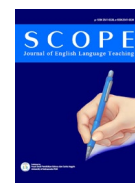




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Research Article

Building Self-Confidence in English Public Speaking through YouTube? Why Not?

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KEYWORDS

Self-confidence;
 Indonesian university students;
 English public speaking;
 YouTube.

ABSTRACT

Self-confidence plays a pivotal role in public speaking, especially in English. Therefore, building students' self-confidence is needed by using media including YouTube. The present study aims to elaborate on the role of YouTube in developing students' self-confidence in English public speaking viewed from the student's perspective. Further, some strategies used in developing students' self-confidence are discussed. Using a qualitative method, the data of this study were gathered through a semi-structured interview with six students from the English Education Department of an Indonesian Islamic university. The findings reveal that most students have positive responses towards the use of YouTube as a medium to develop their self-confidence in English public speaking. In addition, they reported that YouTube plays a very crucial role in the development of their confidence in English public speaking. Importantly, they can comprehend the material more quickly, and develop their interest and motivation to learn. Finally, this study promotes the need for socialization from educational institutions in the development of English public speaking and the need to integrate the content of English public speaking with media and technology to enhance students' learning success.

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INTRODUCTION

In the age of globalization, English is inevitably used by people around the world. In relation to it, they should be able to communicate in English. One of the ways to improve this communication is by fostering language skills, particularly speaking skills (Iman, 2017). Thus, speaking skill is commonly used to express opinions, comment a something, reject the opinions of others, as well as the ability to ask and answer some questions. In spoken language, speaking has a crucial role in conveying messages which show different characteristics from

written ones. These could be seen from voice potentials, pitch signs, articulation, stress, and rhythm (Wahyuningsih, 2018; Wahyuningsih & Afandi, 2020; Wahyuningsih & Dewi, 2019). By having good public speaking skills, people can convey some ideas, information, and even other things well. In addition, public speaking can also make people more confident, can lead an organization, and even public speaking can help them to influence other people (Pontillas, 2020).

In this matter, in accordance with English subjects, public speaking skills are very necessary for students. In recent years, various innovative technologies have been

introduced to teach speaking skills (Bahadorfar & Omidvar, 2014). Technology acts as a vehicle to gain access to the modern world. Currently, technology is widely used in the field of education. Technological tools have been considered as an alternative to help students improve language skills, especially speaking skills. Students usually used the Internet to open applications that contain video conferencing, tutorial videos, as well as learning videos which are considered the best tools for teaching their speaking skills. Although In this case, the students are sure to find problems speaking English allegedly more complex than their first language.

Problems do not only arise from beginners; students of the English Education Program also face several problems in their English-speaking practice. The problem commonly encountered is the difference of English and the students' mother tongue viewed from many perspectives including pronunciation, usage, vocabulary and so on. Several other factors that can cause problems in students' speaking skills are lack of students' interest, lack of material, and lack of understanding including techniques in teaching English (Fadilah, 2020; Wahyuningsih & Afandi, 2020). Another reason is the lack of motivation, especially oneself in practicing a second language for everyday conversation. In addition, some students feel less confident when speaking English due to a number of factors including lack of exposure of using English outside of the class (Nikmah, 2019). Further, various phenomena also show that some students in the English language department encountered some problems in speaking English such as lack of vocabulary, lack of confidence, lack of appropriate structure and others (Wahyuningsih & Afandi, 2020; Wahyuningsih & Maisyanah, 2021). Therefore, the role of teachers is badly needed to facilitate a successful English language learning.

In accordance with the essential role of teachers, they should be concerned with how they assist students in their language development (Bahrani & Soltani, 2012). However, with recent technological advances, the context of language teaching and learning is no longer tied to the classroom (Wang & Chen, 2019). Since the COVID-19 virus two years ago, most learning takes place virtually. Some learning media and online platforms are used to enhance teaching and learning activities including Zoom, Google Meet, Video, YouTube, WhatsApp and so on. In relation to the use of YouTube, it can be a powerful tool for education beyond the classroom (Amos, 2021). Since its official launch in 2005, YouTube has become one of the most popular sites where from YouTube people can view, share, upload, and comment on videos. YouTube also creates a participatory culture for growth, interaction, and learning for its users (Ciglić et al., 2012).

