

STUDENTS' PERCEPTIONS TOWARD MADURESE LOCAL ART-BASED YOUTUBE VIDEOS IN SPEAKING CLASS

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Abstract: YouTube is one of the online media which can be used to encourage students in learning English. This research attempts to integrate the philosophy of Madurese dances with YouTube videos. The material consists of two aspects: the history of the Madurese traditional dances and the moment when those dances are performed. The research was aimed to investigate the students' opinions as their perceptions and reflections of Local Art- Based YouTube that has been applied in Speaking I Course. The data were obtained from semi-structured interviews with 20 students of English Department who enrolled in Speaking I. The qualitative research design was administered to analyze the data by identifying and classifying the contents of student' opinion and reflections toward portfolio assessment that has been implemented in Speaking I Course. The investigation found that most of the students were encouraged by the implementation of Madura Local Art-Based YouTube. It was considered to give a positive reward to the students' speaking. The students also felt it can help them achieve the objective of speaking class. Thus, it is recommended that the use of Local Art-Based YouTube be maintained. In addition, the improvement of the content is needed, that is, by integrating other local wisdoms.

Keywords: *Students' Perceptions, Local Art-Based Youtube, Speaking I Course*

INTRODUCTION

Speaking is one of the language skills that has to be mastered by foreign language learners. It is necessary to have a good speaking skill in English since English is the lingua franca in global communication. Having good proficiency in English will contribute to the advancement of knowledge and skills. Learners who have good proficiency in speaking English have good communication skills and have more opportunity in finding jobs in the global world.

In English language teaching, speaking skill is one of the indicator of learners' language proficiency. English language learners are expected to master the skill through practice in Speaking courses. However, many learners who enrolling in speaking course fail to achieve the targeted skill mastery as expected. Dewi, Kultsum, & Armadi (2017) in their research reveal that there are many issues faced by students in speaking class such as fear of making mistake, fear of being laughed at by others and mispronunciation and inappropriate grammar use. The researchers found that the 2nd semester students feel bored in learning speaking due to the conventional ways of teaching in which students only do what instructors ask them to do. This condition made students lack of motivation to improve their speaking in English.

Aristiztya (2010) states that traditional learning method and teaching styles are not suitable for the present time as they merely consist of transfers of knowledge from teachers to students and students taking notes without meaningful explanation. The teaching and learning are restricted to classrooms. The learning environment provides little support for learners to achieve the targeted proficiency. This is because the needs for learning is not met due to various reasons, among which are cultural diversity and demographic differences (Folley, 2010).

Naidu (2003 : 25) highlights that learning process requires sufficient material supports. Innovative teaching and learning media is needed to support learning and to enhance students' proficiency in English. Media is a component of a learning resource that contains instructions and creates stimulating environment for students to learn. The majority of teachers and lecturers use media to help generate an understanding of the information.

The advance of technology and the availability of internet connection in campus, homes and public places make it easier for students to access information and innovative media. Along with rapid technological advancement, the term E-learning has become familiar in the academic world. According to Deal (2007), Electronic learning (E-learning) is a learning method combining teaching materials,

information technology, and services. With E-learning, teachers can deliver learning content using a IT media to expand students' access to knowledge and information, improve student experience, and make students responsible for their own learning schedule.

Madura Local Art-Based YouTube videos as a media in Speaking I Course

YouTube is an Internet application in which people can upload, share, and watch videos. Using YouTube videos, teachers can increase students' interest and motivation in learning and give them exposure to online media. The researchers used YouTube videos that present Madurese traditional dances for Speaking Class 1. The videos convey the philosophy of the dances and the performance of the dances. Teachers' innovation in using Youtube videos can motivate students and make students feel updated. It is supported by Hendiyanto & Suryanto (2016) in his study about the research and development of module of scientific language Philosophy based on local wisdom values and contemporary language philosophy.

