Learning English through YouTube videos to foster speaking skills:
Public Administration students’ perceptions

Fu’ad Sholikhi

1Universitas Islam Balitar, East Java, Indonesia
E-mail: fuad.sholiki@gmail.com (corresponding author)

ABSTRACT

Many teachers use YouTube as an internet-based application to share their areas of expertise, such as sharing writing skills, English pronunciation, English speaking, and so on. In this research, the lecturer uses YouTube as an audiovisual application to help Public Administration students learn English speaking. This research fills the gap of previous research in higher education, precisely about learning to support their careers in the near future. This research aims to understand YouTube as a medium for speaking English based on Public Administration students’ perceptions in class. Therefore, the qualitative method was ideal to answer the purpose of the research. This study involved 15 students, and the researcher served as the primary instrument because of his capacity to provide clarity about the phenomenon utilizing questionnaires and semi-structured interviews. The finding showed that YouTube was the right tool to support their speaking skill. YouTube enhances students’ understanding of Public Interest vocabulary. However, a stable internet connection was the most common problem in learning. Furthermore, there must be similar research in the Department of Elementary School Teacher Education to fill the gap in this research and enrich the understanding of English-speaking skills.

Introduction

For UNISBA (Islamic University of Balitar) Public Administration students that study English for Specific Purposes, YouTube provides a free learning and practical application. This program provides students free software license to use in their daily activities. They have no limitations and can play it all day. Also, students can watch a variety of channels to learn English. YouTube is considered a modern tool for Public Administration students in learning English (Kováčiková, 2020).
YouTube provides a variety of high-quality streaming media. The resolution ranges from 144p, 240p, and 480p to 2k. In order to match their internet speed quota, the students might use auto selection. The effective learning means full control of the technology such as the resolution of the display (Kováčiková, 2020). The higher the internet bandwidth the higher resolution they can get. If the students want to learn English, they will have an option to choose the picture based on their internet speed. If they just want to listen to the English podcast, they can simply use the lowest resolution to save the internet quota.

During the COVID-19 pandemic, YouTube was a huge aid to them. Students can learn remotely from the instructor about the recommendation channel. The instructor occasionally shares personal stuff with the class. The situation of society and the need for English learning during the Pandemic lead to the orientation of English learning (Kováčiková, 2020). The students majoring in Public Administration study need to learn English to support their careers. They must have good public service and public demand through English. They need the English language because the students will be a translator of the global language in daily life. They will be an actor who can use the language (both written and oral language) to serve the society nearby the college and in their community. To do so, they need a trick to learn English during the pandemic. The lecturer offers a simple solution yet effective because it is a free application namely YouTube.

Based on the preliminary study's interviews, 80% of the students in this class believe that YouTube makes it easy to learn English. However, they must have some direction, like a suggested channel based on what they learn in speaking class. Finding the appropriate channel for this class is something they do not wish to waste time on. Furthermore, they assert that good communication skills are required to convey the message effectively, like in the case of a leader giving instructions on how to create an identity card since someone has lost theirs.

Although they are shy when speaking, they wish to talk clearly in speaking class. Students require a role model who can demonstrate hand gestures and how to initiate a conversation because both English and Indonesian have grammatical structures that convey messages. Their classmate can cause the students stress during the speaking performance (Kováčiková, 2020).

YouTube is the best option to tackle a problem in English class because its affordability. Numerous changes have been made by the lecturer to suit the student's needs in language learning (Kováčiková, 2020). YouTube can make a difference in learning English during the pandemic (Helingo, 2022). YouTube can deliver fast news and fast information about English language learning (Al-Ghazu & Baniabdelrahman, 2022).

As mentioned above, YouTube is a handy application, meaning learning English is possible while hanging out with their friends or sitting on a nice couch in the morning. YouTube is not restricted to the classroom (Carolina liwati et al., 2021). Flexibility is the key to remote learning during the pandemic and YouTube offers its solution (Rachmawati & Cahyani, 2020). Technology like YouTube can speed up the process of English learning (Muñoz-Luna & Taillefer, 2018).

