

USE OF YOUTUBE-MEDIATED LEARNING TO IMPROVE STUDENTS' JAPANESE SPEAKING SKILLS

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Abstract

The purpose of this research is that students are able to improve their speaking skills through Tsuuyaku courses and know the response to the use of YouTube in learning. The method used in this study is a qualitative descriptive method. The data is in the form of text or video which is translated by students from Youtube. Sources of data in the form of content taken from Youtube, then selected according to the learning material. The steps taken follow the syntax in the PJBL. The results of this study state that the use of YouTube as a medium and teaching material in Tsuuyaku learning is done by selecting content on YouTube and using the Project method either independently or in groups. The project is a video that is displayed and uploaded to Youtube. Student responses to the existence of YouTube as a medium as well as a source, teaching materials in the Tsuuyaku course are very useful, because they increase courage in speaking. Knowledge and speaking skills can be honed and many find convenience and new things.

Keywords : *YouTube, Learning Media, Skills Speaking, Japanese Language*

Sari

Tujuan penelitian ini adalah agar siswa dapat meningkatkan keterampilan berbicara melalui kursus Tsuuyaku dan mengetahui respons terhadap penggunaan YouTube dalam pembelajaran. Metode yang digunakan dalam studi ini adalah metode deskriptif kualitatif. Data berupa teks atau video yang diterjemahkan oleh siswa dari Youtube. Sumber data dalam bentuk konten yang diambil dari Youtube, kemudian dipilih sesuai dengan materi pembelajaran. Langkah-langkah yang diambil mengikuti sintaksis dalam PJBL. Hasil studi ini menyatakan bahwa penggunaan YouTube sebagai media dan materi pengajaran dalam pembelajaran Tsuuyaku dilakukan dengan memilih konten di YouTube dan

menggunakan metode Proyek baik secara mandiri maupun dalam kelompok. Proyek ini adalah video yang ditampilkan dan diunggah ke Youtube. Respon siswa terhadap keberadaan YouTube sebagai media sekaligus sumber, bahan pengajaran dalam kursus Tsuuyaku sangat berguna karena meningkatkan keberanian dalam berbicara. Pengetahuan dan keterampilan berbicara dapat diasah dan banyak yang menemukan kemudahan serta hal baru.

Kata kunci : YouTube, Media Pembelajaran, Keterampilan Berbicara, Bahasa Jepang

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Introduction

The rapid development of technology began with the birth of industry 4.0 where everything is based on the internet and its up-to-date, ranging from the economy, robotics, to the small things in everyday life. This has had a major impact on the world of education, which initially still used conventional methods, began to switch to the use of various applications that can support and create more innovative learning processes, such as *Google Meet*, *Zoom*, *Line*, or the *Learning Management System* (LMS) created by educational institutions in order to balance and realize learning that is more advanced than before. Also in the learning process that used to be done face-to-face, now many things are done online, both *blended* and *hybrid*. The use of technology in the learning process can be seen by the increasing number of methods, teaching materials and technology-based learning media. The existence of social media such as websites, Instagram, Tik Tok, YouTube or others can be used as media and sources in finding teaching materials. This is because there is a lot of interesting content that can be accessed from these social media to help add references, one of which is from YouTube which contains interesting videos both as sources of material and media in learning. (Yusi Kamhar & Lestari, 2019) social media as group application Internet -based building eb 2.0 technology as base enabling ideology creation and exchange of user-generated content. This thing strengthened with statement from Couillard, C. (2009). Pilgrim & Bledsoe (2011) that strength from social media in the technology era advanced very

outside normal interested by the crowd young in particular. So very social media effective if could utilized as a learning medium .

One of the many social media worn is YouTube in it load many videos can made good as a medium and source teaching materials. Youtube according to (Widyantara & Rasna, 2020) that YouTube is a web service that provides free video storage and broadcasting services. Various kind of video could accessed, so easy for teachers choose which one to made as teaching materials and media in upload results work student. Even the generations young more fast learn something through tutorials on YouTube. This is what becomes researcher interested lift YouTube as a learning medium with interesting video content and can chosen in accordance with needs our in help the learning process .

