INPUT AND OUTPUT TO IMPROVE ENGLISH SPEAKING SKILLS BASED ON YOUTUBE VIDEOS

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ABSTRACT

The present study aims to explore kinds of input and output to improve English speaking skills based on YouTube videos. This study employs qualitative descriptive method, which is a method of research that attempt to describe and interpret the objects in accordance with reality. The data are ten English Videos that explain the tips to improve English Speaking Skills. The study shows variety of input and output which are found on the ten YouTube videos. The input are listening in form of listening podcast and listening music in English; reading in form of speed reading, reading aloud to practice pronunciation, reading a book, reading blog post, reading news, and more specifically reading children's book; and some exposures in form of learning the song lyrics, learning on chunks, learning the template and the phrases, making video, setting up a daily word goal, having a speaking partner, having a cheat sheet, thinking in English, performing daily translations of subject you are interested in, doing pronunciation everyday, joining a discussion, spending time with people who speak English and the last is creative practice. The output are speaking in form of talking to ourselves, talking with a native, speaking using imitation technique, and speaking loudly; and writing which is described more specifically on that video as writing a daily journal.

Keywords: input, output, speaking skills, youtube video

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis input dan output untuk meningkatkan keterampilan berbicara Bahasa Inggris berdasarkan video YouTube. Penelitian ini menggunakan metode deskriptif kualitatif, yaitu suatu metode penelitian yang berusaha mendeskripsikan dan menginterpretasikan objek sesuai dengan kenyataan. Sumber data diambil dari sepuluh video berbahasa Inggris yang menjelaskan langkah-langkah untuk meningkatkan keterampilan berbicara Bahasa Inggris. Kajian tersebut menunjukkan variasi input dan output yang terdapat pada sepuluh video YouTube. Inputnya berupa mendengarkan dalam bentuk mendengarkan podcast dan mendengarkan musik dalam Bahasa Inggris; membaca berupa membaca cepat, membaca nyaring untuk melatih pengucapan, membaca buku, membaca postingan blog, membaca berita, dan lebih khusus lagi membaca buku anak; dan berbagai eksposur dalam bentuk mempelajari lirik lagu, mempelajari potongan kalimat, mempelajari template dan frasa, membuat video, membuat target kata harian, memiliki mitra bicara, memiliki lembar catatan, berpikir dalam Bahasa Inggris, menerjemahkan setiap hari subjek yang diminati, melatih pengucapan setiap hari, bergabung dengan grup diskusi, menghabiskan waktu dengan orang-orang yang berbicara Bahasa Inggris dan yang terakhir melakukan latihan secara kreatif. Outputnya berupa berbicara dalam bentuk berbicara kepada diri sendiri, berbicara dengan penutur

asli, berbicara menggunakan teknik imitasi, dan berbicara dengan lantang; dan berupa tulisan yang dideskripsikan lebih spesifik pada video tersebut dengan menulis jurnal harian.

Kata kunci: input, output, keterampilan berbicara, video youtube

INTRODUCTION

Background

Many students measure their progress in English through their confidence and ability to speak spontaneously when faced with situations in the real world, such as helping a tourist with directions in the street or greeting a colleague from overseas. If they struggle, they feel that they have no progress in English despite studying for many years. In non-speaking English country such as Indonesia, English as a foreign language is yet often considered difficult to learn. Many students are hesitant and often make long pauses when they are speaking. When they were asked to practice in front of the class, they looked shy and reluctant to speak in English ((Habibah, 2018).

Following the conditions mentioned above, it is very urgent and necessary for the speech class teacher to make every effort to turn some of these situations into positive states. Therefore, from the needs of teaching, *input* and *output* are considered essential for improving students' speaking skills. Input is absolutely necessary and there is no theory or approach to *Second Language Acquisition* (SLA) that does not recognize the importance of input. Schwartz's view in (Zhang, 2009) stated the input feeds or nurtures an innate system to aid its growth. But input alone cannot facilitate second language learning. It will not function to the full in SLA until it gets involved in output. Output is the language a learner produces. Swain, the most influential figure for Output Hypothesis, has argued that comprehensible output also plays a part in L2 acquisition.

Previous studies were conducted to analyze the effectiveness of input and output in language learning. (Namaziandost et al., 2019) comparing the effectiveness of input-based and output-based activities on vocabulary knowledge of Iranian EFL learners. The results show similar levels of effects for input-based and output-based activities on vocabulary acquisition. Another study was conducted by (Ahmadi & Panahandeh, 2016) who analyze The Role of Input-based and Output-based Language Teaching in Learning English Phrasal Verbs by Upper-intermediate

Iranian EFL Learners.the result shows output-based language teaching outperformed input-based language teaching and leads to better learning of the English phrasal verbs. Based on the above previous studies explained, this study then, is going to explore some effective ways of input and output to improve speaking skills based on ten English YouTube video lessons.