Through YouTube, users including teachers and students can access some information and references from various sources for any instruction. This method has even been observed as a means of increasing oral proficiency in students (Boas, 2018). YouTube is also making improvements in intercultural awareness and motivation, as well as increasing engagement levels. In this way, YouTube can help students to develop their speaking skills. YouTube videos can also be used as a learning resource (Lee et al., 2018a), especially in developing students' self-confidence. Ordinary students look for video references on YouTube. Most of the videos were searched for such as learning videos, lecture material, and even practice videos. They also often imitate or use videos of people who are considered proficient and famous on YouTube as a guide, for example when students will appear in public, it is not uncommon for them to see references from YouTube to improve their appearance.

Several studies dealing with speaking and the utilization of media especially YouTube in teaching and learning process has been undertaken by previous scholars. Wahyuningsih and Afandi (2020), in their study elaborate English language problems encountered by English language education department students and their implications for curriculum development. Wang and Chen (2019) examined the college students' language learning through YouTube and its effects on their English skills. In medical subject, YouTube can be used as an effective media to share materials of medical field (Lee et al., 2018a). Likewise, YouTube is used as media to teach in the performing arts (DeWitt et al., 2013). In addition, a study conducted by Jackman and Roberts (2014) reported that YouTube can be beneficial for E-resource in ELT settings.

Referring to the elaborations, it reveals that the study of YouTube utilization in teaching and learning process has been conducted by previous scholars. However, the use of YouTube in developing self-confidence in English public speaking has not been explored yet. Therefore, the present study aims to explore the role of YouTube in building students' self-confidence in English public speaking. Further, some strategies used in developing students' self-confidence are discussed.

METHOD

Employing a qualitative study, data were collected through semi-structured interviews, with six students at one of the State Islamic Universities in Indonesia. In addition, the writers also include useful documentation to complete additional data. The participants were selected for their availability to follow and answer questions during the interview process. The names of the sources have been disguised with the aim of maintaining their privacy or

confidentiality. The six students are from the English education department. They were categorized as Student 1, Student 2, Student 3, Student 4, Student 5, and Student 6. The six students answered the interview questions enthusiastically. They also permitted the writers to quote their answers in the journal. The interview and data collection process were carried out during 16-22 December 2022.

We used interviews in collecting data is for the reasonable considerations among university students who can provide sufficient answers based on their own experience. The interviews were conducted through voice note on WhatsApp application on 16-20 December 2022. Furthermore, the writers recorded, transcribed, and then analyzed the data from interviews on 21-22 December 2022. Interview data were analyzed through several processes, including the researcher listening to audio voice notes repeatedly while compiling transcript sentences in a good and correct format, the researcher confirming to the resources whether the sentences are arranged in accordance with their answers or not. If the sentences are arranged with their answers they are in accordance and the sentences are good, then the data can be copied into the journal. During the interview, the researcher also ensured that the identity and privacy of the participants by using pseudonym.

RESULTS AND DISCUSSION

The present study reports the use of YouTube as a media to teach English particularly to build self-confidence in English in EFL classroom viewed from the students' perspective. Further, some strategies used in enhancing students' confidence in English public speaking are elaborated.

The Role of YouTube in Building Students' Self-Confidence in English Public Speaking

According to findings (Hong, 2016), YouTube is a website for sharing videos. YouTube was created by three former PayPal employees in February 2005. The website allows users to upload, watch, share, and find references. YouTube has a fairly important role, especially for students. Through learning media using YouTube, students can understand the material more quickly than studying through textbooks, because usually learning media is made interesting, so students will not feel bored. This can increase the interest and motivation of the student to learn. Therefore, the excerpts below describe the role of YouTube in building students' confidence in English public speaking viewed from the students' perspectives.

