions and pressed the play button. Each learner is required to wear their headphones to enjoy the clarity of the recording. It is a strategy to keep the distractions to a minimum. The student's attention will be drawn to the sound and text on the screen. The teacher advised them to modify the volume, pause, play buttons, and others to meet their own learning needs. They might pause the scene at any point to allow students more time to absorb the information. They can also rewind or fast forward the play to satisfy their requirements. Figure 3 shows a screenshot of a YouTube page.



Figure 3. A representation of YouTube tools

The students must understand each line spoken by the speaker in the YouTube content. Inferring the delivery is critical for them. On CC, the students can read the lines. Reading, listening, and watching can all be done simultaneously. As a result, students can use the resources given by YouTube to meet their content learning needs. They can rewind the material in any part. They can also re-forward the material in any part to get the material they want. Students become self-directed learners as a result of the resources supplied. The adjustment of the tools is depicted in Figure 4.



Figure 4. Tool Selection

Re-Telling The Story

Retelling is the goal of using YouTube to improve speaking practice. To complete such an assignment, students must have a general understanding of the content. Both teachers and students benefit from storytelling. It is a technique for teachers to examine their students' ability to communicate their ideas. Teachers can see how well their students understand vocabulary, pronunciation, grammar, and syntax. Students can benefit from retelling practice by applying their prior knowledge to actual information. It assists them in improving their speaking fluency. The students used youtube to record their actions by narrating the visual to do recounting. Figure 5 shows a screen picture of the recording.

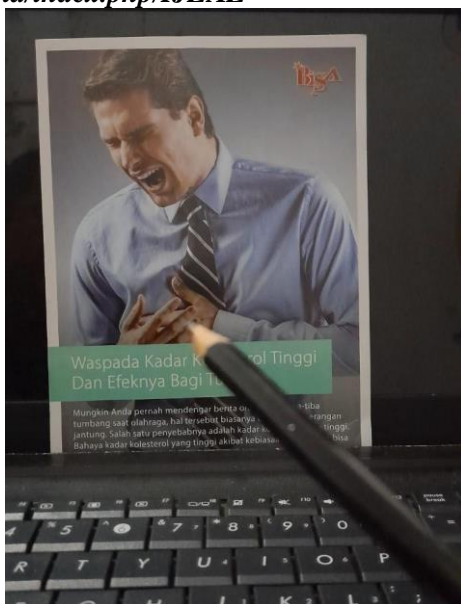


Figure 5. Recounting work of student

The Instructor's Feedback

Students must be aware of their competence's strengths and weaknesses. They desired to improve their performance by addressing their weaknesses. As a result, the teacher's correctness is required. It is a combination of criticism and praise for the students' work. It is necessary to provide feedback on the students' work. The students are curious as to which is proper and which is not. Students must have it to repair their careers in the future (Prastya, 2018). The teacher will ask the students to recast, elicit, clarify, discuss, repeat, and applaud their work to provide feedback. The outcome of the work determines the action of feedback. Students can notice inappropriate statements by receiving critical feedback from their teacher. It will serve as a warning to others to avoid making the same mistakes. Receiving appropriate feedback on students' work might increase their conviction. It enables them to be self-sufficient. Some students are capable of completing the task properly. If they do their jobs correctly, the teacher will be happy to compliment them because they require the teacher's acknowledgment. Students must motivate themselves to improve their performance (Khairani and Refnaldi, 2020). They will employ this type of pattern in their future jobs. Figure 6 depicts a representation of the teacher's feedback. It demonstrates how the teacher participates in the teaching-learning process.



Figure 6. The Capture of the Teacher's Feedback

YouTube's effect on a speaker's abilities

It is the process of incorporating YouTube into a public speaking class. To achieve this purpose, the teacher needs to take procedures such as learning preparation, distributing the YouTube URL link, and many more. Understanding the information, recounting, and using YouTube in the teaching-learning process. These are the activities that teachers and students should promote. It is critical to improve each activity to connect with the others. The teacher's role is to facilitate the learning process. He needed to be a part of every phase. The students' participation will round out his thoughts to achieve the learning aim.