Furthermore, YouTube affected Junior high school students in learning to speak (Riswandi, 2016). In Riswandi's (2016) study, the teacher was required to make an
environment that supported language learning. The atmosphere of the class could contribute to the student’s motivation. YouTube was not the main strategy to teach the language, but it was just the secondary strategy utilized by the researcher. Based on the assessment, the students gained motivation that could increase students’ fluency.

In higher grades (high school grade), YouTube affected natural science students in speaking (Meilinda, 2018). Meilinda’s (2018) study believed that a prepared teacher could solve the speaking problem in class. Snowball throwing techniques were used in a controlled group to know the effect of YouTube as a learning medium. The result that 65% of students were good and the rest were excellent. It meant that YouTube could facilitate eleventh graders of SMA Muhammadiyah 6 Palembang in speaking.

The recent information came from Afrizal and Herлина’s (2023) study, YouTube was a great medium in their phenological study. The high school students claimed that YouTube was part of their daily life (just like a friend), so they knew how to operate it and search the information from their instructor or teacher. Based on observation, the listening section becomes more fun, not challenging. And it also affected their speaking abilities in class.

Based on the information above (YouTube as learning media), there must be a study in higher education at ESP context to fill the gap in the effect of YouTube on speaking skills. In detail, this study investigates students’ perceptions (of the use of YouTube in speaking skills) at speaking class, Public Administration class.

**Method**

The researcher employed the qualitative research method to explore deep information about the use of YouTube in a Public Administration class. The information was about the complexity of YouTube as a learning media. The qualitative approach was the right tool to elucidate the real information about the information in this class (Hadi et al., 2021).

Fifteen students of Class A (the subject of research) contributed to this particular research because they had basic English course and they had internet quota easily, such as having Wi-Fi signal in their home or campus, finding Wi-Fi signal in an internet café easily, and even having adequate internet quota in mobile phone. It meant that they were a qualified participant in this research so that they could answer the research problem in this research. There must be eligibility for a research Participant (Purwanza et al., 2022).

The researcher was the main instrument to know the students’ perceptions and this research was in line with Rusgandi et al.’s (2021) research (including using a questionnaire and semi-structured interview). According to Purwanza et al.’s (2022) study, data interview was the main source in the qualitative approach, and the researcher followed Raco’s (2010) strategy about the standard of data interview. Twelve students were selected for the interviews because they matched the informant’s research requirements. Public Interest and Service were covered in the public administration course, the students were already familiar with them. They would utilize YouTube to know it better using a Foreign Language and their knowledge about it was the data that the researchers need for this research. The participants were “the information rich” about Public Interest (Raco, 2010).

Twelve students provided the researcher with sufficient knowledge of this phenomenon, negating the needed for further participants. The quality of participants was the researcher’s
need in this approach, so the Twelve students were enough (Raco, 2010). The researcher modified semi-structured interview questions from Rusgandi et al.’s (2021) research. The modification was about the reason to use YouTube in speaking class because the students majoring in public administration wanted to know a good public service within an organization using the English language and to maintain the validity of participants, the participants were invited to give a comment about the interview data transcript.

The researcher also modified Rusgandi et al.’s (2021) research’s questionnaire. The modification was about adding some questions related to Public Interest and State Society. Another modification was this research did not use the Google Form of the questionnaire because the situation supported offline meetings in class. In composing the questionnaires and maintaining the standard of questionnaires, the researcher followed Purwanza et al.’s (2022) perspective in the qualitative approach. In addition, to maintain the reliability and validity of this study, the researcher followed Yusuf’s (2017) perspective about the quality of the qualitative approach, such as using source triangulation as suggested by Hadi et al.’s (2021) study, conducting "member checking" as suggested by Yusuf’s (2017) study, and engaging in a discussion with two English teachers on the whole research process and the findings.

In doing analysis, the researcher followed Miles et al.’s (2014) perspective in data analysis, it included data condensation, data display, and drawing conclusion. The researcher utilizes a table (the first step) for data condensation. It will simplify the Public Administration students’ transcripts. All of the items will be categorized based on the date in collecting the data. It will help the researcher to recall the memory of collecting the data. Then, he used Microsoft Excel in writing the highlighted data. The next process is using letter paper to print out the available narrative content. In the end, the researcher can draw a conclusion based on those things as the first steps.

