

Speaking Students' Improvement Through Critical Thinking Concepts And Youtube Media

Nurhakim¹, Syarfuni^{2*}, Sasmayunita,³ Asriani Thahir,⁴ Sri Wahyuni,⁵ Sulami Sibua⁶

¹ Universitas Cokroaminoto Palopo,

² STKIP Bina Bangsa Getsempena

^{3,4,5,6} Universitas Khairun

*syarfuni@bbg.ac.id

ABSTRACT

This study aims to describe speaking skills through the concept of critical thinking and YouTube media. This type of research is a qualitative descriptive study. Data collection was carried out through observation and interviews, while data analysis was carried out qualitatively by describing the research findings from observations and interviews. The findings reveal that there are four stages in learning to speak. First, starting from the preparation stage by determining the topic and title, gathering references, and practicing speaking. The second stage, the implementation of speaking is done by recording a video when speaking as a basis for improvement in the evaluation stage. The third stage, the implementation of the evaluation by evaluating, providing input, and revising the video that was made before publication, such as the duration of only 5 - 7 minutes, display effects, and mastery of speaking material. The fourth stage, publishing on YouTube media. All presentation videos that have been edited are published on YouTube. The results of the learning show that students are more confident in presenting the material and mastering the material in a structured manner

Keywords

Critical Thinking, Media, Speaking, YouTube,

Introduction

The students of Indonesian language education program is as teacher candidates that required the ability in a good speaking skills. Therefore, the prospective teacher need to be equipped the understanding of speaking theory. Speaking skills must be done actively with involve students in speaking verbally (Rafli, 2019). The speaking practice carried out in class can be done in various ways, such as assigning students to presentations in front of the class, conducting interviews, practicing speeches, delivering material through social media (youtube), and various other methods that can be used to train students' ability to communicate. As stated by Cholily, Putri, & Kusgiarohmah (2019), one of the ways that could be done in teaching and learning of speaking by using technology, and trained students' speaking skills through the response process or ask for quick responses the questions (Hamidova & Ganiyeva, 2020). Therefore, applying of teaching speaking through social media YouTube is required.

In this study, the writer not only use YouTube media in teaching speaking, however the writer combined with critical thinking skills. The reason why the writer combined those

concepts because of the demands of the era of industrial revolution 4.0 which emphasized on the skills, namely, critical thinking skills, communication (collaborative), creative (innovation), mastery of digital literacy, technology utilization, and ability to solve problems (Rafiola, Setyosari, Radjah, & Ramli, 2020 and (Indira, Hermanto, & Pramono, 2020). The purpose of mastering these skills is to make it easier for students in academic activities (Tanjung, 2019). This demands, the researcher emphasizes the application of critical thinking skills and mastery of technological literacy (youtube media) in learning to speak.

Feldman (2005); Gokhale (1995); and Blake, Smeyers, Smith, & Standish (2002) divide a person's level of critical thinking skills including levels of analysis, synthesis, and evaluation. This opinion is supported by the idea put forward by Fisher (2005) that critical thinking can be equated with evaluation (evaluation). However (Anderson & Bloom., 2001) revised the concept of Bloom's Taxonomy of the stages in critical thinking, namely the analysis, evaluation, and creation stages. Referring to this theory, the researcher applies three stages in learning to speak starting from the analysis, evaluation, and creation stages.

The analysis and evaluation phase is carried out by assigning students to explore their ideas from the given assignments, such as formulating problems and assessing the speaking videos that are displayed during the discussion. The creation stage is carried out by making a material framework that will be used as material when speaking. Furthermore, students appeared to speak using YouTube media.

Research on speaking ability has been done by many previous researchers, both at the elementary, intermediate, and tertiary levels. Nguyen (2019) stated, using an oral presentation strategy as a form of interactive teaching in non-English classes to help students speak. Ulfiyani (2018) the application of case-based speaking learning will have two positive impacts on students. First, it relates to the development of student speaking skills based on direct learning experiences. Second, students have the opportunity to develop critical thinking skills by solving a case activity.