Problems Formulation

1. What kind of input are mentioned in the English YouTube videos?
2. What kind of output are mentioned in the English YouTube videos?

Research Aims

1. To find out the input mentioned in the English YouTube videos.
2. To find out the output mentioned in the English YouTube videos.

Literature Review

Speaking Skills

Speaking is one of four language skills in which for many students, learning to speak fluently in English is a priority. It is because they use speaking skills to keep up rapport in relationship, influence people, and win or lose negotiations as parts of communication. There are some methods that can be used to develop students" speaking ability. Planning, rehearsal, repetition are some of the methods which play important role in related to enhancing speaking skills. Related to give the clear description about how to improve the students" speaking skills, it is also important to discuss the type of skills in speaking. According to Brown, there are some differences of micro skills and macro skills of speaking. The micro skills are skills related to production of the smaller chunks of language units such as phonemes, morphemes, words, collocations, and phrasal units. On the other hand, the macro skills are skills related to the mastery on the larger elements of language units, for examples, fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Syafiq et al., 2021).

The Role of Input-based Strategy in Language Learning

Stephen Krashen in (Schutz, 1998) stated that language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

Ellis in (Ahmadi & Panahandeh, 2016) defines input-based instruction as an instruction that "involves the manipulation of the input that learners are exposed to or are required to process". In this strategy, through exposure to language input, if students find the way language works or the way language is practiced in workplace, or professional target environment, learning will be achieved. Van Patten and Cadierno in (Ahmadi & Panahandeh, 2016) emphasized that instructing learners to perceive and process input appropriately is more important than teaching them to produce language output. In other words, instruction which improves the way input is perceived and processed by learners is more likely to become intake. Ellis also states that the integration of intake into learners' implicit/declarative knowledge is the result of the application of input not output. In fact, input strategy can be referred to theories of language learning proposed by Krashen (1982), who maintained that learners acquire language when they understand what they hear and what they read.

The Role of Output-based Strategy in Language Learning

For the first time, Swain in (Ahmadi & Panahandeh, 2016) argued that input alone is not sufficient for language learning and emphasized the role of output in L2 development. She recommended that language production, under certain circumstances, facilitates the process of L2 learning. She defined output as linguistic production, either oral or written, and the purpose of which is communication. That is, learners learn the language by producing linguistic elements

communicatively. She argued that "comprehensible output is the output that extends the linguistic repertoire of the learner as he or she attempts to create precisely and appropriately the meaning desired". She developed the output hypothesis as a complement to Krashen's (1985) Input Hypothesis. In addition, she considered the role of learner production of comprehensible output independent of the role of comprehensible input, and maintained that comprehensible output is also a necessary instrument in SLA. In other words, its roles can provide opportunities for contextualized, meaningful use, and move the learner from a merely semantic analysis of the language to a syntactic analysis of it. Output consists of retrieving language data from the system, while input itself is potential data for intake into the system. In other words, via input acquisition takes place, whereas through output acquisition processes are stimulated (Swain, 1998).

METHOD

This study employed qualitative descriptive method, which is a method of research that attempt to describe and interpret the objects in accordance with reality. The use of this qualitative descriptive method was to observe some effective ways of input and output to improve speaking skills based on ten English YouTube videos. The theory of input was proposed by Krashen in (Schutz, 1998), while the output was taken from the output hypothesis of Swain (Swain, 1995). The main instrument of this recent study was collecting the data, observing the data by watching the whole ten videos, then classifying every tips to two general main paths: input and output.

The subject of this research were ten YouTube English Videos which have more than one million subscribers with the topic of how to improve English speaking skills. They are ChetChat; how to speak fluent English; five tips to speak English fluently and confidently, English with Lucy; five things to practice every day to improve your English communication skills, linguamarina; five things to practice every day to improve your English speaking skills, mmmEnglish; every day habits to improve your English, Speak English With Vanessa; how to improve your English speaking skills, JamesESL; learn English: three easy ways to get better at speaking English, Learn English with let's talk; how to speak fluent English? Ten easy tips and tricks to speak English fluently and confidently, Learn English with EnglishClass101.com; how to get better at speaking

English, Go Natural English; seven steps to English fluency-formula to learn fast, and Dan Lok; speak English fluently-the five steps to improve your English fluency.

