

## THE USE OF YOUTUBE VIDEOS IN LEARNING ENGLISH

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### Abstrak

Beberapa masalah yang muncul dalam pembelajaran bahasa Inggris yang berasal dari siswa, guru, strategi, media, atau fasilitas yang digunakan dalam proses belajar mengajar. Guru bahasa Inggris menggunakan teknik pengajaran yang monoton untuk mengajar bahasa Inggris; mereka cenderung untuk fokus pada isi pengajaran mereka daripada bagaimana mereka menyampaikan materi mereka. Dibutuhkan media untuk mendukung teknik guru. Berdasarkan keadaan tersebut peneliti tertarik untuk melakukan studi literatur tentang penerapan media youtube dalam pembelajaran keterampilan berbahasa bagi siswa. Penelitian ini merupakan penelitian deskriptif kualitatif berupa studi kepustakaan. Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode dokumentasi. Metode dokumentasi digunakan karena sumber data berasal dari beberapa artikel di jurnal yang membahas tentang penggunaan video youtube dalam pembelajaran bahasa. Teknik pengumpulan data dalam penelitian ini menggunakan teknik membaca dan mencatat. Teknik analisis data yang digunakan, dalam penelitian ini mengadopsi teori Miles dan Huberman yang meliputi tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa YouTube adalah alat yang efektif yang dapat membantu siswa memahami bahasa Inggris. Para siswa juga memiliki pandangan positif terhadap penggunaan YouTube dalam pembelajaran bahasa Inggris. Sebagian besar siswa berpikir bahwa YouTube membantu mereka meningkatkan pemahaman bahasa Inggris mereka. Mereka setuju bahwa mengintegrasikan video YouTube sebagai bagian dari kegiatan kelas memotivasi mereka untuk belajar serta meningkatkan minat mereka.

*Kata kunci:* YouTube, video, media, bahasa Inggris

### INTRODUCTION

English is one of the international languages that can be used all over the world. English occupies the most frequently used international language in the world, so many people learn it. Four main skills should be mastered by the learners if they want to learn English, including listening, speaking, reading, and writing. They also have to master structure and vocabulary. For Indonesian students, English is a foreign language, so they need more effort to learn it. The students have to choose the most appropriate strategy and media for them for learning. In the same way, the teacher also should use the most appropriate strategy and media in teaching.

In some research that had been done, there are some problems which appeared in learning English which came from the students, teacher, strategy or facility which are used in the teaching and learning process. According to Meinawati et al (2020), the problems which relate to the process of teaching and learning in the classroom are (1) students are afraid to make errors in the classroom, (2) the students are asking their friends about the English vocabularies to make sentences, (3) students have difficulty in expressing their feeling in English, (4) students need enough time to make and say a sentence, (5) students are not sure to what they are talking about. The interview results show the other problems, especially in speaking skills such as pronunciation, fluency, grammar, and vocabulary. The students also show the other problems like being unconfident, afraid of making errors, shy, nervous, inhabit in using English, less training, and less talking (Sayuri, 2016).

While the problems faced by the teachers are about strategy and facilities; The English teacher uses monotonous teaching techniques to teach English; they tend to focus on the content of their teaching rather than how they deliver their material. It needs media to support the teacher's technique. YouTube can be used in the English teaching and learning process. YouTube, with hundreds of millions of videos from contributors across the globe, the streaming video site makes it easier than ever to learn English. Using YouTube as multimedia has been familiar for people nowadays; students

can effectively learn to speak. By using YouTube, students have a chance to observe how native speaker speaks from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing.

The learning of English is more often done in the classroom with the teacher's guidance and instruction. But it is not only about the experience in the classroom (Balcikanli, 2011). It can be done outside of the classroom where the learning can be done independently and it offers various sources for the language learners. They can use printed media such as reading novels, magazines, and newspapers; they can also watch the videos and listen to the music through YouTube channels. YouTube which was created in 2005 is a video-sharing that is known as a new phenomenon; teachers and researchers started to see the possibility to use it in education (Mullen & Wedwick, 2008). Besides, it is suggested by Mullen & Wedwick (2008) that video has the potential to make the classroom lesson more perfect and it is provided by YouTube and also the other video-sharing websites such as TeacherTube, SchoolTube, UnitedStreaming, OneWorldTV, Yahoo! Video, Google Video, dan MSN Soapbox. YouTube provides a lot of free access to several educational videos (Buzetto-More, 2014). Hence, making it becomes a viable choice for students as a means of receiving useful material for learning purposes. YouTube provides a professional platform through YouTube EDU for learning outside of informal communication channels. According to Buzzetto More (2014), YouTube EDU is a service for educators that contains short lessons from teachers, all university courses, professional development materials, and motivational videos from international leaders.