**Findings and discussion**

**Advantages of learning English speaking using YouTube videos**

Public administration students want specific skill to support their careers and have high hope that YouTube can demonstrate how to start to speak in a group. The reasons why they have to perform the main skill in public administration are informed by the following interview vignettes:

- It gives me the list of vocabularies in public demand that I can use it to speak in English (Student 1, Semi-structured interview).
- It gives the new list of vocabularies related to kinds of tax payment in Indonesia (Student 2, Semi-structured interview).
- It gives the new list of vocabularies in tax payment service from the finance sector (Student 3, Semi-structured interview).
- The application teaches me a vocabulary that happens in my village (flood disaster) and how to prevent it (Student 4, Semi-structured interview).
- YouTube gives audio-visual vocabulary related to waste management and it happens in my village (Student 5, Semi-structured interview).
Based on the interview data, the students majoring Public Administration claim that YouTube enhances the understanding of the vocabulary in state policy and the public interest which are the implementation of public demand in this era. Nowadays, public service is related to public demand (Muhammad, 2019). All students claim that the list of vocabulary increases their knowledge about state policy, especially about tax payments. They claim that a lot of short vocabularies are a source of speaking in performance.

In addition, based on questionnaire data, 80% of students strongly agree that the application contributes to English vocabulary. Of the rest 13.3% of students are "agreeing" and only 6.6% have neutral responses. In addition, YouTube increases not only the vocabulary but also students’ pronunciation. 66.67% of students strongly agree that the application gives pronunciation practice and 33.33% have an "agreeing" response. In terms of speaking fluency practice, 66.67% of students have "strongly agree" responses and the rest are "agreeing" responses (26.66% of students) and neutral responses (6.66% of students).

Depicted by the questionnaire data, this application can develop their speaking skill to understand the materials related to state policy and public interest. For example, they have the word “flood”. Using this application, they learn how to pronounce it, what the flood looks like, and what can cause the flood in their village. Rusgandi et al.’s (2021) study also claim that YouTube can affect students’ speaking skill by developing their pronunciation.

Furthermore, Participant 1 (it includes five students) agrees that governance plays as the facilitator in state policy. Students who study Public Administration must understand state policy and civil society policy (Muhammad, 2019). The Indonesian government is just a facilitator in Public administration (Muhammad, 2019). YouTube facilitates the students to know the kind of state policy and how the state policy works in Indonesia, for example controlling the spending of state funds. Students struggle to understand this policy from the lecturer’s book because it is all written in English text. However, they still have another book using the Indonesian language. YouTube gives them an explanation of how the vocabulary of state policy in Indonesia works, such as the handling of covid-19 and economic recovery after the pandemic.

Participant 2 shows that YouTube gives clear detail about the kind of tax payment in Indonesia. Indonesia's government has 6 branches of state administration, including tax payments (Muhammad, 2019). It includes PPh, PNN, PBB, and so on. Taxes are collected by the government for the benefit of Indonesian society (Jumaiyah & Wahidullah, 2021). 3 students have the opinion that they will be poor individuals because they have to pay taxes every year. After they read the book from the lecturer and the explanation from YouTube, they know that there is a category that only needs to send a report of tax with no charge. They know the information because the content creator always updates the tax payment every year. YouTube also gives some explanations about VAT, import tax, final tax, sales tax on luxury goods, and final tax. Students must understand that there is progressive tax payment (Jumaiyah & Wahidullah, 2021).

YouTube gives updated news about state policies in Indonesia like tax payments. YouTube always update the information about tax payment. Individuals must pay a tax, and so does the organization. With the combination of the list of vocabulary from the lecturer and YouTube content, the students know how tax payment works in real life. Using YouTube, the
students know that digital nomads get zero tax in Bali, they know that YouTube content creator has to pay tax, they know how to fill out the AdSense tax form, and so on. Tax payment functions as “regular end” because it will be a rule in society (Jumaiyah & Wahidullah, 2021).