Kuswandari, Slamet, & Setiawan (2018) the ability to think, critical thinking skills has a significant representation of critical thinking skills as a construct in improving essay writing skills by 4.51%. The critical thinking skills determine the level of students' writing essays, reading motivation, vocabulary mastery, and effective sentence mastery are 95.49%. The study related to higher-order thinking skills by utilizing YouTube media was carried out by Pratiwi & Hapsari (2020) reveal that YouTube was effective as a medium for teaching speaking, a stimulus to help formulate material on which to base questions in certain contexts, and it easy for students to do easy, medium, and difficult questions.

Furthermore, several research results on the use of media in learning to speak, such as that of Rachmijati, Anggraeni, & Apriliyanti (2019) revealed that the use of YouTube media is a form of learning creativity in the technological era can improve students' speaking skills especially vocabulary, fluency, and intonation. Maulidah (2017) found that using Vlog media have impacts in the teaching speaking; motivation provided; much time to speak, and learn independently. Fleck, Beckman, Sterns, & Hussey (2014) revealed that students' perceptions of using YouTube media can help students to understand teaching material, especially those related to

classroom lessons. However, from several studies of previous research results, have not found the research related to the ability to speak through the concept of critical thinking combined with YouTube.

Furthermore, several studies have revealed students' speaking skills, critical thinking skills, and the use of YouTube as a medium for language learning. The results of previous studies have revealed the success in conducting research. However, from several relevant studies, there has been no research related to the use of YouTube media and the ability to think critically in learning to speak to students. Therefore, based on the relevant research result that can be a good reference to establishe research. The purpose of this research is to describe the speaking ability of students through the concept of critical thinking using YouTube media

Literature Review

Critical thinking

Thinking activity is a person's ability to express opinions rationally to society acceptably (Paul and Elder, 2013). Lai (2011) stated critical thinking is a strategy and representation in solving problems, decision making, and learning new concepts. Besides, Heyman (2008) also provides the view that critical thinking is the most important component for evaluating people's statements when inaccurate information was obtained.

Critical thinking can be said as an attempt to convey arguments rationally to provide views and find a truth. Hammonnd (1989) argued that critical thinking activities are one's way to analyze problems through logical thinking. This opinion is in line with the concept of Boss (2015) that thinks of a set of personal critical skills as a process of intellectual development. Piaw (2004) argues that critical thinking can be seen from a person's ability to distinguish problems, find solutions to problems, and think emotionally and rationally (Thomas, 2009).

Krathwohl and Anderson (2009) illustrate the ability to think critically in the concept of knowledge that is factual, conceptual, procedural, and metacognitive. In the aspect of knowledge, someone has the ability to remember, understand, apply, analyze, evaluate, and create. Mason (2007) also explains that critical thinking in learning activities is useful to encourage students

to ask questions that are critical and train their reasoning skills critically. This concept is in line with Weiler's (2005) opinion that critical thinking is an activity that is quite important for the development of cognitive learning and the ability to seek information effectively.

YouTube media

Media is a tool to convey messages through traditional and modern media. Kozma (1991) argued that the media determined by technology, symbol systems, and the ability to process the media. Another opinion put forward by Buckingham (2007) that the use of media is effective as seen from the development of students in mastering media literacy through training of using hardware and software.

YouTube is a social media that is used to interact on one site, such as giving ratings (likes/dislikes), uploading videos, commenting on each other and sharing videos (Khan, 2017). This opinion is in line with the concept of Haridakis & Hanson (2009) and Chau (2010) that YouTube is a social media with using internet networks to get various content, provide comments and share content with family and friends. YouTube media also functions as a means of entertainment such as; watching videos or movies (Zhao, 2009) and becoming a daily activity (Ferchaud, Grzeslo, Orme, & LaGroue, 2018).