The Madurese traditional art has existed for quite a long time. Robert states that "local art is an original knowledge of one community that tells about the previous lifestyle and the culture itself". Traditional madurese dance as one form of local art represent the identity and the lifestyle of the people. The teachers of speaking class develop learning material for Speaking 1 course using YouTube videos of Madurese local dances. The videos presents three aspects realted to the dances, namely the history, the place and the time when the dances are performed. The lecturers played the video of iconic dances from each regency in Madura.

Watching videos of traditional Madurese dances is a new experience for students in Speaking 1 class. In incorporating YouTube videos as teaching media, lecturers need to consider about what students think and feel about the use of media in speaking class. This study is conducted to find out students' perception on the use of traditional art videos as media for teaching speaking.

METHOD

The research design administered in this study is qualitative design. Wallen (2009) explains that qualitative research design is aimed to investigate the the quality of relationships, activities, situations or materials being studied. Latief (2016: 77) stated "qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs". It is conducted by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. In this study, the researchers conducted semi-structured interview to obtain data. 20 English Department students of STKIP PGRI Bangkalan enrolling in Speaking 1 course were selected as participants. Their perception on the use of Madurese local art videos as media in Speaking class were surveyed. 10 questions were addressed in the interview. The questions were formulated to elicit students' opinion on the use of YouTube videos of Madurese local art as media in speaking course.

The data obtained from the interview was then classified, presented, and analyzed. Conclusions were drawn inductively from the results of the analysis. To support the analysis of the data which is gathered from semi-structured interview, the researchers conducted a field observation

FINDINGS AND DISCUSSION

The findings show that the use of Madura Local art-based YouTube is important in learning Speaking. The use of Madurese Local art-based YouTube videos in speaking course gave students new experience. They are used to accessing videos from YouTube, but they are not used to having YouTube videos in classroom activities. Moreover, most of the students are not familiar with the traditional dances in their own culture. After conducting the interview and analyzing the data, the researchers gathered the findings. The findings are presented as follows:

Table 1: The students' opinion toward The Madura Local Art-Based YouTube

Questions	Questions Factors	Opinion
1. Do you currently have a personal social media account?	Yes No	All of the students have personal social media account.
2. On average, how many	None	- 3 students spent 3-6 hours per

Questions	Questions Factors	Opinion
hours do you spend using social media per week?	Less than 3 From 3 to less than 6 From 6 to less than 10 10 hours and more	week - 12 students spent 6-10 hours per week - and 5 students spent more than 10
hours using social media per week.		
3. Which language do you prefer when you visit YouTube?	Indonesia English Arabicetc	Most of them preferred using Indonesia language and the English
4. What videos do you access?	Tutorial Hobby Culture Tourist Destination Music Filmetc	- 4 students accessed Music - 7 students accessed Tutorial - 9 students accessed Tourist destination
5. In how many of the courses in your study at this department are you using YouTube?	None One Course Two courses	There are more than two courses used YouTube
6. Do the lecturer often use YouTube?	More than two courses No Seldom Often Always	The lecturer often used YouTube
7. What kind of topic was accessed in speaking I course?	Politics Social Cases Local Cultureetc	Most of the students said Social cases were common discussed in the speaking I
8. Would you like to integrate YouTube as a media in your speaking course?	No Answer No	All the students agreed to use YouTube as a media in Speaking I course
9. What is your impression about YouTube that contains of your local art?	Yes No impression Glad	-18 students were glad when lecturer used their local Art based YouTube - 2 students did not give any
impression.		
10. What is your opinion about Madura Local Art-Based YouTube?	No Answer Agree Not Agree	- Most of the students agreed when Madura Local Art included in YouTube and accessed by the

Students' perception the Use of Madurere Local Art-Based YouTube Videos

Based on the data in table 1, it can be inferred that most of the students were familiar with the using of YouTube in classes. They can access information from various sources. Innovation in the use of teaching media is needed to stimulate their motivation and provide them idea to speak. Dwiyo (2013) stated that media are channels of communication which include film, television, diagram, printed materials, computers, and instructor. Learning media can make the teaching and learning is effective. Widodo (2016) has proven that most students feel happy to work on their tasks and final projects using digital media.

