

Immersive Strategy with Media Youtube to Empower Students' English Oral Skills

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Abstract: English language is one of the most dominant languages learned and used by people in this era for various purposes. To learn and master well the language, it needs students' willingness and seriousness who wants to enhance their competence in English language. Many handicaps are faced by the students in Indonesia to learn and master the language such as; lack of exposure of the language, rich environment that is not supported and English language hold its status as a foreign language. However, there are many ways that can be done by students who want to improve their skill in English. For instance, students can go abroad where English is used as a media of communication for various purposes. They can also invite native speaker to Indonesia. However, these ways are high cost. The best alternative way to learn and master well the English language is learning through immersive strategy with media YouTube. It is friendly user and low cost. The objectives of this paper are to present the potential strategy to master English well through immersive strategy with media YouTube among non-native students in Indonesia. In addition, it also discusses how this strategy helps students to master the target language easily and near-native like that has been proved in the previous studies conducted by the author. Besides, this paper also discusses the steps or procedures of implementing this strategy to empower students' capacity in English competence to reach native-like among non-native students. Analyses of the findings and previous studies have proved that the use of media technology in learning English are quite helpful and effective. Therefore, immersive strategy with media YouTube helps low and high achievers acquire the English language easily without mediation in their first language. In short, by learning through this strategy students can master and communicate in English automatically and spontaneously.

1 INTRODUCTION

English language has been introduced and taught for many years in Indonesia starting from elementary up to university levels. However, the ability to use and communicate in the language is still insufficient. According to "English Proficiency Index" (EF EPI) as quoted from Pikiran Rakyat (2016) reported that the level of English language of Indonesian obtained the score 52,91, which was ranked 32 out of 72 countries surveyed globally. Indonesian rank is left far behind Singapore, Malaysia, and Philippine in which these countries included in the top 15 (Pikiran Rakyat, 2016). The EF EPI is the largest survey that measures the English proficiency of countries in the world and is considered an international benchmark for adult level English proficiency. It has long been used by many countries as an important standard for

viewing English proficiency (Steve Crooks, Director of Education & Development Research at EF English First Global, Pikiran Rakyat, 2016). In 2017, this institution conducted the same survey on the level of English mastery among adults people in Indonesia found that the level of English skill dropped 7 points from 32 ranked last year, and now become the 39 position of 80 countries in the world. This fact makes all of us all so concerned and need to find the right solution and effective way.

The reason why the mastery of English language in Indonesia is low because English status is a foreign language (Lauder, 2008). The focus of teaching English at the third year of primary school is on the basic competence (Kurniasih, 2011). Another reason why the mastery of English is low due to the environment; English is used and spoken in the classroom, but outside the classroom they return to

their native language or lack of exposure of the target language (Liando, Moni, Baldauf & Richard, 2005; Muslem and Abbas, 2017). Large classes, lack of teaching facilities, poor attitude toward English, teacher qualification and experience, and inadequate assessment process prevent the appropriate teaching of English (Nurkamto, 2003; Djufri et al., 2011). Since, the English language plays an important role in this globalization era for many kinds of purposes. This language should be learned and taught not only for the purpose subject matter but also for various purposes. This language should be able to use for media of communication in various aspects human affairs (Pennycook, 1994). To achieve the level of standardized English, the use of appropriate method in the learning process is important.

In order to solve and improve the level of English mastery among Indonesian, the government of Republic of Indonesia, the educational institutions, teachers, policy maker, and other respective parties should take the right steps and policy. One of the best alternative strategies that can be used to resolve the problem of low level of English mastery among Indonesian people is through learning by immersive strategy (Tallinn, 2015; Gibbons, 2002). However, in this paper, the author uses Immersive Strategy with Media YouTube to Empower Students' English Oral Skills among Non-Native Speaker in Indonesia. And this is the best alternative strategy to be used to realize or achieve students' English oral skills. So, the objectives of this paper are to investigate whether the use of immersive strategy with Media YouTube can improve students' oral English skill, to discuss how this strategy can be applied in the teaching and learning process in or outside the classroom to help students, and also discusses the procedure of doing the strategy in the teaching and learning process.

2 LITERATURE REVIEW

2.1 Second Language Learning Methods

Various methods have been used by English language teachers in the teaching and learning process in the classroom. However, the students' ability to use the language is still low. In this case, is there something wrong with the process of teaching and learning process? To answer this question, it is important to look at the perspective of first and second languages learning theory.