Using videos in learning activities has a role in helping students understand teaching material. Videos can be a tool for learning activities that provide motivation and as a tool to achieve learning goals (Duffy, 2008). The same opinion was expressed by Sari and Margana (2019) that YouTube is an effective learning medium to improve the ability of students in language learning, one of which is teaching speaking skills. Besides, YouTube provides inspiration for students to be creative and involve students in digital learning activities (Burke & Snyder, 2008).

Methodology

The descriptive qualitative design was used in this study. The research implementation procedure includes several stages. First, do a preliminary study. Preliminary study activities begin by observing the conditions of learning to speak to students, the facilities, and infrastructure used (learning media). In addition to the

preliminary study, the preparation of the Semester Learning Plan was also carried out, the selection of materials that were following the concept of critical thinking, and the provision of learning media that supported the student speaking process. The second, the implementation of learning. Learning implementation activities are carried out to implement the learning plans that have been prepared, to see the impact that is applied, such as the ability of students to speak. Third, conclude the results of the implementation of learning, starting from the process of compiling the learning plan to the results of the implementation of learning which is marked by the positive impact of the application of critical thinking carried out by students.

Data were collected through observation and interviews. Observation is used to see directly student activities during learning. This activity can be seen from the way students present arguments critically in discussion activities. Besides, there are three stages of critical thinking observed by researchers, starting from the analysis, evaluation, and creation stages. The creative activity is carried out by presenting the material via video and broadcasting it on the YouTube channel. Furthermore, data collection through interviews. Interview activities were carried out to obtain accurate information following the research sub-focus which was carried out in a structured manner using interview guidelines.

Data Analysis

Analysis of the data used in this study through a qualitative descriptive with several stages. First, data reduction is done by selecting, studying, focusing, simplifying, and formulating data to present the data in its entirety. Second, the presentation of data by classifying the results of the analysis based on certain criteria to provide an overview of the answers to the research problem. Third, concluding the data is done by interpreting and interpreting the data to conclude to produce the findings of this study.

Results And Discussion

The findings of this study are grouped into four sections related to the stages in learning to speak using the concept of critical thinking and YouTube media. The four findings are described as follows.

Speaking Preparation Stage through Critical Thinking Concepts

The initial activities of learning to speak in this study were divided into several stages. First, the researcher conveyed the learning objectives, basic competencies, and indicators at the first meeting. Second, the researcher conveyed the subject matter about speaking. The subject matter is an outline of the speaking material which includes the concept of speaking, the purpose of someone speaking, and the preparations that need to be done before appearing to speak, especially in the academic realm. Third, the researcher conveyed the learning steps to be carried out, starting from the first meeting to the last meeting. The learning steps carried out by students in the preparation stage start from determining the topic, determining objectives, collecting references, preparing the framework, and practicing activities. The reference collection is done to strengthen the data conveyed when speaking. In collecting references, students can choose an accurate theory. This is following the opinion expressed by (Snyder & Snyder, 2008) that one of the stages in critical thinking is the ability of students to carry out the evaluation process of a reference and be able to solve problems well. This finding was also confirmed by Lisnawati & Ertinawati (2019) in an article stating that at the pre-speaking stage, a person must be able to determine and develop topics, compile material content, and the ability to access information from various sources, such as books, research journals, and various other sources. As for the topic determination stage, students are given the freedom to determine their topics and titles that will be used as the material in speaking. However, this topic is devoted to the study of language and literature. The findings reveal that the topics chosen by students are about language, literature, and learning the Indonesian language and literature.

Furthermore, the objectives of the speaking material delivered by students are grouped into several parts, including 1) material that discusses the role of the Indonesian language in character building, 2) the use of Indonesian in social media, 3) proper and correct use of Indonesian, 4) studies of literature and 5) material on writing techniques for short stories and poetry.

The results of the observation showed that all students were actively involved in the speaking preparation stage. This can be seen when students begin to determine the title of the material to be presented, collect references from various sources and the researcher directs them to open a research journal, and practice activities carried out in groups. The results of the interview on the drafting of the framework revealed that some students did not compile the material framework to be presented when speaking. Students practice speaking in front of a mirror, in front of their family, and front of their friends. After feeling they mastered the material, then they made a video to present the material that had been prepared.