Preparation of Learning

The teacher must make some preparations in order to give speaking lessons. One of them is starting a group on Whatsapp. It is critical to improving the teaching-learning process (Ganesha et al., 2021). Due to the epidemic season, a Whatsapp group has been created to imitate a classroom atmosphere. It has applications outside of the classroom. It allows teachers and students to communicate at any time and location (Cetinkaya, 2017). The teacher can present the lesson, assess it, and provide feedback. Materials in the form of images, text, video, and sound can be uploaded. This kind of simplicity allows teachers to be more creative in leading students to participate. Furthermore, students can benefit from the use of such an application. They can follow the teacher's lead. They can access the tasks, instructions, and assessments at any time and from any location. It has the potential to reduce the number of materials that are missing. This application can be modified to replace a missing class or resources in a standard class. The teacher-student connection will not be impeded by space or time constraints. It can optimize the outcome of achieving the teaching goal (Munir et al., 2021).

Figure 1 shows the Whatsapp group's page. It demonstrates that the list includes all of the participants and the teacher. They are still in the room as long as they do not sign out. By scrolling up and down, members may see the group's activity. It distinguishes between a normal class and a class that uses WhatsApp. Any posted materials can be commented on or critiqued by both the teacher and the students. The learning environment appears to be short-lived.

Distributing The Url Address of Youtube

The teacher might share the website address using Whatsapp as a learning medium. As the program's pilot, the instructor is responsible for providing materials to his students. Students will be more likely to follow up if the URL address is displayed on the screen. They click it and are taken to the page containing the desired materials, as shown in Figure 2. It is similar to reading a book. The material list is visible to students. They do not have to turn over the pages. Students can see the material's content by clicking on a certain title (Yasa, 2021).

It is critical to provide URLs in order to improve the teaching-learning process. <https://www.youtube.com/watch?v=8mBYrDC8VBQ&list=PL7fqlk93ZPryeItG5WmY5xOoc zugOSH8> is one of the URLs used in teaching speaking. By having a list URL to upload, the teacher will save time and energy. It also allows students to obtain content with only one click. Implementing this method results in innovation. The students are not required to look for the necessary materials independently. Their interest in the learning process will be piqued. As a result, they can alleviate their burden. It encourages students to take pleasure in the lesson (Kristiani, 2021).

Using Youtube in The Teaching-Learning Process

Because of the nature of the device, students can use it to watch videos on YouTube. There are a few buttons that need to be pressed. They can handle them in order to complete the learning objectives. Figure 3 shows how the teacher should introduce each button's function. Although it is not unusual for students to use their devices to watch YouTube videos, some of them are likely to be unaware of the function of additional buttons. The majority of YouTube viewers simply click it to play and stop it.

The students should recognize CC, rewind, forward, pause, mini-player, theater mode, full screen, and a few other terms. The given tools are displayed to meet the demands of the viewers. They are advantageous for students to employ in order to study the content. Drilling the skill acquisition is crucial. Students become self-sufficient after mastering the use of each tool. Students will be able to manipulate YouTube content to improve their speaking abilities.

Understanding The Content

The materials found on YouTube must be comprehended. Text, image, and sound are among them. They are a three-in-one package. It means that the students can view all three materials offered simultaneously in one scene. If the students are concentrating on the text, for example, they must read it line by line to comprehend it. They frequently came across unfamiliar terms or phrases. It is possible they will not skip it. They need to figure out what such things are. Students may find many definitions for each word or phrase when looking for a definition (Suseno, 2020). The teacher will need to do himself a favor. Students require assistance in selecting the appropriate option. It is critical for students to comprehend the passage in its entirety (Cahyana, 2020).

The students will need to learn how to operate the tool for the other aspects of the materials, such as the picture and sound. They must pause the scene to learn the pronunciation or to examine the visual in detail, as seen in figure 4. To ensure that the tools are used properly, the teacher must be prepared to deal with any students' issues. Students' grasp of the topic must be improved in order for them to gain autonomy.

The Process of Retelling

The students can use the materials they have learned on YouTube to improve their speaking abilities (Suseno, 2021). Students tell the story in their unique way. They are not required to copy the native utterances verbatim. The significance of retelling the story is to narrate the story using the writers' resources. The students gain experience recounting the narrative by emulating the native's style of giving the opinion. It is the first stage in copying the native's work. Students will retell the narrative in their own words later on.