According to Krashen (1982) points that for normal children acquired and learned their first native language is relatively subconsciously. In this case, their home and wider environment are the place where they acquire and learn their native language (L1) subconsciously (Skutgabb-Kangas, 1976; Fromkin et al., 2011). There are some of first language approaches that describe how first language is learned and acquired. For instance is Universal grammar (Chomsky, 1987). Language is acquired through an innate blueprint. Universal Grammar (UG) has a set of specifications for acceptable structures in any language. Children do not disrupt UG instructions. Chomsky also points that every child can acquire any language even though the child has low IQ though with complex system. A normal child acquires his first language through utterances around his environment subconsciously (Chomsky, 1987). He further elucidates that a child learn the structure of language from a disorderly and small amount of data around him. The child acquires his first language without very much influenced by the process of imitation. The children can acquire the first language naturally. So in order to acquire the second language effectively, it is important adopt the theory of first language acquisition to teach the second language to reach native like quality, so that the students can use and communicate English language automatically and spontaneously.

2.2 The Critical Period in SLA/EFL

The critical time for everyone to acquire the L2 automatically and spontaneously is at a very young before adolescence (Snow & Hoefnagel-Hoihle, 1978; Gleitman and Newport (1995). Those children who learn the L2 at the early age will give good impact on the quality of the language acquired by them. However, if the children learn second language (L2) after puberty, the quality of their L2 acquisition will be gentler and less successful than normal L1 learning (Krashen 1998). According to Mayberry (2007) pointed that age factor was vital that empower students to acquire second language near native like. In contrast, although age factor plays a dominant role in acquiring the language so that students can speak the language naturally but this is not the only factor. The use of proper intervention approach, method, technique, students' attitude, aptitude, motivation also plays vital role in SLA (Iltter, 2009; Zengin, 2007; Kobayashi, 2002; Ilin, 2013). Besides, the appropriate media speech inputs also play an important role to enable students'

second language acquisition (De Bot, 1997; Tozcu & Coady, 2004; Baleghizadeh, 2010; Bahman, 2011; Ilin, 2013). Adults learners can also acquire the second language if they are put in the linguistically rich environment like studying abroad (Ullakonoja (2009). In this case, they can deal with the exposure of the target language due to every time they listen and interact with the native speakers of the language. Learning English through immersive strategy with technology also enable learners to acquire the second language automatically and spontaneously without mediation of their first language (Muslem and Abbas, 2017). So, as long as the appropriate strategy and also linguistically rich environment involve in the process of second language acquisition, the learners will acquire the second language automatically and naturally no matter how old the learners. Brown (2000) also points that learners can learn and acquire an L2 after a critical period by employing appropriate strategies during the process of teaching and learning happen. People beyond the age of puberty do not acquire a native-like accent as has been shown by many studies but the exceptions do there of course (as long as the process of learning and acquiring appear as in the process of acquiring first language).

2.3 Immersive Strategies in SLA with Media Youtube

Immersion is a form of experiential learning where the learning processes involve deep commitment and engagement with the target language through all the senses. According to Tallin, (2005) and Cummins, (2000) reported that United State, Canada, Spain, New Zealand, etc. have implemented the Immersion programs to enable students improve their second language acquisition and learning. This program is a relatively new development within bilingual education, nevertheless, it is an option (and a term) that is being implemented more and more widely. Johnson & Swain (1997) pointed that Immersion programs is aimed at offering the quantity and quality of participation in the use of target language that confirm the expansion of a high level of proficiency.

It attempts to duplicate the SLA/SLL process. It has been flourished mainly when associated with SLA topic teaching. Language immersion is a method of EFL/SLA teaching whereby the target language is used as both curriculum content and media of instruction (Pacific Policy Research Center, 2010). Media YouTube can be as one of the most effective

media to be used as the authentic inputs of the target language. Immersion program needs to be as one of the media of improving the quality of language learning and competence due to result of students' achievements are not significantly satisfied. Students have long been learning English language since primary school up to university level, but, but their ability to use the target language still far from the expectation (Muslem and Abbas, 2017). Although, the focus of teaching English language nowadays has been to four skills; listening, speaking, reading, and writing not on grammar and vocabulary separately. However, the process of teaching and learning is all in one (integratedly) (Johnson & Swain, 1997). Language immersion with Media YouTube is the program of language learning that focus on the use of English language as the language instruction. Students involve themselves to listen and watch the learning materials from YouTube repeatedly until they can produce the output of the target language as the total immersion (Cummins, 1998; Tallinn, 2005; Lenker & Rhodes, 2007). The role of teacher in the classroom is limited through this media. Teacher can be as a facilitator, an organizer, and counselor in the classroom. Students are more active either in the class or outside the classroom. The students' strongest commitment is very important in the learning process through immersive with media YouTube. Media YouTube plays an important role in improving students' English competence (Yang, Chen, & Chang Jeng, 2010). This kind of media also improve students' interest and motivation in learning significantly (Liu & Chu, 2010; Yang, Chen, & Chang Jeng, 2010). According to Sharrina Md Nordin (2010) the use of media like YouTube influenced the way learners learn and will increase their performance and affects the learning environments.

