

## STUDENTS' SELF-CREATED YOUTUBE VIDEOS: A 21<sup>ST</sup> CENTURY SPEAKING ASSESSMENT

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### Abstract

(Title: *Students' Self-Created Youtube Videos: A 21<sup>st</sup> Century Speaking Assessment*). The Regulation of the Minister for Education and Culture Affair number 69 2013, which regulates the Basic Framework and Curriculum Structure of High School/ Islamic High School, has regulated English subjects meeting which is now trimmed to 2 hours meeting in a week which was 4 hours meetings prior to the implementation of this regulation. The teachers, therefore, are expected to adapt to this new regulation in improving their students' speaking skill. Information and Technology rapid advancement has allowed the teachers to apply it in teaching and learning process. This paper is therefore aimed at describing the employment of Information and Technology (YouTube) in assessing students' speaking skill.

**Keywords:** speaking skill, youtube, assessment.

### INTRODUCTION

Technology has affected the way we perceived life nowadays. It unlocks numerous opportunities as well as shuts others. Prior to technology advancement, people used to meet face-to-face in the market for purchasing the items they needed. Then, we are introduced to online shopping, in which people utilize various electronic systems in trading (Lohse and Spiller, 1998 in (Schultz & Block, 2015, p. 99)). In Indonesia, online shopping has contributed to IDR 75 trillion (US\$ 5.3 million) (Nababan, 2017) and is expected to increase to IDR 144 trillion (US\$ 10 million) this year (Abdurrahman, 2017). Furthermore, the current progress of technology also affects the way people interact these days. People are now able to communicate and see each other by employing video calls as well as using pictures in their messages instantly.

The impact of technology in education is undeniable. The World Wide Web which was first commenced for public in 1990s (Cakir, 2016) has consented other web services to emerge which finally brought to the globally connected world. In English teaching and learning process, this rapid advancement of technology provides more chances for teachers as well as learners to utilize the benefits that it provides in maximizing the teaching and learning outcomes. English teachers and scholars have been familiar with the term Computer Assisted Language Learning (CALL). According to Beatty (2003 in Oz, Demirezen, & Pourfeiz, 2015, p. 360), the general definition CALL is "any process that requires learners to use a computer in order to improve his or her language". Prior to the World Wide Web, in 1970s – 1990s, Computer Assisted Language Learning (CALL) merely

employs mainframe and Personal Computers in its application. On the other hand, its employment is far more complex in the present day as it relies on Internet (Bax, 2003).

In the Teachers' Regulation of Indonesian Government Number 74, 2008; teachers are defined as professional educators who has seven main responsibilities, i.e., educating, teaching, guiding, directing, coaching, assessing, and evaluating the students (Republik Indonesia, 2008). On the other hand, there has been a number of amendments in educational process standard in recent years. According to the Regulation of the Minister for Education and Culture Affair number 69 2013, which regulates the Basic Framework and Curriculum Structure of High School/ Islamic High School, there has been a reduction for English subjects meeting which is now trimmed to 2 hours meeting in a week which was 4 hours meetings prior to the implementation of this regulation. As one of the teachers' basic responsibilities, the assessment process requires adjustments, especially in assessing students' speaking performance. In a class of 30 to 40 students, encouraging them to speak for about 2 to 3 minutes will spend almost the whole weekly meeting. Therefore, this paper is aimed at proposing the employment of the YouTube platform in assessing students' speaking performance.

## DISCUSSION

### Review of Related Theories

#### *Speaking Skill and Its Assessment*

In interacting with other people from other countries, people mostly use English, due to its roles as the international language that people use in politics, science, business and communications. According to the data from The British Council, there are more than

one billion people learning English around the world. About three quarters of that number, which is approximately 750.000.000 people, live in non-English-speaking countries. Therefore, every country requires English teachers to meet the high demand for English teaching and learning (James, 2010). According to Mistar (2005), English teaching in Indonesia was initially carried out in 1600s during the Dutch colonialization in the *Meer Uitgebreid Lager Onderwijs* (MULO), which was junior secondary schools established by the Dutch. After Indonesia's independence proclamation in 1945, English was chosen as the international language which functioned as a complement to Bahasa Indonesia as the language of the state.

