Using YouTube to Evaluate and Practice English Skills: A Case Study of Blended Learning

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Abstract—**This paper aims to describe the conception and implementation of evaluation and practice using YouTube as a strategy in teaching English skill and to know the effect of student's attitude. A student-centered, experiential learning approach to instruction framed the design. This required students to do most of the project work online, and involved a blend of face-to-face activity in the classroom along with out-of-class online collaboration. The case study based on blended learning. Blended learning is an innovative concept that embraces the advantages of both offline teaching by face to face and online teaching learning using YouTube as social media. In addition, to providing opportunities to discuss of English course traditionally face-to-face in the classroom and check the comprehension and understanding for the concept and material. The result show, students fell interested by using YouTube as a media in practice and evaluate English speaking skill.**

Keywords: blended learning, YouTube, speaking practice, reading practice

I. INTRODUCTION

Nowadays, Technology has important role for modern people. It can be used in various aspects of life. There are many various of program and application based on internet or web, one of them is YouTube. YouTube is online video repository in which nearly and digital video file can be stored and exhibited free of charge. YouTube can be used as media in teaching learning for all steps. We can use it for search some videos as authentic material or brainstorming only and we can use it for evaluation. So, this paper use YouTube as media to evaluate English skill, especially reading and speaking. YouTube can be used as media to explore student's practice as project in group or individually.

Media YouTube as learning tool which used to transfer knowledge and practice some skill, in this case speaking and reading skill. Media in learning is tool that used to transfer knowledge in teaching learning process. Teaching learning is a process communication between student, teacher or lecturer, and materials. The interaction will be more interested by use some tools. In this case, teaching learning use YouTube as media to practice and evaluate speaking and reading English skill as DeWitt et all state based on their research that YouTube has potential to be used as an instruction tool in the performing arts in line with current trends of collaboration and social networking in education [1]. Nowadays, YouTube is popular for millennial generation. So, the students have the other motivation when they do some practices and exercises use YouTube. Some research shown that generation known as internet generation or millennial generation has high orientation and motivation, but they have the different way on get it [2]. Learning style of its generation more individual and autonomous. But, they are hard searcher on information and they decide the choice of learning style that suitable whit them.

Furthermore, lecturers are required to be more creative in teaching learning process to meet their needs. YouTube is as the result of developed on technology has the same way with their needs. So, the of teaching learning will achieved. The advantages of teaching learning using YouTube, student will free to act out and do some exercises more confidence. In this practice, students make a video out of the class with appropriate topic in each meet and they free to explore idea. The final result will share to public. As we know that YouTube is a most popular provider to share video through internet online [3]. Some videos from YouTube can be used as authentic material for teaching learning as the result of research that YouTube can give the positive impact on English teaching [4]. Teaching learning using YouTube is as one alternation of learning tool to enhance speaking English skill and as an integrated form in education field. Also, it is as teaching learning form with blended learning strategy. Addition, YouTube can stimulate the occurrence of active learning and provide additional knowledge beyond the expected ability not only for teaching speaking but also for writing, and also make the teaching process effective and fun [5].

The University Islamic State Sultan Maulana Hasanuddin in Banten operates a small English for Specific Purpose (ESP) program for the students in basic grade of Management Islamic Education Program. Especially for the first and second semester. In this case, the course is as English 2 which has goal to make student speak and read in English skill fluently.

The resource, YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day. While issues involving copyright infringement and obscenity standards have often made the website controversial, the vast array of diverse content and its organic community interactivity make YouTube a tremendous resource for a multitude of educational endeavours. Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as realis to stimulate cultural

lessons. Later study is shown by Yang, the summarized research a study into web-based research projects at university level by observing that computer learning networks have the potential to empower students in well-designed learning environments [6]. The implication being that 'effective implementation of technology is not accomplished just as an 'add-on' to existing tools, it must be synergized into the language learning environment with the support of surrounding educational systems [6].

A. Blended Learning

The combination activities Sharma suggests for blended learning to be effective the two component parts should be integrated with the technology complementing and not replacing the efforts of the teacher [7]. As an approach in learning and teaching, blended learning has several advantages. One of them is the possibility of customized instruction based on the student needs, which can only come into effect after conducting detailed needs analysis and defining characteristic features of the learners. Blended learning is also a very convenient teaching formula, especially in the context of widely understood learner autonomy, and as such provides continuous – with neither space nor time restrictions – access to learning materials, aids conscious learning and promotes learner autonomy. Sense of Blended learning from some experts is as a core activity in teaching development within institutions of higher education [8]. Blended learning by using media online on teaching learning process as media evaluation and practice as an effective facilitation such as according Heinze and Procter explain that blended learning as "learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course [9]. In this definition told the effective combination, in teaching process by offline is given some theoretical and instructions. In the end teaching process, lecturer gives some task in practice form by using YouTube. It is can be called as an effective combination in teaching learning process. The point, blended learning is the integration of on-campus learning experiences with online-based learning experiences. A review of the literature reveals there are three ways online-based tools are typically used in blended learning contexts [10]:

- A tool in the learning process - which is the integration of net-based tools as a "technology" with the aim of constructing learning activities from a technological perspective.