YouTube supports modern learning styles which can foster students' motivation and self-confidence

Through YouTube, the online teaching and learning process is more practical, just by inserting a URL video on the YouTube site to be selected. Users can use accounts to appear in front of the class. YouTube videos allow students to be more creative in learning and not limited only to subject matter. YouTube videos bring clarity to students to see a visual picture of various conditions. Related to this, below are some reports from several informants.

Student 3:

"In my opinion, using YouTube as a learning medium is very beneficial for me. With YouTube, I can learn while listening, watching, and even playing while learning so even though I study independently, my motivation increases when learning using YouTube media". (Student 3, 2022).

Student 6:

"in this modern era the use of YouTube media in increasing student learning motivation relevant. Especially the pandemic 2 years ago, the need for learning must continue. All educational institutions make YouTube a medium of learning for students. YouTube displays interesting videos for students to be able to watch is easy, especially if supported by a teacher who understands how to make a learning video content". (Student 6, 2022)

The elaboration above reports that Student 3 and Student 6 consider that in today's modern era, YouTube has a very important role in developing English public speaking. The students find it helpful to have YouTube, where they can learn while listening, watching, and even playing while learning so that even though they are at home, student motivation can still increase.

YouTube is a place for students to find various references that support their confidence English Public Speaking

The results of the interviews reveal that most students agree that YouTube helps them find out a number of references particularly dealing with English public speaking including tips, examples and models, and strategies used in English public speaking. It was evidenced by the following excerpts:

Student 1:

"In my opinion, YouTube is a place for me to find many references, especially for improving my public speaking". (Student 1, 2022)

Student 3:

"In my opinion, YouTube plays a very important role in the development of my public speaking, because I can find tips and tricks on how to increase my confidence when going to do public speaking, besides that, I can look for examples of material concept references that I will use for public speaking". (Student 3, 2022)

The quotation above reports that Student 1 and Student 3 consider YouTube has a very important role in developing their public speaking. They find it helpful to have YouTube, where they can find references from there. Through YouTube, the world of education can present a learning process that is more interesting and not monotonous, even easily accessible without any space and time limits (Lee et al., 2018b).

YouTube helps the student learn English public speaking including method, styles and practice

The utilization of YouTube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere. Learning on YouTube can be used for learning that involves students in class. In addition, the use of YouTube as a learning medium can be used at any time without being limited by space and time with the condition that the gadget used must be connected to the internet (Hong, 2016). The excerpts below describe the use of YouTube in helping students learn English public speaking.

Student 1:

"In my opinion, YouTube helps my process of learning public speaking because from YouTube I can practice independently and can also practice it right away." (Student 1, 2022)

Student 2:

"I feel helped, because with YouTube I can read subtitles while listening to the pronunciation". (Student 2, 2022)

Student 3:

"Yes, of course I feel helped by content related to tips and tricks to increase confidence when going to do public speaking, besides that there are many examples of video content related to other public speakers that can inspire us". (Student 3, 2022)

Student 6:

"Maybe with YouTube I can learn and know the ways of good and right public speaking. On YouTube, there is also a lot of inspiration from people who are proficient in public speaking. So, we can get motivation from there". (Student 6, 2022)

The description above indicates that YouTube plays a very important role in the development of students' English public speaking. This is evidenced by many students who access YouTube to look for various references there. Besides being useful for the development of public speaking, YouTube also plays a very important role in the ongoing student learning process. Moreover, two years ago, all educational institutions made policies to conduct on-network learning, which aims to reduce the risk of spreading COVID-19. At that time, teachers and students

used YouTube to support their learning process. Even though they cannot conduct face-to-face learning in class, as usual, they can still learn through several applications including YouTube (Amos, 2021; Wahyuningsih, 2021). This research reflects the importance of self-confidence in students, especially in developing public speaking. Students can easily make various preparations before doing public speaking through content from YouTube. The results of this study present an implication that the need for the lecturers and policy makers at university to update the current media used in enhancing students' confidence in English public speaking with the integration of technology. Therefore, students can gain rich sources to access public speaking materials and have insightful information related to the practice of public speaking including how to be a successful moderator, a speaker, a presenter and so forth.