There are four basic skills in language which are viewed as the core fragments of language, i.e. listening, speaking, reading, and writing. Without disregarding the role of other skills, speaking is considered as the most important skill which needs to be taught and learned (Egan, 1999). Furthermore Brown & Lee (2001) argued that speaking is considered as the most important skill since people who know how to speak a particular language is considered as knowing that particular language. Another reason for positioning speaking skill as our main priority is based on Thornbury (2005) argument, saying that listening and speaking are the most frequently employed skills for communication. In daily interaction with other people, we rarely employ two other skills (reading and writing) since oral communication or speaking is the most common type of communication in our daily life. However, in language teaching and learning process, those four skills should be integrated, since the integration allows the students to distinguish the differences and interrelationships among those skills (Brown & Lee, 2001).

In classifying types of speaking, Douglas (2004) provides 5 categories of basic speaking types, i.e. imitative, intensive, responsive, interactive, and extensive. Imitative types of speaking refer to speaking performance ability wherein students imitate a word, phrase or a sentence. Listening is provided prior to this speaking activity to provide the students with the opportunity to obtain a sample word, phrase or sentence which must be imitated. Intensive type of speaking requires the students to produce short stretches of oral language which are aimed at demonstrating competence in a restricted grammatical group, phrasal, lexical, or phonological relationships. The third type speaking, responsive, includes interaction and test comprehension which is limited level to very short conversations, standard greetings and small talk, simple requests and comments, and similar activities. Interactive type is almost similar to responsive type. However, interactive speaking is longer and has the interaction is more complex, wherein it includes multiple exchange and multiple interactions. The last type of speaking, extensive type includes speeches, oral presentations, and story-telling.

### ***Technology in Education***

Remarkable changes on how people act and the employment of the technology have been the main noticeable phenomena in the twenty-first century. According to Cakir (2016), the introduction of the World Wide Web in 1990s triggered large number of web services to be created and employed worldwide. Prior to the World Wide Web, the application of computer, especially in language learning has been widely referred as Computer-Assisted Language Learning (CALL). This term, according to Beatty (2003 in Oz, Demirezen, & Pourfeiz, 2015, p. 360), refers

to every single procedure which requires the learners to utilize a computer in order to improve their language. Warschauer (2000 in Bax, 2003) proposed three stages of CALL i.e. Structural CALL (1970s–1980s), Communicative CALL (1980s–1990s) and Integrative CALL (21st Century).

In terms of technology employment, those three phases use slightly different mean of technology. Structural CALL (1970s–1980s) employs mainframe, that is “a large powerful computer, usually the centre of a network and shared by many users” (*Oxford Advanced Learner’s Dictionary, 8th edition*, 2010). Due to the lack of resources and technology development in this first stage of CALL, one computer acted as the epicenter or main server of the network, while the users access or use it at the same time. Technology advancement in the second stage of CALL (Communicative CALL) allowed the learners to use their Personal Computers (PC) wherein the software, which were mostly could be accessed offline, installed on their PCs in assisting them with language learning. On the last stage of CALL (Integrative CALL), technology evolution provides the language learners with the opportunity to employ multimedia and internet.

According to Prensky (2001), students nowadays are referred as “digital natives”, due to the fact that they have spent their lives besieged by and employ tools of the digital age, e.g. videogames, computers, , digital music players, video cams, cell phones, etc. This suggests that students these days are familiar and have better digital competence as they use and are surrounded by digital devices. However, these digital natives often lack the essential skills to shift from being passive receivers of visual media messages (Lundy & Stephens, 2015). Teachers, therefore, are

required to exploit students' digital skills to assist them from being passive receivers to active creators of visual media messages, one of them is by integrating technology in teaching and learning process.