- A learning environment - which is the integration of net-based tools as a platform for learning and includes, for example, learning management systems (e.g., Black-Board, Moodle, Desire2Learn).

- An interactive learning medium - which is the aim of using the net's unique communication features to facilitate interactive and engaged learning. Intentions to design blended learning as a platform for interacting and inquiry-based learning fall into this category.

In the first point told that technology as a tool in teaching learning process, we make same variation to practice and evaluation to get effective time. The use of technology will give students an opportunity to prepare and explore the concept by their selves. The goal of using blended learning in teaching learning process gives opportunities for experiential learning and explore their ability. The value of the use of experiential learning theory as a teaching development strategy is the ability for instructors to experience online learning from the perspective of their students. Blended learning is most frequently associated with experiential learning theory (ELT) and originally defined it as "the process whereby knowledge is created through the transformation of experience [11]. Knowledge results from the combination of grasping and transforming experience" [11].

A holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop. The theory is called "experiential learning" to emphasize the central role that experience plays in the learning process.

Experiential learning not only provides instructors considering the use of blended learning with the opportunity to learn from students' perspective, it can also build a greater willingness among instructors to experiment in their teaching with technology [12]. For example, found that the use of experiential learning strategies involving technology can facilitate a change in teachers' beliefs with respect to teaching with technology.

In addition, the using of technology in blended learning to solve problems that related with the time, as we know on campus have limited time for each courses, so we must have some strategy to face this case. As Meyer gave point for this case that the possible limitations on thinking, processing, and critical thinking that can often be arbitrarily imposed in the time-limited boundaries if a class [13]

It has been shown further that providing instructors with opportunities for classroom practice can encourage them to confront these incongruent beliefs, resulting in a broadening of views of teaching with technology [14]. Guskey argues model of teachers' growth also provides support for experientially based learning to facilitate changes in instructional practices [15]. Given the dynamic relationship between instructors' beliefs and practice, whereby beliefs are influenced by practical experience [16], there is merit to the exploration of the use of experiential learning in the context of blended learning strategies.

B. YouTube

YouTube.com is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day [17]. While issues involving copyright infringement and obscenity standards have often made the website controversial, the vast array of diverse content and its organic community interactivity make YouTube a tremendous resource for a multitude of educational endeavours. You Tube is a place where more and more professionals are uploading their free and awesome content. It can be exploited by us to teach English speaking on practice based.

Generally, according to Catapano there are some advantages of YouTube to encourage in your classroom [18]:

- A place for teachers to learn. Teachers can learn more about their content or their teaching practice from these resources too!
- Videos are interesting and engaging. There's something about videos that make them easy hooks that get students interested in watching and learning more.
- A wealth of resources from experts. Although there are loads of cat videos, there are also loads of experts who are sharing their knowledge and perspectives for free.
- Visual and audible means of learning. The video medium helps students learn by both seeing and hearing, which helps understanding and retention.
- Watchable anytime and place. As long as students have Internet access, they can view the useful videos any time it's convenient for them.
- Easily shared. As students themselves find useful content, they can easily share it with teachers, friends, and classmates.
- Student can contribute themselves. And don't forget this is YouTube which means that students themselves can create original content and share their own expertise with viewers. This is a great way for students to develop an online presence and have a creative way to show what they know.

The research uses the last point in using YouTube in the classroom, that is, student creates original video and share their own expertise viewer as task and to evaluate. According to Watkins and Wilkins there are many advantages of using YouTube but for teaching learning at least have two primary benefits especially when we use it for evaluation [19]. They are the exposure to authentic English as well as the promotion of a learning style that is more autonomous and student centred. Recently, many people are familiar with YouTube. It is one of the most popular website for millennial generation. As we knew that YouTube was the most popular websites of recent years. Anyone can access and watch everything by online. Though, people can do something that they need. For instance, they can share video and make vlog.

II. METHOD

The design of the project was underpinned by the notion that the critical literacy and language skills which support effective online reading and speaking research are probably best developed through student-centered experiential learning. Experiential learning allows students to explore ideas from their own perspectives, building individual understanding of new ideas and information based on previous experience and knowledge. Many learning theorists reason that the current information-driven environment demands a student-centered, relevant, and engaging approach to teaching, wherein students are equipped with the dynamic skills and autonomous strategies for managing information in an increasingly complex and rapidly changing society.

This research based on teaching learning activities on English course in Management of Islamic Education program by using YouTube to evaluate and practice reading and speaking English skill. All students are 41 in second semester, all of them are millennial generation. They are familiar with YouTube. This research based on blended learning use both online and offline. Online is used for practice and evaluate English skill for specific object. The activity in offline class discussion for each object material. In the end, students fill the questionnaire to give some respond about using YouTube. The instrument used Likert scale.