It can be concluded that the presence of media YouTube as one the media for improving language skill is a paramount. This media reduces the teacher's burden in the teaching and learning process in the classroom. Teachers only provide the lesson from YouTube that relevant to the students' needs and levels. Using this media, teachers and students need to have facility of internet, computer or other medium to learn the lesson from YouTube. The advantage of using media YouTube is to enable students and students learn the learning material from the native speaker. Besides, They can listen and watch the video repeatedly until students feel that they are able to do as shown or spoken in the clips by native speakers. As a result, students can

use the language for communication easily and precisely like native speaker.

3 METHODS

Improving students' English oral skill is the objective of the government of republic of Indonesia, educational institution, and other respective parties in order to enable students to compete with other countries in the world. Various efforts and activities have been done by the government to improve human resource in term of English language mastery. This study employed experimental study that involved 80 Syiah Kuala University students as the sample of the study. The learning setting of this study was Aceh, Indonesia. Students trained to use the learning materials properly before they work to immerse at home or outside the classroom. The duration and structure of the immersion strategies with media YouTube was modeled after the Canadian immersive program to teach French. The Canadian program employed 250 hours contact hours per year but this study employed 140 hours for contact in the classroom and practice at home for the duration of two months. In all 20 hours were for interaction in the classroom and 120 hours were used at home or outside classroom.

The students used their own computer or notebook to engage in learning. The speech inputs were from various recorded multimedia clips involving native speakers. The YouTube inputs were given to the students and they bring home to immerse by listening and watching through computer or mobile phone by the students following the schedules that were provided for practice lessons individually or their peers. At the school, the teachers allotted the facilities needed to run the activities either in the classroom or outside the classroom. The author was responsible to afford the learning materials and ensured that all learning materials could be used properly by the students. The author downloaded the learning material from internet that related to the students' need and level. The materials given to the students to immerse at home or elsewhere covered greeting, introducing oneself, introducing other people, asking like and dislikes, telling hobbies, asking and giving opinion, asking for help, and asking and giving direction. All recorded clips employed conversational English. The procedures of learning in the immersive strategy with media YouTube were as follows: (1) teaching materials were given to the students one week before the class,

(2) students learnt and watched (immersed) the YouTube at home as had been assigned, (3) students could watch and listen to the YouTube repeatedly as they like, (4) in the class, students practiced the teaching materials that had been learnt a week ago, (5) the author facilitated the students to practice in the class with their classmates, (the author recorded the students' practicing the language to ease the author to assess their achievement objectively. These same activities with different teaching materials were continued until the experiment finished. The data collected were analysed using anova.

4 RESULTS AND DISCUSSIONS

The current study found the use of immersive strategy with media YouTube significantly improved students' oral production skills that cover pausing, stress, phrasing, rate, intonation, and integration. This finding is in line with BavaHarji (2014) who found that the implementation of multimedia learning gave constructive effects on fluency of EFL among a group of Iranian university students. He also found that the media could bring the intricacies of the language and the skill of the learners to advantage from the use of rehearsal and monitoring strategies in appealing with the instructions. The use of media YouTube provides the benefits and opportunities for the students to rehearsal frequently and accepts remedial until accepted stages of effortlessness were accomplished (Gu, 2002; AbuSeileek 2007; Sykes, 2008). Another previous study was shown by Genesee et al., (2006) who found that immersion learners in courses with native second language speaking colleagues reach higher level of oral French proficiency associated to learners in courses without native speaker. Immersive environment enable learners to have an ample opportunity to deal with the native speakers nuance of SLA with fearless rehearsal provided through communication. The use of multimedia also improves students speaking (King, 2002). She also reported that the use of this media enables students to provide prosperity of contextualized linguistic, terms, paralinguistic, authentic cross-cultural information, expressions, classroom listening, and effortlessness practice. By watching and listening to media YouTube learners could simply model the language patterns used by the speakers and applied them to communicate with their groups in or outside the class.

The same finding that supported the current finding also reported by Shih (2010) in which the use of multimedia with peer supported feedback improved students' oral skills production in terms of fluency of pronunciation. It also found that pupils could progress weaknesses and learn from others' gifts by watching videos constantly. Another study also supported the study in which the use of multimedia improve students' speaking skill (Kaltenboeck, 2001; Ali, 2004; Ilter, 2009; Ullakonoja, 2009; Kessler, 2010; Wu, 2013; Diyyab, 2013). The same reports also provided by Bahrani (2011) and Murat (2012) in which the efficiency of acquaintance to video in developing speaking articulatory to EFL pupils endorsed their speaking fluency skills.

5 CONCLUSION

The findings showed that the immersive strategy with media YouTube reported significantly better performance in all measures of oral production skills. This strategy also gives an ample opportunity for students to deal with the authentic materials so that the students feel comfortable and enjoyable in the learning process. This program needs teachers' creativities to upgrade students' competence in English so that they can compete and socialize with the native speaker of the language. Immersive strategy can be used as one of the best alternative strategies to enhance students' oral English skill easily, automatically, and naturally without need thinking into their native language.

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