Related with YouTube made as a medium or source Theory in learning has done by some of them (Setiadi et al., 2019) who revealed in results the research that the number of students who use YouTube as a learning resource for political citizenship is low at 22.95%. The study also revealed that the follow-up of students who used YouTube as a learning resource for political groups was sufficient. (Harianja & Fibriasari, 2019) that the students are enthusiastic in the learning process, their ability in speaking is also improving, and the media supports the learning process very good. With using YouTube as a medium for learning speak based on hearing . Then (Setiyana & Kusuma, 2021) revealed that the use of YouTube in learning Mathematics has a positive effect on increasing student interest and motivation because the information obtained from YouTube is useful and in accordance with the desired conditions. In learning Japanese, YouTube is also widely used, such as (Rustandi, 2019) showing that students' interest in using YouTube media as a medium for learning Japanese during BDR activities is very high. Besides that , the data show existence results study language Japan are in category good after through learning with YouTube media . Besides that (Insorio & Tiger, 2022) video lessons help the students understand the mathematics concepts complementing lessons on the modules. Moreover, they enjoyed watching the teacher-made videos since they see the teacher explaining the lesson. However, the students suggested having regular posting of videos with more examples and explanations having clear and loud voice of the teacher.

A number of study the show that YouTube has many used by teachers in help the learning process so that presented theme in accordance with desire of generations young who have know content in YouTube. Not only on learning language , but in learning math , or other knowledge can more interesting using YouTube. In learning language , it turns

out not only could be utilized to develop ability student on skills hear or listening, can also be utilized to develop Skills talk. YouTube as a media or learning material such as “SEM-ANN-based approach to understanding students' academic-performance adoption of YouTube for learning during Covid” which explains that eLearning acceptance, in Jordan. According to the evaluation of both ANN and IPMA performance expectancy was the most important and theoretically, several explanations were provided by the suggested model regarding the impact of intention to adopt eLearning from Internet service determinants at a personal level. Then added another research that also discusses YouTube in learning, namely "The use of YouTube in developing the speaking skills of Jordanian EFL university students". The results also showed significant progress in the speaking performance of the students subjected to the YouTube experiment. Of all the four constructs under investigation, pronunciation and fluency & coherence were the most noticeably advanced in the performance of the *YouTube* experimental. Subsequent research related to *YouTube*, for example with the title "Evaluating the relationship between social media use frequency and entrepreneurial perceptions and attitudes among students" and also "The interaction patterns of pandemic-initiated online teaching: How teachers adapted".

(Setyawan & Nawangsari, 2021) Skills speak is most difficult skill achieved by the learner language. Speak is most visible thing in study language compared with other skills like write, listen, and read. Speak is a process of improvement language communicative (Rane, 2011).

Related with Skills speak, in learning language Japan there is several eye Categorized lectures as subject Skills speak, among others *Kaiwa* (Conversation), *Sakubun Happyou* although basically is eye more lectures, emphasizing skills writing, however because is presented, then could categorized as as subject Skills speak too, because could motivate student for brave speak in front general. Besides that there is subject *Tsuuyaku*, which is basically is subject translation. But in the eyes studying this not only Emphasis on results Translate only, but supported by ability student in translate by direct or verbally, so subject this can also support student in increase Skills speak language Japan.

Based on descriptions and research discussing YouTube in learning write, listen, then YouTube can too made as a medium at once source teaching materials in subject translation direct (interpreting). Issues raised in study this is how to [use YouTube as a medium at the same time source teaching materials in learning *Tsuuyaku* and also

response student to use of YouTube. Tsuuyaku is subject translation by directly (by oral) as much as 3 credits. For could take subject this student must follow a number of subject translation start from Honyakuron (Basics Theory Translation), Nichi_I Honyaku (Translation from language Japan to Indonesian), then I-Nichi Honyaku (Translation from Indonesian into language Japan) After graduation from subject that, new student could take subject Tsuuyaku . During this taken material still from source news or learning videos. However along development era and technology, material many taken from videos on YouTube.

YouTube, according to several experts, defines YouTube as a popular video sharing website where users can load, watch and share video clips for free. Generally the videos on YouTube are music clips (video clips), movies, TV, and videos made by their own users. Not many people realize that YouTube actually has a very powerful search engine, so you can find videos in various ways by easy. YouTube was officially launched in December 2005, and it quickly became popular. Finally Google bought it in 2006 for a value of 1.6 million dollars, even though at that time YouTube was not able to make a profit. Another opinion suggests that YouTube is a popular video sharing website where users can load, watch and share video clips for free. Founded in February 2005 by 3 former PayPal employees, namely Chad Hurley, Steve Chen and Jawed Karim Generally, videos on YouTube are video clips of movies, TV, and videos made by the users themselves. (Tjanatjantia. Widika in Faiqoh et al, 2016).