III. RESULTS AND DISCUSSION

This research use YouTube as a media to practice speaking and reading English skill and to do some exercises to evaluate student's ability. In this activity, each student must have account in YouTube. So, they can use and access it anytime and anywhere. They can explore their ability through video such as express their ideas, needs, ability, and knowledge individually. Also, this research has shown that students feel interested, confident and expressive when they practice for speaking and reading by using YouTube.

A . YouTube as Media to Evaluate and Practice

The first step to do teaching learning, lecturer prepares some material and arrange lesson planning. There are many topics for each meet differently in the class Management Islamic Education Program at University Islamic State 'Sultan Maulana Hasanuddin' Banten. Each topic integrated with writing, reading, and speaking. Topics are about Islamic suitable for program study. It is as a goal for English for Specific Purpose program. To enrich the material, the students are given some references as module and handbook that contain some information and instruction to guide their activity out of the class. They activate some work using YouTube to practice speaking and reading. They do assessment and give comment each other.

For instance, the activity by using YouTube is tutorial how to do something. Students create video tutorial interestingly like a vlogger. The content of video is useful for outside community. The people can get some information and knowledge from their project. It is become the others benefit beside to achieve the goal of teaching learning. One topic has various contents, because they do it individually by topic differently but have the same theme. Duration for each video is variation, depend on their ability and discussion of topic.

B. Student's Perception on Using YouTube

Research conduct a survey uses questionnaire form to know student's perception on using YouTube. It was done in the end of semester. The result was analyzed by using Likert scale. There are ten questions which ask about the using of YouTube when do some practice and evaluation. Purpose of questionnaire is to know student's perception about the using of YouTube in teaching learning English. The result as follow:

The students were requested to do an online survey in order to explore more about the using of YouTube in speaking and reading English practice and evaluation to know their perception. The researcher collected the online survey comments from the students who create the video and publish it by YouTube and reflected their experiences and opinions. All comments and feedback are summarized in the chart below.
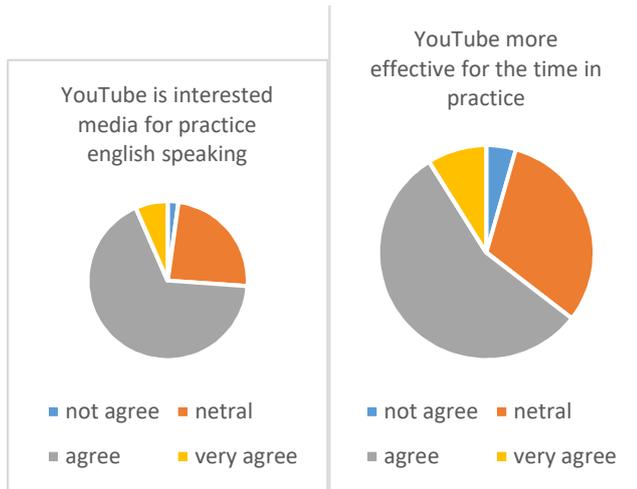
Fig.1. Result of Questionnaire

One of them, the question tell about that YouTube is interested tool or media for practice English speaking, the result show that 67,4% student agree state that YouTube interesting when they practice speaking in English, the result of evaluation show they more creative when speaking in English based on the concept and using vocabulary variously. Therefore, the time is more effective when we use YouTube as a tool because we can do the practice out of the classroom. So, in the classroom, we can do the others activities such as discussing the material, developing concept, and explaining instruction. By using YouTube when they speaking they more confident because they have much time to prepare the material and concept.
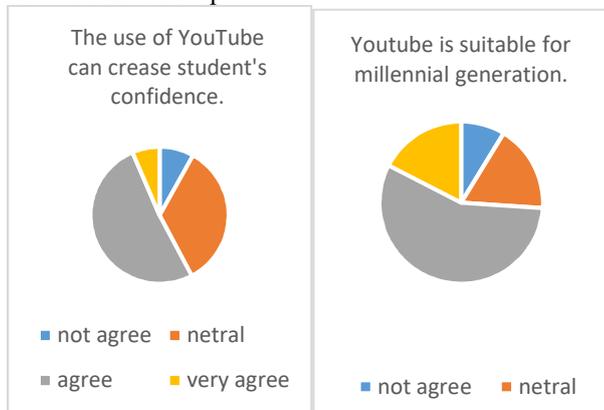

Fig.2. Result of Questionnaire

IV. CONCLUSION

The paper is hoped to give enrichment in knowledge. Especially for teacher and lecturer when they want to use media as teaching strategy and researcher to develop their research. The paper discusses about the using of YouTube in speaking and reading English practice and evaluate. The paper found that the use of YouTube in practice speaking and reading have the important role to help the students to facilitate and to express their idea when they speaking and reading especially. Media or tool is so important in teaching learning process because it will make us easy and effective to deliver the knowledge. Learners are easier to receive the material and faster understanding the material. The result of

research based on survey shown that when the students practice using YouTube before they publish video, they would be prepared and explored their ability. Finally, they will get some information and knowledge related with the topic. Also, this paper found that YouTube could be a good media to incorporate English practice and YouTube application can help them to express their ideas as well.

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