Participant 3 claims that there are many new vocabularies in tax payment. 2 students also think that their study is almost the same as students who majoring in economics. They are confused with the list of vocabulary of taxes provided by the finance sector, like BRI (Bank Rakyat Indonesia). Using YouTube, they can learn about tax payment service vocabulary with its description such as SLA, transaction process, state revenue, and effective cost. YouTube also provides how to use CMS BRI and the list feature of Brimo e-payment. In the end, they can tell a story about e-payment from the finance sector based on language learning using YouTube in front of the class. With those things, they also can explain the individual subject of tax payment. Based on the theory of tax payment, there is a “Teori Bakti” to make sure the society receives their right (Jumaiyah & Wahidullah, 2021).

Moreover, 3 students (Participant 4) know some vocabulary related to the public interest of public safety facilities. This public safety is related to how to prevent flooding in Lodoyo, Blitar. Using YouTube, they know what a flood is like. In December 2022, there is a flood disaster in Lodoyo and YouTube records it. Based on the material from the lecturer the student knows pre-disaster, emergency response, and post-disaster in Lodoyo. Based on the material, the students know the vocabulary about the river and try to explain preventing flooding via the river in front of the class. They also explain how to drain work to prevent a flood. Public Interest is the main concern of this study, including preventing flooding (Muhammad, 2019).

Some students know some vocabulary about how to prevent flooding through reforestation in Lodoyo. Based on the student’s experience, the vocabulary is very useful to explain about bad planning will cause serious effects of flooding because the rain does not have a barrier and it goes straight to the residents’ houses. YouTube gives solutions to what kind of plan can hold the rain for quite some time to prevent flooding. They have experience flooding in their home and with the help of YouTube and teachers; they are ready to speak in front of the public. Understanding the source of the phenomenon or accident will make the student communicative in the target language (Jamshidnejad, 2020).

YouTube gives a clear picture of what kind of plan can hold the corrosion. The plan is called bamboo. It is a very simple vocabulary and everyone knows it. Starting from a simple thing, the students have the motivation to speak in English. motivation is one of the keys to speaking English (Jamshidnejad, 2020). They do not have worries because bamboo can be found in the back of their home. They can start with what bamboo looks like and they can speak about ready-to-use bamboo and unused bamboo to prevent flooding.

The new vocabulary (bamboo) from YouTube is the start of telling a story in English. They can show what is upstream and riverbank look like and where is the ideal location to plan a bamboo. They can tell something in English because they do not fear making mistakes and they have the source of it (Jamshidnejad, 2020). They also claim that bamboo tree is more effective than concrete to prevent flooding. The reason why bamboo is effective is that the root of a bamboo tree can stabilize the soil in the upstream area.
In terms of public interest (Participant 5), YouTube provides a vocabulary that is very familiar to the students namely human waste (trash). When 2 students experience the flood in Lodoyo, YouTube recorded that there is improper waste disposal that cause flooding in December 2022. Starting from simple vocabulary (the trash), the students can tell another classmate about the bad habit of littering. The students can give a solution to throw away the trash from buying cheap snacks into a trash bin. They have an opinion that if a student throws away trash into the river is fine. It is a different story if each person in one school put trash in the river; they believe that there will be a flood coming in the rainy season. It happens because the water level in Lodoyo will be more than 6 meters and the canal will be blocked by the trash from buying a cheap snack. All canal in Lodoyo is the important thing to maintain because they will keep the water level low. The social factor will be the main reason to achieve a higher grade in speaking (Jamshidnejad, 2020).

**YouTube is one of the best platforms for learning English speaking**

The YouTube app is always pre-installed on new smartphones and is available for free. Students who have access to the internet can seek for new English-speaking content on numerous channels. If a student is having trouble speaking in class today, they can use YouTube or the built-in Edge browser from Windows 11.

- YouTube save my money (Student 1, Semi-structured interview).
- I can imitate native speaker's how to speak, and I give me the confidence to speak in front of my classmate. It is like a private course (Student 2, Semi-structured interview).
- I watch the news most of my time and I give a little time to learn to speak, but in the end, it works (Student 3, Semi-structured interview).
- I think the media speed up my learning rather than blackboard (Student 4, Semi-structured interview).
- I prefer to take notes of the material via YouTube rather than in class. This media means a lot to me (Student 5, Semi-structured interview).

