

Improving German Speaking through YouTube Media in Higher Education

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Abstract

This study aims to obtain data and information about the effectiveness and practicality of YouTube in learning German speaking for second-semester students of the German language education study program in terms of learning outcomes and student responses. This study was experimental research, and the experimental model used was a pre-experimental design. The design form used is a one-group pre-test post-test group. The sample selection was done using the purposive sampling technique. Data collection was done through a German-speaking skill test. The data were analyzed using t-test analysis. The findings of the research revealed that there was a significant difference before and after using YouTube media in learning German speaking, and student responses showed very positive results of 87.28%, so it was declared successful, effective, and practical to use in learning German speaking.

Keywords: Media; audiovisual; YouTube; speaking; German language

Introduction

German language learning is one of the foreign languages that gets more attention. Nowadays, many students are interested in learning German because they see the many opportunities in the world of work that can be obtained by mastering it (Tamaela, 2022; Kartika et al., 2021).

Students learning speaking skills (*Sprechfertigkeit*) are required to be able to convey information orally in simple sentences according to the context that reflects polite and appropriate language skills and be able to carry out simple dialog smoothly that reflects polite and appropriate communication skills. In fact, the German-speaking skills of German language education study

program students are still very lacking; this is evidenced by students who cannot retell information orally properly. In addition, it is still difficult to mention the vocabulary in the classroom in German. Even when asked to dialogue in German, only a few students can do it. The lack of students' ability to speak is certainly caused by several factors, namely the lack of vocabulary (Akbarani, 2019; Usman et al., 2023); the fear of being wrong (Ramirez, A., 2020; Saleh et al., 2023; Saud et al., 2018); and not mastering the theme of the conversation (Pabumbun & Dalle, 2019). This is also supported by the results of research conducted by Nuraina and Saleh (2017) at SMA Negeri 2 Majene, showing that the average score for students' speaking skills is 41.66 (low category). Furthermore, the results of research conducted by Harianto and Dalle (2018) show that the average value of the skills of grade XI students at SMA Negeri 7 Bulukumba is 58.11 (less). The results of research on speaking skills, also conducted by Murniati et al. (2019), showed that the average value of speaking skills of Semen Tonasa High School students was 51.28 (less).

One of the causes of students' low German-speaking skills is indicated by the lack of media use in German language learning. German language learning still uses conventional media that are less innovative, especially in learning listening and speaking and in learning that is still teacher centered.

The development of the field of information and communication technology today also has an impact on the development of learning media. The use of information technology (IT) as a learning medium is in demand. Generation Z, the generation born after 1997, is characterized by being active in technology, the internet, and social media, which cannot be separated from the use of smartphones. Based on research conducted by Fadhli et al. (2019), it was stated that for generation Z, also called iGenartion or internet generation, whatever is done is mostly related to cyberspace. They are already familiar with technology and sophisticated gadgets that indirectly affect personality. For generation Z, information and technology are things that have become part of their lives, and the internet has become a global culture. However, based on the results of the observations that have been made, it is found that the use of smartphones among students is only used to listen to music, play games, access various kinds of social media, and access videos on YouTube that have nothing to do with learning. Smartphones can be utilized as an interesting and fun learning medium if filled with applications and educational content. Therefore, teachers and students should be expected to be active in learning using modern media.

Based on this, of course, a medium is needed that suits the needs of today's students. It cannot be denied that people, especially students, will more easily understand information in the form of knowledge through media related to information technology, such as YouTube, compared to conventional delivery methods such as lectures and discussion methods in class. Given the condition of students who are in generation Z, this is a consideration in teaching using learning media that suits the needs of generation Z students, namely learning using smartphones. The use of smartphones in learning also plays a big role in the current situation, namely the COVID-19 situation, which requires the learning process to be carried out at home or from home.

Therefore, one of the learning media that can be used is YouTube-based audio-visual learning media. YouTube is the most popular social media network today. In the context of learning, YouTube can be utilized as one of the teaching media. This is allegedly able to increase student interest and motivation to learn (Angreany, Saleh & Mannahali, 2020; Suhardi et al., 2023; Farida et al., 2023; Husniah et al., 2023). YouTube can be utilized as a learning medium that brings image and sound representations of various ideas or events into the classroom. This YouTube-based learning medium is one of the interesting innovations. YouTube can be used anywhere and anytime. Therefore, YouTube is one of the alternatives that can be used in the online learning

process during the COVID-19 pandemic. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Online learning is needed in the era of the Industrial Revolution 4.0 (Pangondian, Santosa & Nugroho, 2019).