The main reason for integrating technology in education is due to its benefit which allows the enhancement of traditional teaching models as well as facilitates the application of new teaching and learning paradigms which were not previously possible (Benbunan-Fich & Stelzer, 2002, p. 86). An example of this statement can be seen on how technology has allowed the application of Massive Open Online Courses (MOOCs) in education. MOOCs are "distance-learning courses that are open to any learner who registers" (Weingarten, 2016 in Gameel & Wilkins, 2019, p. 1). The technology, or internet to be precise, offers the possibility for thousands of learners all over the world to learn, collaborate, share and discuss the particular lesson which will help them to understand and eventually apply the knowledge they have learnt in real life. Furthermore, the integration of technology can facilitate students' active learning (Esteve Mon & Gisbert Cervet, 2011 in (Orús et al., 2016). One fragment of popular technology which can be helpful in teaching and learning process nowadays is YouTube.

### ***Youtube for Educational Purposes***

YouTube, a famous video sharing platform allowing people to create and share any types of videos online, was not first designed for educational purposes. However, as people also share and create educational videos and share them, it can therefore be exploited to facilitate teaching and learning process, especially in English teaching and learning process (Ghasemi, Hashemi, &

Bardine, 2011). There have been several researches on the application of YouTube for educational purposes. A study conducted by (Orús et al., 2016) on "The effects of learner-generated videos for YouTube on learning outcomes and satisfaction" examined 125 university students for Introduction to Marketing course for the degree in business management and administration at a major university in Spain. Those students were then grouped into 3 to 5 students for each group. They were assigned to create and upload videos to YouTube related to the theoretical concepts covered in the course. This study reveals that videos which are created by the learner-generated content and the use of YouTube as a teaching media has a positive impact on students' learning outcomes and satisfaction.

Another research on the employment of YouTube on "The potential of YouTube for teaching and learning in the performing arts" was carried out by DeWitt et al., (2013). This study was aimed to obtain the consensus on the advantages of YouTube application as a tool for teaching and learning in the performing arts, and for maintaining students' interest and achievement in learning. In addition, it was also purposed to determine the suitability of using YouTube as a tool for teaching the performing arts in future. The Fuzzy Delphi technique was employed to obtain consensus among 20 instructors and lecturers in seven areas of specialization from the Academy of Arts, Culture and National Heritage (ASWARA). The finding reveals that YouTube is potential to be applied as an instructional tool in the performing arts.

Those two researches confirm the possibility on the employment of YouTube in teaching and learning process. However, those two researches were carried out in higher level

of education i.e. university level. Therefore, it would be highly acceptable to attempt applying the employment of YouTube in lower level of education, i.e. Senior High School.

### ***The Application of Youtube in Assessing Speaking***

The significance of requesting students to create their own video and upload it to YouTube is due to Lindstorm's (1994 in DeWitt et al., 2013) argument in which the highest level of students' understanding of a particular subject is achieved when students create materials during instruction, i.e. 75%. It is higher than the level of students' understanding when they only see and hear during instruction, which contributes to 20% and 40% respectively. Furthermore, learning activities is shown to be more effective when multimedia elements, such as videos are employed (Krauskopf, Zahn & Hesse, 2012; Zahn, Pea, Hesse, & Rosen, 2010 in DeWitt et al., 2013)

In applying YouTube in speaking assessment, there are three stages of activities, namely pre-activity, main activity, and post-activity. During pre-activity, students were requested to write their unforgettable experience at home in a form of recount text. Previously, they were taught this kind of text. They were then asked to submit their writing and teacher examined and give feedback of their writing. The feedback was mostly in written feedback, in which teacher gave some correction on their writing, either grammatical error, misspelling, miss-punctuation, and other kind of mistakes. It is important to provide feedback on students' assignments since feedback is one of the keys to a successful language learning (Brown & Lee, 2001). Once the students' writing and feedbacks were distributed back to the students, they are then

asked to memorize the text, prior to creating their videos. Although the memorization of the texts refers to the classical method i.e. Grammar Translation Method, this method is considered as the most popular method applied in the language teaching and learning and "is sometimes successful in leading a student toward a reading knowledge of a second language" (Brown & Lee, 2001, p. 19).