Students' Strategies Used in Enhancing Their Self-Confidence in English Public Speaking

Judging from the interviews with the students, they have explained their answers about what made them confident and what efforts were made so that confidence existed within them. Based on the analysis of the results of interviews, some strategies used in enhancing students' self-confidence in English public speaking are as follows:

Having careful preparation in English public speaking

Students' self-confidence is an attitude or belief in their abilities to do things according to their wishes and to have responsibility for the decisions and actions that will be taken. This is in accordance with the findings of (Darwall, 1997). Some excerpts from interviews that have been analyzed by the writers can be illustrated as follows:

Student 1:

"Yes, I feel confident when speaking in front of many people, because I have prepared everything, from what I will convey to survey who my audience will be. So, I am ready for all the conditions that I will face." (Student 1, 2022)

Student 2:

"Sometimes I feel confident, I am confident if I feel I have practiced enough to speak in front of many people. For example, if there is a speech assignment in front of the class, I must be confident. Sometimes I can also feel insecure because for example, if I am asked by a lecturer and have to explain something using language In English, I don't feel confident because I haven't practiced before or in other words, I haven't been prepared". (Student 2, 2022)

Student 3: *"Yes, I feel quite confident when I feel I have done a lot of thorough preparation before speaking in front of many people. Besides that, the most important thing is*

to believe and optimize in our self that we can do something in front of many people. Apart from that, exploring and thoroughly understanding the material we are going to convey in front of many people is also very influential on our level of self-confidence.” (Student 3, 2022)

The description above explains that some of the interviewees (student 1, student 2, and student 3) already have the confidence to speak in front of many people but must be well prepared. It should be kept in mind that speaking in front of many people is not easy. So, they have to prepare anything that supports their confidence including the material and the target or the audience. Most importantly, they have to be confident and believe in themselves so that they are well-prepared for all the conditions they will face.

Keep practicing in English public speaking

Before doing public speaking, of course, many things must be prepared by students so that their public speaking is good and successful (Appleton, 1995). Related to this, below are some reports from several informants.

Student1:

“in my opinion, several things that need to be prepared before doing public speaking are mentality, interesting material, and also we must focus. The problem might be nervousness at first before I begin to speak. Therefore, I try to foster myself to keep practicing English public speaking”. (Student 1, 2022)

Student 3:

“There are many things that need to be prepared before doing public speaking. We have to prepare material or material for the talk well. Apart from that, create a unique concept about the material that we will convey so that listeners don't get bored and that we will feel confident when public speaking takes place. In public speaking, of course, there are some obstacles, such as going blank or running out of topics to talk about or even deviating from the topic of conversation which is often an obstacle. Moreover, processing our vocabulary and sentences is required to be effective so that listeners can understand easily”. (Student 3, 2022)

Student 6:

“Delivering public speaking in English is not easy. Therefore, I try to learn from many sources like YouTube to enrich my knowledge of public speaking. Moreover, I try to practice delivering public speaking like how to be a moderator, how to be a presenter, and so on” (Student 6, 2022)

From the description above, the students reported that there should be a proper preparation in order to be a successful public speaker. Several things need to be prepared before

conducting public speaking, including knowing the target or audience, preparing good materials for discussion, creating a unique concept of the material to avoid boredom. In addition, using a variety of teaching media including technology and social media is badly needed to enhance a successful learning (Jackman & Roberts, 2014; Wahyuningsih & Dewi, 2019). Importantly, the findings provide an implication for the need of integrating teaching and learning activities with the use of technology for both teachers and students particularly in ELT setting.

CONCLUSION

This study concludes that some university students at an Indonesian university already have good confidence to speak in front of many people. As has been reported in the interviews, they have ways to develop their self-confidence, starting from preparing mentally before speaking in public, making concepts about the material to be delivered, and eliminating nervousness before speaking. Further, the students reported that they were greatly helped by the existence of YouTube as a tool for developing their self-confidence. The utilization of YouTube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere. Learning on YouTube can be used for learning that involves students in class. This study has an implication that the need for socialization from educational institutions in the development of English public speaking and the need to integrate the content of English public speaking with media and technology to enhance students' learning success.

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