FINDINGS AND DISCUSSION

From these ten YouTube videos, it is found that there are generally two main paths which are considered as the best way to learn a language, particularly to improve English speaking skills. They are input and output based.

1. Input based-path

The theory of input which is proposed by Kreshen (1985) clearly stated if input is including listening, reading, and lots of exposure. This would include the ear training and part of pronunciation training. Below are variety of input which are found from the ten YouTube videos.

Listening

Listening is not a one-way street. It is not merely the process of an unidirectional receiving of audible symbols. One facet—the first step—of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms (H.Douglas Brown, 2000). There are various ways of listening based on the tenth YouTube videos.

Listening podcast
Listening music in English.

Reading

According to (Yinger, 1987), reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because

it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is more enjoyable to do. Belows are some alternative reading type from ten YouTube videos for the students to follow.

Speed reading

Reading aloud to practice pronunciation

Reading a book, blog post, news

Reading children's book

Exposures

Exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn. Benson (2001) in (Zoubi, 2018) defined outside-of-class language exposure term as, "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. "The forms of outside classroom language exposure can include: listening to English programme on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to face with English native speakers (L2 interaction), using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers. Belows are kinds of exposures –except listening and reading- to improve speaking skills.

Learn the song lyrics

Make video

Creative practice

Learn on chunks

Set a daily word goal

Perform daily translations of subject you are interested in

Have a cheat sheet

Learn the template and the phrases

Perform daily translations

Start thinking in English

Doing pronunciation everyday

Recording while speaking

Making video

Follow an audio soap opera

Watching movies, news

watching children's cartoon

Have a speaking partner

Join a discussion

Make video

Creative practice

Spend time with people who speak English

2. Output based-path

Swain stated that the Output hypothesis claims that producing lamguage serves second language acquisition in several ways. One function of producing the target language, in the sense of "practicing", is that is enhances fluency (Swain, 1995).

Swain developed the Output Hypothesis as a complement to Krashen's (1985) Input Hypothesis. In addition, she considered the role of learner production of comprehensible output independent of the role of comprehensible input, and maintained that comprehensible output is also a necessary instrument in SLA. . She defined output as linguistic production, either oral or written, and the purpose of which is communication. Broadly saying, output is including speaking and writing.

Speaking

Speaking skills can be achieved by a number of way. They are what is called as *copying*, or the most popular word is *imitating, shadowing* or *mimicking*, join meets-up and group discussion. Belows are kinds of speaking to improve speaking skills.

Talk to yourself

Talk with a native

Speaking using imitation technique

Speak loudly

Writing

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing a daily journal is one of the output that is mentioned in English video lessons on YouTube. By writing a journal instead of to improve the ability of writing, it is also helps someone to pour thoughts on paper correctly, that shows the correlation between the accuracy of a clear thinking with the accuracy of quoting teachers words when teaching in the class. Dowrick (2009) said that it is briefly explained that if someone does not think clearly, he is not able to write clearly. Teachers are the best observers in all the passion and interests of each student. That knowledge is what will determine what kinds of journal that they like and enjoy to do or write.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion, many Input which was introduced by Krashen (1982) were found in the ten YouTube videos. They are listening in form of listening podcast and listening music in English; reading in form of speed reading, reading aloud to practice pronunciation, reading a book, reading blog post, reading news, and more specifically reading children's book; and some exposures in form of learning the song lyrics, learning on chunks, learning the template and the phrases, making video, setting up a daily word goal, having a speaking partner, having a

cheat sheet, thinking in English, performing daily translations of subject you are interested in, doing pronunciation everyday, joining a discussion, spending time with people who speak English and the last is creative practice. The Output which was introduced by Swain (1985) were found as well. They are speaking in form of talking to ourselves, talking with a native, speaking using imitation technique, and speaking loudly; and writing which is described more specifically on that video as writing a daily journal.

Suggestion

Due to the insufficiency of the present study, some suggestions are offered for future research. The first thing is obviously a replication of the present study in wider and more diverse EFL contexts and more sample than those in this study to confirm or expand upon the findings of this study. Second, the scope of this study was limited to explore various ways of Input and Output to improve English Speaking Skills based on the English YouTube videos . For future studies other researchers may find it interesting to conduct it with different media such as TikTok which is recently becoming very popular for the teachers as teaching media. Third, as mentioned before, the current study was done using English YouTube videos. A replication of the study can be carried out using TikTok videos. Furthermore, comparative studies can be conducted to see if there are any differences kind of Input and Output between YouTube and Tiktok in terms of improving English Speaking Skills.

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