Based on the data above, 11 students strongly agree that learning media save a lot of money and plays as an alternative to learning speaking. The rest claim that technology is important in speaking a foreign language. The examples in numbers 4 and 5 demonstrate how technology is used on YouTube.

Participant 1 shows that 4 students need more hard work to understand English, especially in speaking. They have been practicing English seriously since junior high school. Learning English is part of education since they are very young age (Toleuzhan et al., 2023). They need English to follow the school curriculum. They do not think that it will be useful for them in their career or to support education life in higher education. They want to be their friend that can get specific English course. With their economic background, finally, they tend to stay away from a lot of English courses. They only took Basic English, so that they have better knowledge to develop in the class. The imbalance of learning facilities (the economic disadvantage) happens in many countries (Bhuana & Apriliyanti, 2021). They cannot practice it alone in their home, they need a partner. Language learners need feedback (Abdullah et al., 2023). They tend to go to English courses, rather than have a personal book or dictionary. The students, who study at UNISBA, are asked about their prior knowledge by the lecturer. During the lecturing, they will have various feedbacks, and the lecturers also develop their prior skill.
Nowadays, YouTube’s popularity is growing. During the pandemic outbreak, the content creator can have income more and more. The content creator always creates a fresh video to serve the viewers. In terms of education, they are always new things to learn, especially in speaking. Each content creator has a way to educate the viewers (Setyaningsih & Wahidiyati, 2022). They can use comedy or smooth video transitions as the strategy for delivering the content. Those things help the viewers in understanding the content. Indonesian claim that English is not a mother language, so there must be a teacher to modify the content of English and it helps a lot (Abdullah et al., 2023).

Nowadays, many cafés serve more than coffee and bread. The café opens not only in the evening, but also in the morning or afternoon, so the students can have flexibility in playing games, learning, and hanging out with their friends. They can have free internet access to learn English. The combination of learning and fun is considered learning media (Abdullah et al., 2023). With the help of the lecturer, there is no way not to accept YouTube as a private course at a low cost.

Participant 2 shows that 4 students claim that Indonesian speaking and English speaking are different due to the complexity of how to speak. They need a real model to know what it looks like in English speaking. The lecturer will have more preparation if they have to use a video maker in the presentation. The lecturer needs something fast, and reliable, and it does not cost an arm and leg. YouTube is the best solution to show the native people how native people speak. YouTube reduces the time and price to deliver online learning (Abdullah et al., 2023).

Participant 3 shows that 3 students get the benefit of YouTube. They pay less attention to this media as a partner in speaking. They use it as an alternative to TV shows and Local Movies. In their daily activities, they only learn English speaking for 5 minutes at max. They do not realize that they do it multiple times in a day. They claim that they have made new progress within a week because they can do it while sitting on a couch. YouTube charge them for free because they can watch the content in a free WIFI area. Technology gives us an alternative to how we learn (Toleuzhan et al., 2023). Based on the interview data, the progress of the learning means the success of the teaching in speaking. They are making excellent progress as a result of the freedom to learn provided by this application so they do not worry as they begin to study. Ensuring the students are happy and not placing any burden on them is the key.

Moreover, 2 students accept that the blackboard is part of learning in class and they need technology to speed up the process as part of the school's evolution to a global era. They believe that the shortest is the best in learning. The school has evolved to suit the student's needs and to catch up with the technology (Toleuzhan et al., 2023).

The lecturer expects the public administration students to master speaking skills so that they can communicate the rule and the policy in a certain group. It will take time if the students use conventional tools in language learning because language learning needs practice more and more. Traditional tools are not preferable these days (Toleuzhan et al., 2023). Digital tools are new solutions to match students’ linguistic levels. The digital tool opens the possibility to work more creatively. Based on interview data, those students always find new solutions in speaking. They can find how the gesture works in a specific theme because YouTube always shows a related video to the users.
The last is 2 students who feel like technology is a must. While watching the content, they can turn on the subtitles to enhance learning. They also can set the translation into a desired language. They claim that they can pause the video so that they make a note or repair the notes. It is a different story when they learn to speak in class; they cannot mute the lecturer because it will be tantamount to war. Those students rely on their notes to improve their speaking. In the end, the lecturer can give a solution like using a different pen to increase memory and recall the vocabulary.

