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## MY LEARNING SPEAKING JOURNEY USING TECHNOLOGY: MY MULTIMODAL PRACTICE EXPERIENCE

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### ABSTRACT

In recent years, Youtube is technology of video showing that consist a lot of content which is; music, vlog, science, lifestyle, education, tutorial, etc. This technology commonly used by human around the world. In the field of education, youtube can help me to gain my knowledge to be more developed, especially in learning speaking. I need to use my imagination, diligent, and also motivation to learn speaking using this technology. Furthermore, the purpose of this research, I conducted this study to discover how YouTube assisted me to practice my speaking ability. This study also explored the intersemiotic practice experience and This research used autobiographical narrative inquiry as the research design. Intersemiotic is meaning making from word to word that I have learnt on the field. I was conducting by daring system through mobile phone. By mobile phone I able to surfed the data from internet freely. Participant of this research was me as the narrator. I also used justification of my self to tell what I have took on my learning progress. Autobiography is kind of narrative inquiry that I take for my research. The data were collected by learning log, reflective journal, and documentation. After the data collected, I would iterative, emergent and interpretative the data. This analysis data related on my research The result of the data, i found a lot topic that able to enhance my speaking ability, by using documentation i able to monitor my improvement of speaking. And also by used learning log was really helpfull to guide me to classify word, vocabulary and sentence form. For the last one interpretative was a soul of my research. With interpretative I able to improve my speaking ability autonomously. By using some strategies that I have found in the journal.

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## **INTRODUCTION**

Based on Miller (Miller, 2017) YouTube is now best known for its user-generated videos, which include reviews, tutorials, pranks, critiques, and much more. In fact, as a visual and auditory learner, I totally enjoy to learn how to communicate in the environment with this technology that included good visual, not boring program and etc. Many people have taken the role of content producers who actively create and share their ideas on YouTube (Ciglič et al., 2012). These content producers have come to be known as YouTubers. Some of them establish themselves as English-teaching professionals who regularly post tutorials on their YouTube channels, thus turning YouTube as a possible language learning site for their viewers. Instead, I watched learning agents who actively took control of their out-of-class learning by learning videos produced by YouTubers in assisting speaking ability.

Many researchs about speaking issues but there was still little research focusing on my journey of learning speaking: using multimodal practice experience assisting speaking ability by the use of YouTube. to fill this burgeoning needs. this research showed reports on narrative inquiry my learning speaking journey by using technology: my multimodal practice experience. For this reason, learning by using YouTube has a lot of advantages. Tamim M.R (Tamim, 2013) argued that YouTube offers numerous advantages in foreign language classrooms, including providing content, offering insights about cultures, enabling collaboration, and motivating student Teacher to create videos in assisting speaking ability.

## **LITERATURE REVIEWS**

There are several definitions about speaking. Therefore, speaking is combining the production of human sound in case to build the meaningful sentences for listener. Speaking as the production of auditory signals to produce different verbal response in listeners (Goh, 2017). Furthermore, Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) stated that speaking has two ways of process including a true communication of opinions, information or emotions. Besides that, speaking is the primer communication tool to delivered some messages emotionally to listener.

However, YouTube is now best known for its user-generated videos, which include reviews, tutorials, pranks, critiques, and much more (Miller, 2017). Instead of being merely passive video viewers, many people have taken the role of content producers who actively create and share their ideas on YouTube (Ciglič et al., 2012). These content producers have come to be known as YouTubers. Addressing the needs and interests from all walks of life, many successful YouTubers enjoy much fame and wealth and have great impact on their followers. In Indonesia where the need for learning English has always been intense, many YouTubers establish themselves as English-teaching professionals who regularly post tutorials on their YouTube channels, thus turning YouTube as a possible language learning site for their viewers. This study looks into the viewing behaviors of regular viewers of English-teaching YouTubers and whether such regular viewing affects their English learning to shed some light on the affordances and constraints of such form of informal learning. It differs from previous research on YouTube which mainly establishes the platform and its comment section as a globally complex ground which can provide many opportunities for language and intercultural learning (Benson, 2017). Instead, the participants were seen as learning agents who actively took control of their out-of-class learning by utilizing videos produced by YouTubers. In addition, bravely, actively and talk active the student

speaking skill are facilitated on YouTube. learning beyond classroom will probably never replace formal learning which is intentional and structured, such learning which takes place in digital environments deserves more scholarly attentions to better understand their affordances and constraints (Reinders & Benson, 2017).By the use of YouTube assistant for speaking ability is really helpfull for me to learn speaking more flexible and enjoyable.