The students used a photo from YouTube as a guide to recreate a story. Students will be given a hint on how to order the sentences by pointing to different picture portions. They will advance from one section to the next by repeating the description. This type of method aids students in completing their retelling by allowing them to recall their memories by pointing to different sections of the picture.

The action of the students while retelling a story is videotaped. They share it with the group. All members see it of the group. The viewers will appreciate the flow of the story by watching such a type of movie. They will be able to comprehend the speaker's delivery. It will change the way people tell stories. When these processes are repeated frequently, students' ability to communicate fluently improves (Susilo, 2016).

Discussion

The second question entails gathering information on how YouTube can improve students' speaking abilities. To prove that youtube is being used, certain findings must be used. The information from the teacher's feedback is appropriate to meet the answer based on the available facts. The teacher could advise on improving the students' weaknesses by examining their work (Prastya, 2018). There are a few classifications to keep an eye on. The teacher responded to the students' work by recasting, eliciting, clarifying, discussing, repeating, and applauding. The teacher uses a varied focus to comment on the students' work. It is dependent on the flaws discovered in their professions. If the content of the product does not relate to the topic taught on YouTube, the teacher requested the students to recast it. They will have to come up with the right ones. It is critical to underline the importance of guiding children down the correct learning path. They are probably getting the wrong stuff. It could be due to their hasty selection of the ordered material. They looked to be clicking whatever URL they came across while scrolling up and down. They did not pay heed to the task's order. Students should be alerted about this situation by requesting them to recast.

To encourage students to develop critical thinking skills, the teacher asks them to provide facts on the bias statement or sentences. The teacher occasionally discovered the imprecise aim of the lines during the entire recounting delivery. It elicits a dubious reaction. The teacher questioned the students about the supporting details. It is also crucial to improve the students' comprehension of their retelling subject. Students must clarify to the audience to fix faults in pronunciation or word choice in utterances. They need to clarify the show's incorrect pronunciation or use of words. Clarification of the errors demonstrates the speaker's responsibility for the story's content. It also emphasizes that the speaker was not attempting to create ambiguity. It was purely coincidental This method trains students to be cautious about how they transmit their messages. The teacher should encourage the students to discuss based on the overall assessment. He can ask questions regarding the story's amazing elements, such as the flow, the characters, and many more. The students' responses are diverse. It is fine to have diverse responses to the same question. It all boils down to one's point of view. The students' enthusiasm to communicate their thoughts is the most vital aspect of conducting a conversation. It improves their ability to communicate. The students occasionally used incorrect language when repeating a story. Their mother tongue's influence influences it. They construct sentences by combining words, just as they do in their tongue. To avoid making this type of mistake, the teacher should use the appropriate term. To become comfortable with such words or phrases, they must repeat them multiple times.

The final point that needs to be boosted is appreciating the accomplishment. It is necessary to value the work of the students. They must satisfy their desire to achieve the greatest possible result. The teacher encourages the students to keep doing their best by praising them. It is an endeavor to build confidence in one's ability to communicate ideas. The students' speaking fluency can be improved by having a strong sense of confidence. They will be able to grow as individuals by improving their abilities (Khairani and Refnaldi, 2020).

5. Conclusion

In the speaking class, expressing thoughts brings trouble. The delivering technique frequently causes the students to become stuck. It seems like a fantastic idea to encourage students to use their devices to increase their speaking fluency. Free resources for speaking enhancement come in a wide variety. Among them is YouTube. It includes both text and audio. To use it in the classroom, the teacher needs to take a few actions. A Whatsapp group is being used to continue the teaching-learning process due to virtual learning. It is the appropriate choice to show a typical classroom. It would be ideal if the resources and student work could be posted and downloaded. Learning YouTube content in the forms of video, audio, and text makes it easier for pupils to improve their speaking skills. However, having the teacher participate in providing feedback is crucial. It is a technique for encouraging pupils

to improve their capacity for applying the course material. Both the teacher and the pupils need to be proficient online for speaking fluency while using YouTube content. Another requirement is consistent internet access.

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