The findings show that the second semester students are accustomed to accessing various kinds of familiar topics related to their daily life. They mainly search videos of hijab tutorial, music and tourist destination. Most of them prefer to watch videos narrated in Bahasa Indonesia. Exposure to language can affect their ability in English. As English department students they should have good command in English. YouTube videos with English narration could be integrated in the teaching and learning of English. It stimulates the students practice English. The lecturers tried to explore new topics by accessing YouTube. The lecturers used Madura Traditional dances videos. The videos present of the philosophy and the moment when the dances performed. The following are the images of the dances:



Figure 1: Kamantakah Dance - Bangkalan

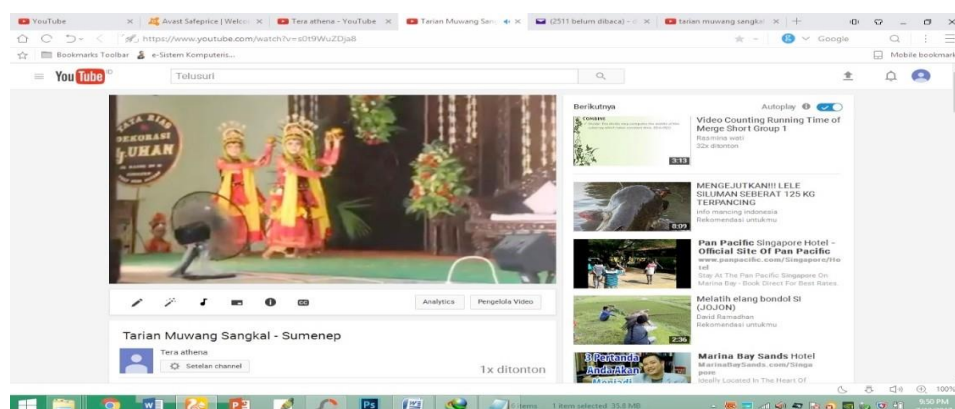


Figure 2: Muwang Sangkal-Sumenep

Viewing videos of local Madurese dances is something new for students as they are not accustomed to watching videos of traditional dances with English narration. After viewing the videos, students had positive impression. Most of them were glad to learn about the traditional dances. They thought that it was interesting and they obtained new knowledge. They do not feel bored since they could learn the history of the dances and the background of the traditional dances. Moreover, they can access the resources anytime. The English narration in the videos serves as models for speaking practice and drill. After viewing and comprehending the content of the videos, students were asked to retell the history of the the traditional dances using their own words. They enjoyed retelling the content of the videos as they are related to their own cultural context. Students also perceived that displaying Madurese local art on YouTube is a way to promote Madurese culture worldwide and create a glow of pride for the Madurese.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The result of the research shows that most of the students were interested in the use of the videos about Madurese dances as media in Speaking 1 class. They think that it is important to get them familiar with their own local art. Using YouTube videos as media of teaching and learning has a significant contribution toward the students learning. Students can access YouTube to watch and listen to the narration anytime and anywhere to improve their English speaking ability. They enjoy retelling the contents of the videos because it is about their local art. Using of Madura Local Art-Based YouTube as innovation in teaching Speaking has drawn students' interest in learning.

Suggestions

The finding shows that students demonstrate positive attitude towards the use of YouTube videos as media in speaking course. Several suggestions on the use of YouTube video in language classroom. are given. It is recommended that teachers select video materials in English to enable students to practice speaking. However practicing speaking skill only is not enough for students. They should the enlarge their vocabulary mastery and improve their listening skill, because when the students listen to the videos they have to interpret and develop their comprehension of the topics. For further researchers, it is recommended that they explore local wisdom from different cultures.

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