Once the students have finished memorizing, teacher moved to next stage, namely main activity stage. The students were asked to record themselves by using their camera or smartphone. Students are encouraged to give some description on their videos prior to uploading them. If it is necessary, teacher can also request students to create some hashtags so that other people can find their videos easily in addition to promote the organization or the students' school. Teacher also set some rules during this stage, such as the minimum length of the videos, clothes that the students should wear during recording, how the video should be shot, and other guidelines. In avoiding students' cheating during the video recording, they were asked to face to the mirror and shot the videos by using their smartphones' rear cameras. Thus, teacher can ensure that students were honest. Furthermore, ensuring the students to be honest is in accordance with the guidelines of Subject Syllabus issued by *Kementerian Pendidikan Dan Kebudayaan* (2016, p.3) on the graduates competence which highlights the importance of the high school graduates to acquire honesty. Afterwards, the students were asked to upload the videos on YouTube and share the link to the teacher for the assessment purposes.

During this second stage of the activity, teacher introduced the students with the assessment criteria, thus the students have

guidelines in creating the videos. The assessment criteria is given in a form of rubric, which is “a scoring tool that lays out the specific expectations for an assignment” (Stevens & Levi, 2013, p. 3). It is important to introduce the students with the scoring rubric so that students are well-prepared and understand what they are expected to do in the assignment. The rubric applied in this paper is shown in Table 1.

The last stage of this procedure is post-activity. Teacher watch the videos that the students have created and uploaded. The reward on their uploaded videos was in thumbs up smileys on YouTube. It is due to these “digital natives” who mostly wish to be rewarded for everything that they do (Teo, 2013). However, the assessment result as well as the feedbacks of their videos was given on their messaging platform, i.e. WhatsApp or Short Message Service (SMS). The feedbacks were their pronunciation, video qualities, and other aspects of speaking that needs to be assessed. The speaking rubrics were applied in

determining students` video score in avoiding teacher`s subjectivity.

On its application, teacher found several strong points as well as difficulties of this method. Most students were enthusiastic in creating their videos and the videos quality were satisfactory. They were able to enhance their videos by applying interesting additional opening videos as well as interesting music. However, few students who have lack digital abilities create poor quality videos.

It is also important to highlight, these self-created videos contribute to the positive content videos as they provide the educational-based content for other teachers as well as other students to reflect on. Those videos will also beneficial to reduce the negative-content videos appearance on the internet. They might be small in numbers, yet as more teachers and students create more positive-content videos, other generations will be benefited as they negative-content videos are shown less on the internet.

**Table 1 Assessment Rubric**

Score	Fluency	Pronunciation	Video Quality
4	Speaks with fluency characterized by few (1-5) starts, stops, pauses and hesitations.	Proper use of word and sentence stress. Errors in pronunciation and intonation are rare	Video is bright, the speaker`s face can be seen clearly, speaker`s voice can be heard clearly
3	Speaks with some fluency but has occasional pauses (6-10).	Mostly demonstrates proper use of word and sentence stress. Errors don`t interfere with understand-ding.	Video is quite bright, the speaker`s face can be seen clearly, speaker`s voice can be heard and understandable
2	Speaks with hesitations and lots of pauses (10 – 15 pauses)	Pronunciation is intelligible most of the time.	Video is quite dark, the speaker`s face can be seen clearly, speaker`s voice is hard to listen to.
1	Speaks with lots of hesitations and pauses (more than 15 pauses)	Errors are frequent in pronunciation and leads to lack of understand-ding.	Video is dark, the speaker`s face cannot be identified, speaker`s voice is not