Implementation Stage Speaking

The speaking stage was carried out in three meetings, namely the first and second meetings of material gathering and material selection, while the third meeting was practicing speaking. First, material gathering. At this stage, students are allowed to collect data related to the topic and title chosen in speaking. Students can collect material from various references, both from books, the internet, and from various news. Second, selecting material to strengthen exposure. Material selection is done to select the right data to be used as presentation material. This data becomes the basis for students to convey scientific arguments. Third, practice activities independently. These activities are carried out by students to increase self-confidence. Practicing can be done in front of friends, family, or front of a mirror. If students feel they have mastered the material, then they record using video.

The implementation stage of the speaking activity was carried out by presenting the material via video. Students are expected to be confident in delivering material. In particular, the focus of the researcher's observations when students speak is divided into several aspects, namely: 1) delivery of the opening, 2) discussion of the subject matter (core part), and 3) delivery of the closing section. The findings reveal that some students tend not to conclude the learning material and only arrive at the stage of delivering the material content. However, the observations also show that some students can convey the material completely. One of the students explained the material about the

role of literature in character building shows that the student is very good at the material. They seem to convey the results of the presentation in a structured manner, starting from the opening of the material, delivering the content, to the stage of delivering conclusions by inviting listeners to apply literature in learning. Literary learning activities can be started by teaching children from an early age through reading folk stories that contain moral messages. This finding is following the concept put forward by (Kuswandari et al., 2018) and (Lipman, 1987) that one indicator is that a person can think critically when he can draw the right conclusions following accurate evidence and information and can solve problems with wise.

Evaluation Stage of Speaking Implementation

The implementation of the evaluation phase carried out at the fourth meeting is that students are expected to be able to: (1) develop material to be presented in speaking; (2) revising the speaking material by adjusting the structure, namely the opening, the content, and the closing; (3) can improve the revised material; and the last (4) students can publish the results of their presentations via YouTube media. Activities at this stage include initial activities (preliminary), core activities, and closing activities. Initial activities (preliminary) are focused on (1) opening lessons by creating a conducive and pleasant learning atmosphere, (2) lecturers conveying objectives, basic competencies, and indicators, (3) lecturers convey learning steps that will be carried out at the fourth meeting.

The findings at the fourth meeting were to evaluate the material presented. There are several aspects of the assessment, starting with material mastery, sentence accuracy, and self-confidence. The results of the analysis showed that the most students have not mastered the material well. It can be seen when students were still reading material from the notes so that expressions are less visible. Besides, the results of the analysis also showed that students tended to use less effective sentences. This is because it tends to be influenced by regional languages

Publication through YouTube Media

Publication activities are carried out after the evaluation process by re-editing the videos that have been made according to suggestions

from friends and researchers by paying attention to the video display and the time duration so that it is not too long. Furthermore, the videos are published on their respective YouTube accounts. As stated by Lisnawati & Ertinawati (2019), recordings or videos in conveying material can be used as evaluation material to improve one's speaking ability to make it even better. Video analysis activities can be seen from conveying material content, language skills, and technical errors in making videos. The three processes can be a reference for students to improve their speaking skills. The activities above have been carried out, students publish their videos on the YouTube channel. All students are allowed to watch their friends' videos and give likes if they like the material.

The use of YouTube media as a publication media in learning to speak can provide positive value for students in increasing self-confidence to convey information globally. This finding is in line with the results of Pratiwi & Hapsari (2020) that the use of YouTube media is effective in learning Indonesian. YouTube is also a medium that can help students to take advantage of technology in language learning. As the results of research by Rachmijati et al., (2019) also reveal that the use of YouTube is a form of learning creativity in the technological era that can improve students' speaking skills

Conclusion

The speaking subject is compulsory learning for Indonesian Language Education Study Program students. Learning activities to speak are not only limited to training students' self-confidence, but can hone their ability to think critically, master material skills, and practice language skills well. The findings of this study indicate that there are four stages in learning to speak. The four stages include speaking preparation, speaking implementation, evaluation, and publication. All of these stages have been carried out in a structured manner by students. However, there are still many aspects that need to be improved for further research, such as emphasizing students to compile and develop a material framework. Besides, language mastery can also be a major concern when speaking.