The students cannot fully rely on subtitles to take notes on YouTube. It happens because the subtitle is not 100% accurate in certain languages. However, the students can do the manual correction. This technique is like double-checking on a note. The students find that this technique is hard using a handphone. The students can use a desktop or laptop to use the split-screen feature, one side is for note taking and another side is for displaying the content. This technique (split-screen) is a sign of students’ creativity in learning to speak. This learning is required by the students to tackle real-world jobs. They have to multitask teaching to make the job more efficient. It will save time and students do not look tired and bored when doing a task.

In addition, another thing worth mentioning is the “accessibility statement” based on questionnaire data. Most of the students (93.33 %) claim that they can access this application every time and everywhere and 6.66 % of students agree that this application is part of their life. 80 % of students access YouTube every day using their smartphone and 20 % have a neutral response to that statement.

Based on the statement above, 93.33 % of the students claim that they do not have a problem accessing the application and they use this application to support their English-speaking learning. Rusgandi et al.’s (2021) study shows that their participants (30 students) also do not have a problem accessing YouTube every time and everywhere. The questionnaire data also will strengthen the statement of “Excerpt of interview 3” above. In addition, 80% of students use smartphones to access it because they want fast answers to what they learning. And the rest of the students prefer to use laptops because of the larger screen will affect their experience in learning.

**Disadvantages of YouTube during learning**

The user experience will be affected by YouTube’s constant policy revisions, especially for students studying public administration who are learning to speak English. Every year, YouTube changes its policies to improve the viewing experience, but this will make students less sociable because the content is related to their everyday activities. The students must have viewed the information frequently in order to be aware of the modification. These are evidenced in the following interview excerpts:

My handphone has slow-respond in opening YouTube (Student 1, Semi-structured interview).

My laptop has slow-respond in opening YouTube (Student 2, Semi-structured interview).

I have set the quality of video into 480p, but it shows 360p quality of the video (Student 3, Semi-structured interview).

I enjoy the video but I am not ready for the speaking task (Student 4, Semi-structured interview).
I sometimes understand and sometimes fail to understand the videos that are shown (Student 5, Semi-structured interview).

The data above has shown that there is always a drawback to use YouTube. Participant 1 and Participant 2 claim that they have slow responses using YouTube. They claim that the response time in opening the application is really slow. Using old storage (like a hard disk) is the real problem because it takes time to process the students’ want. The students (5 students) who still use a hard disk in their laptops will have more than 2 minutes to open the windows but it does not happen using a MacBook laptop. Unfortunately, they cannot afford the MacBook laptop at the moment. It is not only opening the windows but also opening the application will have to wait a long time because of the hard disk.

Moreover, not all students can have a better chance to have brand-new handphones. 5 students still use 7 years of handphones in learning to speak. It has a short time of battery life, small random-access memory (RAM), and an old CPU in operating the system. That combination cannot keep the current update of YouTube, so it takes time in opening the application which reduces the students’ motivation to use the technology. When they have opened YouTube, they can enjoy the content. When the class is over, they have to close YouTube. The problem comes back again when they open it at their home. Besides the internet connectivity, the students must have another tool or media to support online learning via YouTube (Tristiana & Swondo, 2020). The Indonesian lecturer will face various challenges in applying the technology because of students’ low-income backgrounds (Bhuana & Apriliyanti, 2021). Today, the second laptop with better storage and brand-new handphone are affordable because of a lot of competition in Indonesia that make the price becomes affordable. Another solution is for the students to update the application if they use handphones so that the developer can tailor the consumers’ needs.