## **METHOD**

In this research, I used qualitative research for explained intersemiotic practice experiences of me in assisting the use of YouTube to communicate performance. According to (Jack R. Frenkel & Hyun, 2012), qualitative research is research studies that investigate the quality of relationship, activities, situation, or materials. For the research design, I used narrative inquiry. Narrative inquiry was the process by which information was collected through storytelling for research purposes. I wrote an experience narrative. Connelly and Clandinin (2000) note that, "Humans are storytelling organisms that lead storytelling lives, individually and collectively. The participant of this research was me as the narator. I told, my intersemiotic practice experience as the based theory to explain the researcher's statement. In that case, I used personal justification. In another word was autobiography; Autobiographical narrative inquiry is a special form of narrative inquiry and is closely linked to autoethnography. The instruments of this research were learning logs, refelction journal, and documentation. After all of data has been collected, the researcher will analyze it. To analyze data, researcher applied the framework that has been expressed by (Dornyei, 2005)

## **FINDING AND DISCUSSION**

The findings and discussion would be presented under the four headings themes about my engagement in video viewing and learning logs. Then, I categorized the events chronologically based on my lived experience. I connected the events chronological to race gender and theory. And I was able to distinct my autobiographical into 4 stages (Park, 2013). Every stage has a process of my learning experienced in learning speaking by using technology of YouTube. For instance, I described to what extent my engagement in learning speaking ability.

To represent visual data in academic writing discussion was not an easy task, where typical categorizations do not always seem to capture the emotion, experience, events, happenings, embodied relations, and materiality of events. In this case, the learning speaking practices using YouTube was used narrative construction. Especially, author experiences in YouTube Video Viewing. Therefore My experiences in Intersemiotic Practices

### **The first journey in learning speaking; My desire to learn speaking**

Although English was an international language for every nation. For me, learning English language was difficult. I took major of English language education in University of Singaperbangsa Karawang. Cause I would like to prepared my future to face a challenge on modern era. I thought, it would be fluence from the beginning of the semester till I graduated in this university. But one by one of the main problems were floating into surface. When I came to the class for the first time. I felt nervous and I unable to do as well as I though before. I did not take any course of English while at Senior High School. I just learnt English autonomously. In that cased, I felt more desire to learn speaking by myself. I searched what the best way to learnt speaking by using

youtube autonomously. And the answer is self regulated learning Based on the experts statement above, the important competence was learning by my self to find the material comfortably without instruction from another person (Escobar Fandiño et al., 2019). Cause the development of technology and also every lecture gave me the instruction to learn English by used YouTube technology. In that case, I already found how to learn to communicate used youtube as learning assistant. I started to learnt speaking by using YouTube while I was on first semester. I took YouTube as my assisted technology to learn speaking that YouTube was technology and there were unlimited resources material of learning speaking. For the limitation was my catalog. Beside that, I was not only learning speaking on formal way. In nonformal; I mean based on my necessity. In fact, I prefer to learn what I loved. For example, I watched, instruction, music, films or movies, life hack and more genre that I unable to told one by one on this paper.

### **The Second Journey On Learning Speaking; My experiences in YouTube Video Viewing**

I used YouTube to Navigate, analyze and view video showing for learning speaking is fun, interesting, and convenient. Then I put the cover of YouTube and explaining briefly from the beginning of the way to learn by using YouTube. In case, the video provided quick access to the visual text I hunted for. For instance, when I was assigned to discover the topics about learning English. I tried to type keywords, such as learning English and the result automatically will be showing on my screen.

Then, the machine browser as Google—YouTube, gave me information of a variety of video lessons about learning English. The simply way by clicking on keywords, I could easily get the assigned video. Through Google as a browser and detector, I became an autonomous learner. Self-regulated learning is defined as an active, initial and constructive process whereby learners set learning goals and monitor, regulate, and control their cognitive and metacognitive processes to achieve their goals (Qian et al., 2018). To me, surfing the video in navigating content i.e., speaking lessons through YouTube gave me a lot of choices. This digital engine gave me unlimited access to a variety of video-based sample English language lessons. I enjoyed surfing different the videos which are relevant to my necessity. In my opinion, navigating digital texts via video viewing related to learning speaking ability by the use of YouTube was a useful activity. In that case., scaffolded and facilitated by the machine browser, Google – YouTube, and student-teacher navigating skill, its called self-regulated learning.

While watching video on YouTube, I always took automatic subtitle and I would give the guidance how to learn English with YouTube easier than before. I was put every statement of youtubers’s grammar form. This was called by learn hack, by activate subtitle automatically and I was felt effortless to understand the youtuber statement. The way how I changed from youtuber’s statement into words that I went to the tools of YouTube, after that choose subtitle on menu and then choose English subtitle automatically. In addition, for the result there were English subtitle on the video showing.

My experience showed that I felt the use of YouTube was helpful; The navigated material of the use of YouTube on Assisting my speaking ability that I was learning. The student-teacher claimed that the use of YouTube on Assisting speaking ability especially on video showing gave me time to comprehend the material by myself deeply. I felt comfortable using this media creatively and quick access to massive technology speaking. I was finish to found a new knowledge about speaking yet. These my first

steps to learn speaking by using technology of YouTube. There where therefore the next stages of my activities after watching video viewing on YouTube.