### **Limitation**

Due to time as well as resources constrains, this study is limited to apply YouTube as a means for assisting teachers in assessing students' speaking performance. In addition, this method correspondingly tackles the reduction of English subject which was reduced from 4 hours to 2 hours meeting in a week due to the implementation of The Regulation of the Minister for Education and Culture Affair number 69, 2013; which limits the time in obtaining the information on students' speaking skill in addition to the opportunity for students to perform their speaking skill. Therefore, this paper provides no statistical calculation whatsoever on the effectiveness of applying this method on students' speaking performance.

### **CONCLUSION AND RECOMMENDATION**

The benefits which are provided by the current technologies should be exploited wisely in enhancing teaching and learning process. Students nowadays are referred as "digital natives" (Prensky, 2001) due to their superb digital competence. Nevertheless, these students often lack the essential skills to shift from being passive receivers of visual media messages (Lundy & Stephens, 2015). The application of this method, therefore, are required to transform them from being passive receivers to active creators of visual media messages. Furthermore, previous studies on the application of YouTube in teaching and learning process, especially in language learning provides the positive effects on its application. This method, in addition, allows the teacher to assess students' speaking performance thoroughly since it provides flexibility wherein the videos can be watched in his spare time. The assessment result can

then be applied in determining students' weakness and strength which can be utilized in providing appropriate assistance on their speaking skill in the future.

This paper is limited at proposing the application of YouTube in assessing students' speaking performance without utilizing any statistical procedure to determine the progress of their speaking skill prior to the application of this method and after the method is applied. Therefore, it is suggested that next researchers to apply statistical procedure to determine the measurable progress of students' speaking skill prior and after the method is applied.

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#### **APPENDIX:**

##### **Several Youtube Link of Students` Videos**

<https://www.youtube.com/watch?v=LawF1uqNA8I&list=LL8aa4TmjU3fSmK4wVby8-xg&index=29&t=0s>

<https://www.youtube.com/watch?v=J7j1q0gSDs&list=LL8aa4TmjU3fSmK4wVby8-xg&index=27&t=15s>

<https://www.youtube.com/watch?v=DB7uERNhjbU&list=LL8aa4TmjU3fSmK4wVby8-xg&index=16&t=120s>

<https://www.youtube.com/watch?v=PmQE6e3JrB0&list=LL8aa4TmjU3fSmK4wVby8-xg&index=17&t=54s>

<https://www.youtube.com/watch?v=bkJhAicqkxI&list=LL8aa4TmjU3fSmK4wVby8-xg&index=21&t=26s>

<https://www.youtube.com/watch?v=LY9fpICL4sI&list=LL8aa4TmjU3fSmK4wVby8-xg&index=24&t=79s>

<https://www.youtube.com/watch?v=DL9PaWRw&list=LL8aa4TmjU3fSmK4wVby8-xg&index=19&t=17s>

<https://www.youtube.com/watch?v=mNjpJW-bv3c&t=16s>

<https://www.youtube.com/watch?v=HEgzsRr8EFg>

<https://www.youtube.com/watch?v=laPVOi2vB3M>

<https://www.youtube.com/watch?v=OPHrV-gpttA>

[https://www.youtube.com/watch?v=Kf\\_dURkImp8&list=LL8aa4TmjU3fSmK4wVby8-xg&index=12&t=36s](https://www.youtube.com/watch?v=Kf_dURkImp8&list=LL8aa4TmjU3fSmK4wVby8-xg&index=12&t=36s)

[https://www.youtube.com/watch?v=2\\_9wCOJjTe8&list=LL8aa4TmjU3fSmK4wVby8-xg&index=13&t=0s](https://www.youtube.com/watch?v=2_9wCOJjTe8&list=LL8aa4TmjU3fSmK4wVby8-xg&index=13&t=0s)