During the lecturing, they can use free Wi-Fi from the college or their internet connectivity to support language learning. They can use free Wi-Fi outside the class and they can use their internet connectivity during the lecturing. 8 students claim that they have adequate internet connectivity, but they have 144p of YouTube content and it lasts for about one minute. 144p causes a blurry image of the video, so they will miss the opening of the video. In fact, not all students suffer from this condition because all of them have experienced this condition. They believe that they have this random situation, even if they have a better internet provider. Internet connectivity causes user experience in viewing the content, even if they have to date handphone or up-to-date laptop with the best internal storage. YouTube is an internet-based application used for a speaking class, so the class depends on the stability of the Internet connection (Khoiroh, 2021). This situation is called buffering, so they have to wait for the content until the content becomes stable. Today, many internet cafés serve free Wi-Fi for the customers so that they can visit them to learn English via YouTube. There are a lot of new packages of Internet quota to choose and bad bandwidth only happens randomly in a short time. The researcher believes they still have plenty of time to watch YouTube videos in their leisure time.

Another thing worth mentioning is the “technical challenge” statement based on questionnaire data. Most of the students (86.66 % of “strongly agree” responses and 13.33 % “agreeing” responses) claim that internet connectivity will affect students’ experience in learning to speak. They have to access it online, so they need an adequate internet quota (Purwanti et al., 2022). A blurry YouTube video means unstable internet connectivity and it...
will make the students tend to do offline activities rather than online learning because it is hard for them to understand the content. An unstable internet connection will also affect the quality of the video (Purwanti et al., 2022).

Participant 4 in this section shows that the student takes full responsibility for speaking and the lecturer is just the facilitator. 3 students show that are not open-minded to learn speaking so they are not ready for the assignment. Those students do not have a clear idea about what they going to do with their studies, so they are only motivated by something that motivates them. The best thing to do is for the lecturer to the observation checklist so the lecturer has a list to do about students that have fallen behind. One of the solutions is explaining "public demand" to the students majoring Public Administration. Customer is the main reason this study arise and the people who study Public Administration has to show to the passenger the right rule and the shortest rule (Muhammad, 2019). The lecturer can provide a vocabulary list to remember for each chapter of the learning book or learning material (Kusuma & Syam, 2022).

Participant 5 shows the 2 Public Administration students' linguistic competence. It includes phonological or English accent and grammatical competencies. There is always communicative competence in language learning (Kováčiková, 2020). Due to the varied English accents in the two videos, six students are unable to comprehend the information in the other video. the videos made are misleading and confusing due to the language factor (Tristiana & Swondo, 2020). Due to the students' prior English proficiency, it happens. While some of them interact with the English language daily, others are more exposed to their mother language. These two categories will have their speed in understanding the target language. These two categories have their linguistic level in language learning (Kusuma & Syam, 2022). The lecturer will understand the YouTube content easily, but it is a different story when it comes to the students (Purwanti et al., 2022). The solution is the lecturer gives another video and this is about the conclusion of the video. It will give time for the students to develop their English and This will increase the number of questions the students ask the lecturer and their interest in learning so that the lecturer can adapt their responses to each student's needs. The lecturer needs to adjust the content by providing some notes (Purwanti et al., 2022).

Conclusion

There are three findings related to Public Administration students’ perception in this research. It includes the positive effect of YouTube, and the negative effect of YouTube, and YouTube is the best choice medium for Public Administration students to learn English speaking. In fact, YouTube is not a new technology, but the rule is undeniably important since the time COVID-19 pandemic. In this particular research, YouTube helps them understand the words in learning Public Interest and public demands as part of Public Administration context. All students claim that vocabulary helps them a lot in terms of explaining a certain topic in English speaking. The list of vocabulary derived from YouTube helps them to make the passive vocabulary into active ones so that they can explain it in front of the class.

The drawback of using YouTube is the stable internet connectivity during learning Public Interest to help the society nearby. This is the most common problem in this research, followed by hardware utilities, the student's readiness, and students' linguistic level.
YouTube is an internet-based application that gives clear information about a certain vocabulary through a picture. This experience truly depends on the stable internet connection of the students in this class. Another thing worth mentioning is YouTube is the best medium for learning English speaking. The findings show that this application can be their private course. And there are only a few students who claim that this application is to boost speaking skills through technology. Further researchers are expected to have similar research in English Specific Purposes, for example, similar research in the Department of Elementary School Teacher Education. It will give another perspective to fill the gap of this research in the future.

Acknowledgements

The author would like to thank the journal reviewers for their detailed feedback that can improve this paper substantially.

References