Acknowledgement

The author would like to thank colleagues who helped and motivated in the data collection process of this research

References

- Anderson, L. W., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman Inc.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (2002). *The Blackwell Guide to the Philosophy of Education*. Blackwell Publishing.
- Boss. (2015). *Think Critical Thinking and Logic Skills for Everyday Life*. New York: Graw Hill Education.
- Burke, S. C., & Snyder, S. L. (2008). YouTube: An Innovative Learning Resource for College Health Education Courses. *International Electronic Journal of Health Education, 11*, 39-46
- Buckingham, D. (2007). Media education goes digital: an introduction. *Learning, Media and technology, 32*(2), 111-119.
- Chau, C. (2010). YouTube as a participatory culture. *New directions for youth development, 2010*(128), 65-74
- Cholily, Y. M., Putri, W. T., & Kusgiarohmah, P. A. (2019). Pembelajaran di Era Revolusi Industri 4.0. In Seminar Nasional Penelitian Pendidikan Matematika (SNP2M) 2019 UMT (pp. 1–6).
- Crider, Andrew B. et al. *Psychology*. Illionis: Scott, Foresmen and Company, 1983.
- Duffy, P. (2008). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. *The Electronic Journal of e-Learning, 6* (2), pp 119 - 130
- Feldman, R. S. (2005). *Essentials of Understanding Psychology*, 6th. McGraw-Hill.
- Ferchaud, A., Grzeslo, J., Orme, S., & LaGroue, J. (2018). Parasocial attributes and YouTube personalities: Exploring content trends across the most subscribed YouTube channels. *Computers in Human Behavior, 80*, 88-96.
- Firmansyah, M. B. (2017). Model Pembelajaran Diskusi Berbasis Perilaku Berliterasi untuk Keterampilan Berbicara. *Jurnal Ilmiah Edukasi & Sosial, 8*(2), 119–125.
- Fisher, R. (2005). *Teaching Children to Think*. Nelson Thornes.
- Fleck, B. K. B., Beckman, L. M., Sterns, J. L., & Hussey, H. D. (2014). YouTube in the Classroom: Helpful Tips and Student Perceptions. *Journal of Effective Teaching, 14*(3), 21–37.
- Gokhale, A. A. (1995). Collaborative Learning Enhances Critical Thinking.
- Hamidova, S., & Ganiyeva, H. (2020). Developing Speaking Skills. *Архив Научных Публикаций JSPI*.
- Hammond, E. (1989). *Critical thinking, thoughtful writing*. McGraw-Hill.
- Haridakis, P., & Hanson, G. (2009). Social interaction and co-viewing with YouTube: Blending mass communication reception and social connection. *Journal of Broadcasting & Electronic Media, 53*(2), 317-335.
- Heyman, G. D. (2008). Children's critical thinking when learning from others. *Current directions in psychological science, 17*(5), 344-347
- Indira, E. W., Hermanto, A., & Pramono, S. E. (2020). Improvement of Teacher Competence in the Industrial Revolution Era 4.0. In International Conference on Science and Education and Technology (ISET 2019) (Vol. 443, pp. 350–352). Atlantis Press.
- Khan, M. L. (2017). Social media engagement: What motivates user participation and consumption on YouTube?. *Computers in human behavior, 66*, 236-247.
- Kozma, R. B. (1991). Learning with media. *Review of educational research, 61*(2), 179-211.