YouTube is one type of the mobile learning, which is learning media that utilizes information and communication technology. The development of YouTube as one of the most popular social media sites is an opportunity to improve the quality of educational media. Education has a very important role in developing quality human resources. Education is a conscious and planned effort to create a learning atmosphere and learning process. In the concept of learning, YouTube brings the benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material, as well as providing an educational learning function that helps achieve knowledge without regard to location and time. With the use of YouTube, students can learn anywhere and anytime, which is very flexible. This is in accordance with the current situation, which requires learning from home.

According to Yusri et al. (2018), their research showed that the use of YouTube media had an effect on increasing students' motivation to learn English. In addition, according to Lestari (2017), videos on YouTube can be used as a learning medium. Furthermore, according to Malik & Asnur (2019), in general, students always use smartphones and social media in all their activities. Based on the background described above, the researcher conducted a study to overcome the problems of learning to listen and speak German.

Literature review

YouTube

YouTube is a video-sharing website. The site allows users to upload, watch, and share videos. Farag et al. (2019) argue that YouTube also incorporates advertisements into online videos, with the number of views on each video correlating with the advertising revenue earned by both YouTube and the creator of the video. The popularity of the YouTube platform continues to grow, with 5 billion videos watched daily by Internet users across the globe. The accessibility of YouTube provides a favorable platform for educational content; however, the lack of guidelines and upload criteria means that the quality and accuracy of teaching videos may vary greatly. Sung et al. (2019) argue that mobile learning is the use of mobile devices, such as cell phones, wearables, and laptops, for teaching and learning purposes. With features such as portability, social connectivity, context sensitivity, and individuality. One form of mobile learning is YouTube. As a video platform where users can view, rate, and comment on video clips for free and upload their own videos. The platform was founded in 2005; a year later, it was bought by Google. The platform gives YouTubers the option to create their own channel or subscribe to one. Usually, before, during, or after the video is played, third-party advertisements will appear. According to YouTube, the daily playback time of videos is one billion per hour (Liebau, 2019).

According to de Bérail et al. (2019), YouTube is a popular video-sharing website, and viewers can watch YouTube videos as a social media site conducive to the development of parasocial relationships, which consist of asymmetrical relationships between media users and media actors. YouTube is an online video-focused social media site that contains a repository of more than seven billion videos that are available to the general public and free to watch. Creators from all over the world can upload videos to YouTube with no prerequisites or special qualifications required. YouTube has more than one billion registered users who are allowed to upload an unlimited number of videos, add comments, and rate other videos on the platform (Farag

et al., 2019). According to the results of research conducted by Novianti (2019), YouTube learning media is a means of delivering messages from teachers to students to encourage the learning process to be better controlled through videos provided on the YouTube web so that students can easily understand the depth of subject matter.

YouTube is growing in terms of users, facilities, functionality, and content. YouTube not only provides videos for entertainment, but many users also create educational content to help other users learn (Sukajie et al., 2019). YouTube is a website and an application that is available directly on smartphones in the form of videos, which over time can be used as a learning resource, an interesting and innovative learning medium, and can be accessed anytime and anywhere.

Benefits of YouTube for learning

According to Moghavvemi et al. (2018), YouTube is used to get information and also to learn. In addition, the results show that the use of YouTube for academic learning is very effective as a teaching tool compared to other social media. YouTube helps students solve academic problems and increase their knowledge. YouTube as an informative platform has been framed by the service as an educational resource for patients, students, and medical professionals (Ward, 2019). YouTube can help students learn and practice languages. In addition, YouTube also helps students develop a level of autonomy in language learning, as they are encouraged to watch and explore language videos continuously inside and outside the classroom (Alqahtani, 2014).

YouTube is a useful learning resource and learning medium that can meet the demands of the digital generation. YouTube can increase interest and support the learning style of the digital generation. YouTube also provides hundreds of thousands of videos on various topics that can be integrated into classroom learning. YouTube will also become a vast library of free videos for learners that will encourage them to become independent learners. The integration of YouTube into learning makes the learning process interesting, innovative, creative, and fun. It is further explained that YouTube is a fun and motivating learning tool for students so that they can discover new things, create active learning, create innovative learning, create creative learning, broaden horizons, make it easier to understand reading material and information, and make learning relaxed but meaningful (Ena, 2015; Asnawi, 2016).