### **The Third Journey on Learning Speaking: My experience used learning logs engaged my speaking ability**

After I watched a lot of video viewing. I described my experience in listing key speaking vocabulary concepts using learning logs in order was became an autonomous learner. I told that learning log could help me be independent and active learner in comprehending video on YouTube as stated in the following excerpts.

I take learning logs as assistant of learning. I encountered unknown words such as standard error, confidence interval, frequency distribution, and class interval. To solve this lexical difficulty, I used learning logs to help me to understand unknown words independently Learning log have a crucial role for me to start learnt studying speaking. By using learning log I was able to learn grammatically, structurally and detail. Then, learning log divided into three point, which is: vocabulary, grammar and also grammar features. And I was only focused to use two type learning log which is vocabulary log and grammar form. Every log has different point to be explained. For vocabulary log, I concerned to learning every words. This was the first step for me to learn speaking because every word was important. While watching video on YouTube I always hear narrator and typed every new word that I was able to understand very well yet. And for the evidence, I put every word on the table of vocabulary log.

I have been put the words from lucy statement and I classify every word into detail one. In vocabulary log, I felt that I woke up my potential to be more detailed while learning. In that case I able to comprehend well. I felt fortunate that my lecturer introduced me learning log especially vocabulary and grammar logs. These logs functioned in keeping track of what lexico- grammatical resources I learned. With learning log I could be more actively and independently found the meanings of unfamiliar words in watching video on YouTube by hearing and typing them repeatedly without employing learning log.

Grammar form was helped to divide sentence subject, and many more. By using these tools, I pushed myself into more diligent to write down statement of youtubers into the words. It is not easy to do because besides that, the existent of technology is really helpful to search the statement of youtuber.

I expressed that the learning log could facilitate me to understand unknown words actively and independently. I also stated that I was able to systematically record some academic words to comprehend the video showing. More importantly, by using these tools, I extremely motivated to learn new academic words and to comprehend the video showing in YouTube by watch them repeatedly. Through learning logs, I was enjoyed to learn content and language. These logs were effective and helpful in learning disciplinary vocabulary. It was also interesting that he could learn the words by finding the meanings using an online dictionary and corpus. Through learning logs, I could know the disciplinary vocabularies from YouTube video. For me, learning logs were an effective reading strategy that helps me learn from a video.

### **The fourth journey on leraning speaking : my interpretation in learning speaking**

This stage was talked about the next poccus of learning speaking. i have been taken after i was put youtuber statement in learning log to learnt speak. For me, this was the main focused to learn speaking. I took learning log as my guidance to speak because i knew how to pronounce and what class of each words. Then i should to

comprehend well the content firstly by studying learning log. i just remembered that Interpretation have several kind which is simultaneous, consecutive, liaison and etc. With interpretation i able to parctice how to speak very well. In that case, i have to practice time by the time as good as possible. I tried applicate all of kind of interpretation. I believed that practice make perfect. In the way of studied in english education, i was published my video on my channel youtube. Honestly. This was task on several subject. The way of learning speaking by used interpratation was not simple activity. I had to watch the video on youtube repeatedly in order to gathered information and new terms that i unable to understand. Then, i put every words in note and also in the learning logs while putting every words i used another tools to asisted me to searched which class every words in order to minimize misunderstanding. Based the process before. I practice speak up with the guidance of learning log. lastly, i record my self in video format and then i published on my channel youtube. I did this process repetedly until i able to speak fluently.

This research reported on my journey of learning speaking by using technology. The story experienced served as anarrative Inquiry especially on multimodal practice experienced. The framework of resemiotisation was introduced into the social semiotic tradition of multimodal discourse analysis to complement a static view of semiotic phenomena (Oostendorp, 2018)

## **CONCLUSION**

The findings of this study show that the formation of my autonomy learning was influenced by my engagement with multimodal practice experiences or intersemiotic practices. The study has demonstrated through my lived experiences how my independent learning was negotiated and transformed through different activities with multimodal literacy.

The pedagogical implications can be drawn. As my stories show, I was motivated not only to learn about language, but also to learn through language. In this case, I should be provided with authentic multimodal and relevant learning in terms of my needs and choices. Second, intersemiotic practices can scaffold comprehension and production of academic language. Finally, the reflective journal has an important role for me to increase and evaluate my difficulties while learning and also give me chance to improve the quality of learning autonomously. My acknowledge that a more complete pictures of the enactment of intersemiotic practice using learning logs both in ESP and general English classrooms could be provided in learning proceses. For me, there were not the short way to learn speaking English. As a learner, I used technology of YouTube to assist my learning experience was a great decision.

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