- Kuswandari, A. H., Slamet, S. Y., & Setiawan, B. (2018). Kontribusi Kemampuan Berpikir Kritis sebagai Konstruksi Peningkatan Keterampilan Menulis Esai. *Jurnal Penelitian Pendidikan Bahasa Dan Sastra Indonesia*, 1, 173–183.
- Lai, E. R. (2011). Critical thinking: A literature review. *Pearson's Research Reports*, 6, 40-41.
- Lipman, M. (1987). Critical thinking: What can it be? *Analytic Teaching*, 8(1), 5–12.
- Lisnawati, I., & Ertinawati, Y. (2019). Literat melalui presentasi. *Jurnal Metaedukasi*, 1(1), 1–12.
- Mason, M. (2007). *Critical Thinking and Learning. Educational Philosophy and Theory*, 39(4), 339–349. doi:10.1111/j.1469-5812.2007.00343.
- Maulidah, I. (2017). Vlog : t he Mean to Improve Students ' Speaking Ability. In *International Conference on English Language Teaching (ICONELT 2017)* (Vol. 145, pp. 12–15). Atlantis Press.
- Nguyen, T. H. (2019). Oral Presentation Strategy for Enhacing English Speaking. *Scientific Journal of Tra Vinh University*, 1(2), 40–48. <https://doi.org/10.35382/18594816.1.2.2019.154>
- Paul, R., & Elder, L. (2013). *Critical thinking: Tools for taking charge of your professional and personal life*. Pearson Education Pratiwi, B., & Hapsari, K. P. (2020). Kemampuan Berpikir Tingkat Tinggi Dalam Pemanfaatan YouTube Sebagai Media Pembelajaran Bahasa Indonesia. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 282–289.
- Piaw, C., Y. (2004). *Creative and Critical Thinking Styles*. Malaysia: Universitas Putra Malaysia Press.
- Rachmijati, C., Anggraeni, A., & Apriliyanti, D. L. (2019). Implementation of Blended Learning Through Youtube Media to Improve Students' Speaking Skill. *OKARA: Jurnal Bahasa Dan Sastra*, 13(2), 153–164. <https://doi.org/10.19105/ojbs.v13i2.2424>
- Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The Effect of Learning Motivation , Self-Efficacy , and Blended Learning on Students' Achievement in The. *International Journal of Emerging Technologies in Learning (IJET)*, 15(8), 71–82.
- Rafli, Z. (2019). Learning Method and Teaching Material of Plus Curriculum In The Madrasah Aliyah Darul Ulum, Banda Aceh: An Ethnographic Study. *Advances in Language and Literary Studies*, 10(3), 48-54
- Sari, Y. N., & Margana, M. (2019). YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century. *Journal of English Language Teaching and Linguistics*, 4(2), 263
- Shao, G. (2009). Understanding the appeal of user-generated media: a uses and gratification perspective. *Internet research*, 19(1) 7 – 25.
- Snyder, L. G., & Snyder, M. J. (2008). Teaching Critical Thinking and Problem Solving Skills How Critical Thinking Relates to Instructional Design. *The Journal of Research in Business Education*, 5(2), 90–100.
- Tanjung, R. F. (2019). Answering the Challenge of Industrial Revolution 4 . 0 Through Improved Skills Use of Technology College. *International Journal for Educational and Vocational Studies*, 1(1), 11–14.
- Thomas, I. (2009). *Critical Thinking, Transformative Learning, Sustainable Education, and Problem-Based Learning in Universities*. *Journal of Transformative Education*, 7(3), 245–264. doi:10.1177/1541344610385753.
- Ulfiyani, S. (2018). Pembelajaran keterampilan berbicara berbasis kasus: upaya peningkatan keterampilan berpikir kritis mahasiswa. In *Pertemuan Ilmiah Bahasa dan Sastra Indonesia* (Vol. 351, pp. 351–362).

- Wahyuni, E. (2015). Hubungan Self-Effecacy dan Keterampilan Komunikasi. *Jurnal Komunikasi Islam*, 5(1), 51–82.
- Weiler, A. (2005). Information-seeking behavior in generation Y students: Motivation, critical thinking, and learning theory. *The journal of academic librarianship*, 31(1), 46-53.
- Krathwohl, D. R., & Anderson, L. W. (2009). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.