The terms commonly found in Youtube media include: a). Subscribe: helps us to easily follow the latest information from favorite channels, b). Streaming: the process of streaming or transferring data from the server to the host where the data represents information that must be delivered in real time, c). Buffering: the time lag that we feel when we want to access something on the internet, especially video files such as on YouTube, where we see signs like an hourglass, circling for a while until the file we want to access finally comes out, d). VLOG (Video Blog): A creative content created by someone or Youtubers to share their diary, e). YouTubers: Is a term intended for those who often share videos through YouTube channels. This profession can indeed be profitable, f). YouTubers usually make funny, interesting, unique, creative videos, or videos about their daily lives (Faiqoh, et al, 2016). Types of video content on YouTube: for example: Music Videos, Sports or Sport Videos:, Unique, Weird and Interesting Videos, Videos About Nature and Tourism.

Learning media can be interpreted as anything that can channel information from information sources to recipients of information. (Falahudin, 2014). Umar also stated that the functions of learning media include; helps facilitate student learning and also facilitates teaching for teachers, provides more real experience (abstract becomes concrete), attracts students' attention or in other words learning is not boring, all the senses of students can be activated, can evoke the world of theory with reality. As a learning medium, Youtube provides a lot of content that can be used for learning, making it more interesting and varied.

The expected speaking ability by taking material from *Youtube* through oral translation courses will activate students so that they practice speaking skills, in this case speaking acceptable Japanese, so that they are able to compose words as a good and correct translation. The ability to speak at this level is more challenged verbally, so it requires more courage and readiness than others.

Method

The method used in this study is a qualitative descriptive method. Data in the form of text or videos translated by students from *Youtube*, the assessment is taken from the text selection process, translation to the video displayed. Sources of data in the form of content taken from *Youtube*, then selected according to the learning material. The stages carried out through independent projects or in groups are either carried out in presentations or making videos using the Project Based Learning method according to with the syntax. Respondents in this study were seventh semester students who is taking *Tsuuyaku course*. Data is also obtained through deployment questionnaire and interview with student.

Discussion

Tsuuyaku is a continuation of the previous courses, namely Honyakuron and Nichi-I Honyaku. As an oral translation, there are also many obstacles encountered when learning takes place. The use of the right method needs to be considered in order to make it easier for students to create an understanding in translating orally, one of which is the *Project Based Learning (PJBL) method*. A method that has recently been widely applied in the learning process to make learners more active and creative in solving problems that are carried out either in groups or independently through scientific stages with a certain time

limit that produces products as outputs, for example videos, papers, posters and others. - other. The purpose of this research is that students are able to improve their speaking skills through Tsuuyaku courses *and* know the response to the use of YouTube in learning.

Based on the results of the questionnaire distributed, it was found that previously students rarely used *YouTube as a* medium or teaching material in learning. But that doesn't mean they don't open *Youtube*, it's just a different use. Then for content of interest, for example content that contains educational value such as Jerome Polin, content related to cuisine, travel or tourism content, Hobby content, Craft Content, Talk Show content, and Live streaming content. The benefits of learning through *Youtube* are listening, having the courage to ask questions, flexible time, knowing new learning or knowledge, being able to learn from various points of view, providing new knowledge, learning things easily, especially for practical learning because some display tutorials. , easy to imitate because it is added with pause, play, subtitle, , save or archive features, and offline downloads which are very helpful in learning something through the video, as well as sharpening listening, translating and speaking Japanese skills.

Conclusion

Based on the description that has been described, it can be concluded that the use of YouTube as a media and teaching material in Tsuuyaku learning is done by selecting content on YouTube and using the Project method either independently or in groups. The project is in the form of a video that is displayed and uploaded to Youtube. Assessment using the rubric that has been provided.

Student responses to the existence of YouTube as a medium as well as a source, source, teaching material for Tsuuyaku courses are very useful, because they increase creativity and courage in speaking in oral translation courses. Knowledge and speaking skills can be honed and find many conveniences and things -new thing.

Declaration of AI Use

During the writing of the current manuscript, the authors used AI for language editing, formatting, and revising the draft. During the literature search and screening, AI was used. The authors reviewed and verified all material that has been generated and revised from the original sources. The authors bear total responsibility for the accuracy of the content of this manuscript.

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Conflict of Interest

The authors declare that they have no conflicts of interest.

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