YouTube video media is an information and communication technology (ICT)-based media that uses internet applications (YouTube) as learning materials consisting of films, images, photos, documentation, maps, and sound to inform students about achieving certain learning objectives. YouTube provides benefits in the learning process (Sintya, 2018). YouTube can be a source of learning and learning media that can meet the demands of the digital generation. The availability of videos on YouTube can be used as an alternative learning resource that is very practical because it can be accessed anywhere and anytime.

The advantages of YouTube

The advantages of YouTube are that students will not be bored because of the audio-visual media that can be enjoyed during learning or can be used as a means of entertainment in learning, plus the various knowledge gained (Darmayanti, 2018; Hutubessy et al., 2021). In addition, it familiarizes students with streaming, which is video content sent to electronic devices such as computers or cellphones via internet transmission, and downloads every video that can increase knowledge, such as opening or watching and listening to educational news videos. According to Wigati et al. (2018), (1) Potential: YouTube is the most popular site in the internet world today that can provide value to education. (2) Practical: YouTube is easy to use and can be followed by

all groups, including students and teachers. (3) Informative: YouTube provides information about the development of education, technology, culture, and others. (4) Interactive: YouTube facilitates us to discuss or conduct questions and answers and even review a learning video. (5) Shareable: YouTube has HTML link facilities and embed code for learning videos that can be shared on social networks such as Facebook, Twitter, and blogs and websites. (6) Economically, YouTube is free for all groups.

Research method

Types of research

This research is experimental, which is a type of research that aims to determine the effect caused by a treatment. The experimental model used is a pre-experimental design. According to Sugiyono (2017), pre-experimental design is a type of experiment that does not involve a control class, and the sample is not randomly selected. This study aims to determine the effect of YouTube on learning to speak German. The form of pre-experimental design used is a one-group pre-test post-test group design.

Population

The population in this study were all second-semester students of the German Language Education study program, which amounted to 35 students.

Operational definition of variables

The research variables are operationally defined as follows:

1. YouTube-based audio-visual media as an independent variable is defined as learning media used in the learning process of speaking that are interesting, innovative, flexible, and accessible anywhere and anytime.
2. Speaking skills as the dependent variable is the ability of students to communicate to convey their ideas, thoughts, and feelings orally to interlocutors after listening to and learning by using YouTube-based audio-visual media with the theme Die Schule.

Research procedure

The procedures or stages in this study are:

1. Giving a pre-test or initial test with the theme "*Guten Appetit*" to find out the initial ability of students to speak German.
2. Giving treatment or treatment in the form of YouTube media for learning to speak German with the theme "*Guten Appetit*"
3. Giving post-test or final test with the theme of "*Guten Appetit*" to find out the results of students' German speaking skills after the application of YouTube media.

Research instruments

Research instruments are tools used by researchers to collect data related to the application of YouTube media in learning to speak German. The instruments used in this study are: speaking skill test with the help of points in the form of vocabulary and student response questionnaire, used to see the practicality of YouTube media in learning to speak German.

Data analysis

The data obtained were then analyzed using inferential statistical data analysis to determine the average score, both before and after treatment and test the research hypothesis using the t-test which aims to determine whether YouTube media in learning German speaking is effective or not and the N-Gain test to measure how much improvement in student learning outcomes before and after being given YouTube media treatment in the learning process of German speaking skills. All data analysis processes were carried out using SPSS computer software while data obtained through student response questionnaires were analyzed using a descriptive statistical formula for practicality that refers to (Hobri; 2009) with criteria:

Table 1. Student response criteria

Value	Description
$85\% \leq R$	Very positive
$70\% \leq R < 85\%$	Positive
$50\% \leq R < 70\%$	Less positive
$R < 50\%$	Not positive

Results

German-speaking skills

German-speaking skills are focused on students' ability to speak German with the theme of *Guten Appetit*. Table 1 below shows the comparison of students' German-speaking skills before and after treatment.

Tabel 2. Paired sample statistics

		Mean	N	Std. Deviation
Eksperiment	Pre-test	48,10	35	11,6
	Post-test	74,52	35	8,60

Based on the table above, it shows an increase in German-speaking skills by 26.42. German-speaking skills obtained an average value (mean) of 35 students, amounting to 48.10. The highest score is 67, and the lowest score is 17. The results of the post-test of German speaking skills obtained an average value (mean) of 74.52 for 35 students. The highest score is 92, and the lowest score is 50. The following is the frequency distribution of the pre-test of students' German speaking skills.

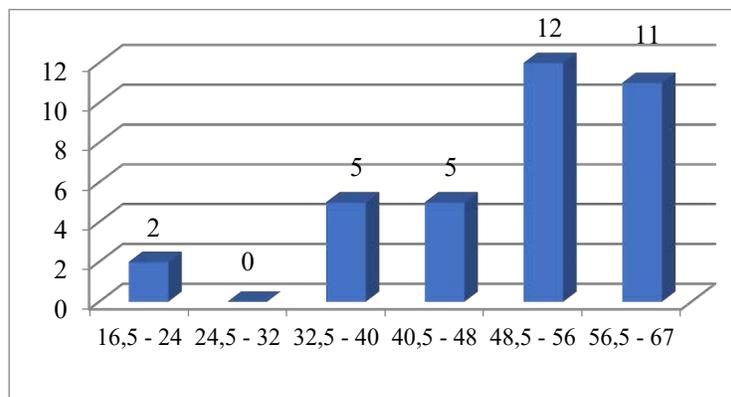


Diagram 1. Frequency distribution of speaking skill pre-test

The diagram above shows that there is 1 student (2.86%) who obtained the lowest score in the interval class in the range of 25–32, and there is 1 student (2.86%) who obtained the highest score in the interval class in the range of 65–75. The low score is because the information conveyed in speaking has errors and affects understanding. The vocabulary used is very minimal, but, however, students can still use it to describe a concept. There are some pronunciation and intonation errors.

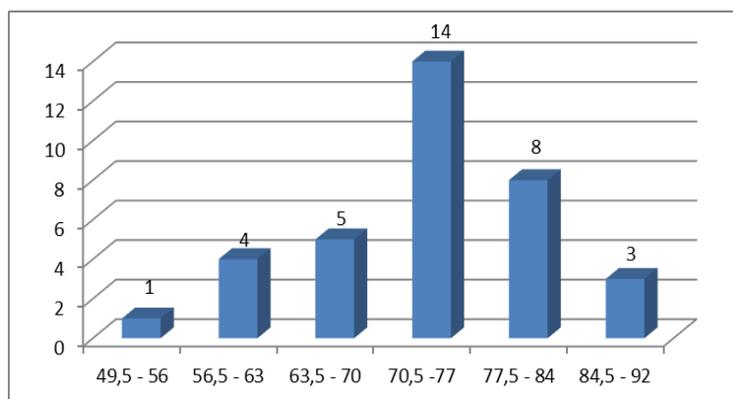


Diagram 2. Frequency distribution of speaking skills post-test

The diagram above shows that there is 1 student (2.86%) who obtained the lowest score in the interval class in the range between 50 and 56, and there are 3 students (8.57%) who obtained the highest score in the interval class in the range between 85 and 92. These scores were obtained because the sentences expressed by students were mostly free of errors and the vocabulary used had begun to vary. Students can describe something very well; the things conveyed are adequate; the pronunciation and intonation are good; although there are some pronunciation and intonation errors, they do not affect understanding. In addition, it is also because students are accustomed to seeing and hearing through the application of YouTube media, so they already know a variety of vocabulary, how to explain it, and how to pronounce it well and correctly, especially the theme of *Guten Appetit*.

N-gain test

Table 3. Normalized gain classification

Aspects assessed		Average <i>Pre-test</i>	Average <i>Post-test</i>	<i>N-Gain</i>	Classification
German-speaking skills	Experiment Class	48,10	74,52	0,51	Moderate

The table above shows that the average increase in pre-test to post-test scores of German speaking skills based on the results of the N-Gain calculation is 0.51.

Practicality analysis

The practicality of YouTube media in learning German speaking is measured using student response questionnaires after learning by using YouTube media and can be declared practical if the average percentage of student responses reaches at least 70% or falls into the positive category ($70\% \leq R < 85\%$) and very positive category ($85\% \leq R$). Based on the results of the analysis, the findings show that the average percentage of student responses is 87.36% and is included in the

very positive category. This shows that YouTube media is practical to use in the learning process of speaking German.

Discussion

Students tend to believe that speaking German is one aspect of the language that is considered difficult to master. This is based on the results of the analysis showing that the low acquisition of pre-test scores is due to the information conveyed in speaking; there are errors and they affect understanding. The vocabulary used is very minimal, but, however, students can still use it to describe a concept. There are some pronunciation and intonation errors after the application of YouTube media, which shows that the average value of post-test results has increased quite significantly. This can be seen from the results of the post-test of speaking skills in the class, which show that the average value of speaking skills is 74.52, which was previously only 48.10, with the results of the analysis showing that there is only 1 student (2.86%) who gets the lowest score of 50 and there are 3 students who get the highest score of 92.

This is because the sentences expressed by students are mostly error-free, the vocabulary used has begun to vary, students can describe something very well, the things conveyed are adequate, and the pronunciation and intonation are good, although some pronunciation and intonation errors do not affect understanding. In addition, it is also because students are accustomed to seeing and hearing through the application of YouTube media, so they already know a variety of vocabulary, how to explain it, and how to pronounce it well and correctly, especially the theme of *Guten Appetit*.

Based on the results of the hypothesis test, the application of YouTube media in learning to speak is declared effective. This is because there is a significant difference between the pre-test and post-test of students. The increase in the average score from pre-test to post-test for students' speaking skills based on the N-Gain test results is 0.51. This means that there is a significant increase in the medium category.

The practicality of YouTube media in learning to speak German was obtained by distributing response questionnaires to 35 students after learning by using YouTube media. The results of the data analysis of student responses obtained a total average of 87.36%. When viewed from the categorization of student responses, the percentage is at the level of $85\% \leq R$, which is a very positive category. In the practicality test, students gave a positive response to the use of YouTube media in learning to speak German. Students agreed that this YouTube media helps students understand the learning objectives and the *Guten Appetit* material easily, helps students gain deeper knowledge about the *Guten Appetit* material, and helps students learn independently without any space or time constraints, meaning that it can be used anywhere and anytime. At the time of implementation at the third meeting, which was carried out online, it was shown that YouTube media is very suitable for online learning. Besides that, this media is also very suitable for the needs of the digital generation, like today's students, making learning relaxed but still meaningful. In addition, students also agree that the appearance of YouTube media in learning to speak German on *Guten Appetit* material is very attractive to students. Not only that, the quality of images and sounds regarding pronunciation related to *Guten Appetit* material is very clear, so students know how to pronounce in German correctly.

Students also agree that learning with the theme of *Guten Appetit* presented through YouTube media is innovative, creative, fun, and modern because it utilizes YouTube social media in learning, thus making students gain knowledge faster. In addition, learning to speak German with this *Guten Appetit* material makes learning more effective and practical to use.

Based on this description, it can be concluded that YouTube audio media is declared successful, effective, and practical to use in learning to speak German. This aligns with the theory proposed by Ena (2015) that YouTube is the most popular video site. Careful planning by learning objectives and integrating videos available on YouTube as a supporting tool will optimize learning outcomes because they are by the learning styles and interests of the digital generation. YouTube can be a learning resource and medium that can meet the demands of the digital generation. YouTube can increase interest and support the learning style of the digital generation. YouTube also offers a learning experience with new technology.

Furthermore, Moghavvemi et al. (2018) found that many students use YouTube to learn and seek information; however, studies show that the use of YouTube for academic learning and its effectiveness as a teaching tool lags far behind other social media. YouTube helps them solve academic problems and increase their knowledge, which means that students use YouTube to get information and learn. In addition, the results show that the use of YouTube for academic learning is very effective as a teaching tool compared to other social media. YouTube helps students solve academic problems and increase their knowledge.

It is also stated by Alqahtani (2014) that "YouTube helps students learn and practice the language. In addition, YouTube helps students develop their level of learning autonomy as it encourages them to watch and explore language videos continuously inside and outside the classroom". The statement means that YouTube can help students learn and practice language. In addition, YouTube also helps students develop their level of learning autonomy as it encourages them to watch and explore language videos continuously inside and outside the classroom.

Conclusion

The findings in this study reveal that YouTube media is effective and practical for improving German speaking skills. The use of YouTube in learning to speak German has many benefits, especially in improving speaking skills in the target language. YouTube provides access to a variety of videos containing speaking content in German with various accents, vowels, intonations, dialects, and communication situations. This allows learners to listen to and see the use of German in different contexts. In addition, YouTube allows learners to choose videos and materials that suit their ability level. It supports independent learning that can be tailored to individual needs.

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Authors declare no conflict of interest in this paper.

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