Understanding the application of YouTube media in learning language skills is important for the students. Thus, researchers are interested in doing research on the application of YouTube media in learning language skills for students. Thus, based on the presentation of what has been conveyed through the research in this article, it will be carried out in-depth study related to the use of YouTube videos in learning English. As a form of implementation, then a literature study was conducted about the use of YouTube videos in learning English. Through this article, the main topics that were described include, (1) How effective is the use of YouTube videos in learning English? and (2) How do the students view the usage of YouTube in their class as a tool to enhance their English? Based on this, the researchers did a study entitled "The Use of YouTube Video in Learning English"

## METHODS

In solving a problem in research, it is necessary to use the appropriate method. It is intended that the research carried out is clearer and easier to understand. Based on the problem that the researchers raise, then the method used in the research is descriptive in the form of a literature study. The purpose of this research is to find out how effective is the use of YouTube videos in learning English for students and how are students' points of view of it. This study is qualitative research. The qualitative research study is descriptive research that tends to carry out analytical activities. According to Anggito (2018: 8), qualitative research is collecting data in a natural setting with the purpose interpret the phenomena that occur where the researcher is a key instrument.

The method of data collection used in this research is the method of documentation. According to Sugiyono (2018: 124), documents or documentation is a record of events in the past in the form of writing, pictures, or works of someone. The documentation method was used because data sources came from several articles in the journal that discusses the use of YouTube videos in language learning. The data collection technique in this research uses reading and note-taking techniques. Researchers read journal articles that related to media use of YouTube in language skills students carefully. After reading carefully, the researchers took note of how effective is the use of YouTube videos in learning English and How the students view the usage of YouTube in their class as a tool to enhance their English. Then for the data analysis techniques used, this research adopted the theory of

Miles and Huberman which includes the stages of data reduction, data presentation, and drawing conclusions.

## DISCUSSION

The results of the research obtained will be in the form of exposure to the opinions contained in the articles that are the subject of research. Furthermore, the exposure of the opinions obtained will be presented in outline in the form of conclusions that have gone through the stages of triangulation, presentation, and also through the data reduction stage. Following are the results of the research obtained.

YouTube videos can be used as teaching materials in ESL classrooms. Moreover, using videos will add variety to the teaching environment and attract learners' attention better and faster. Furthermore, teachers may be able to attach the students to the 'real life' nature through YouTube videos (Ghasemi, Hashemi, and Bardine 2011). More specifically, using YouTube videos in English Language Teaching (ELT) will provide "various teaching vocabulary, accents, pronunciations, voice modulation, and what not" (Ghasemi, Hashemi, and Bardine 2011).

YouTube is a video-sharing website where users can upload, view, and share video clips. People can watch various videos on YouTube such as music, vlog, education and learning, and many more. Many YouTube channels discuss education, especially in language learning, such as English with Lucy, Speak English with Vanessa, English with Manda, and many more. Their contents are about how to learn English which can be used for the students to improve their knowledge of English. There are also a lot of western kinds of music which can be accessed for free on YouTube. The students can also use those kinds of music to learn English. They can learn how to pronounce the lyrics and translate the meaning into Bahasa Indonesia. Besides, the students can also practice their English, especially speaking skills, then upload it to their channel on YouTube.

YouTube provides countless opportunities and effective means to L2 learners to make language learning and practice more meaningful and independent. Based on what Balcikanli (2011) pointed out in his research, YouTube presents an infinite resource for language learning because it provides learners with various language sources such as songs, music videos, movie trailers, talk shows, lectures, debates, and parodies. Furthermore, YouTube may be valuable to help meet the learners' needs in using language for real-world and their interests in discovering the world.

Berk (2009), in his research regarding the use of videos and the brain, explained that the use of videos in an educational setting affected the students' both hemispheres of the brain and emotional senses. He referred to the use of videos educationally as the 'picture superiority effect' which explains that when concepts or ideas are presented in form of pictures, they are more likely to be remembered than in form of words. Then, Berk (2009) added that educationally using YouTube videos are beneficial for 'illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. Balcikanli (2011) also stated that the use of YouTube in independent language learning helps to motivate students to spend more time learning and practicing the target language.

Alimemaj (2010) stated that language teachers can take advantage of utilizing YouTube videos in the classroom. This will not only make the learning process more meaningful, but the students will have more fun and they can be more independent. The result of her study indicated that YouTube videos helped the respondents to practice their verbal communication and listening skills. She concluded that using YouTube videos encourages the students to watch them continuously, thus promoting learners' autonomy.

Heriyanto (2015), in his research, shows that the findings of the current study, it can be seen that both students, as well as teachers, believe YouTube technology to be an effective tool that can

help the students understand and comprehend the English language or in this case, the mark English vocabulary better. The majority of the students found YouTube to help improve their comprehension of the English vocabulary. The majority of the students in the study strongly agreed that the use of YouTube in their classrooms for learning new vocabulary provided an attractive and interesting learning environment and that it motivated them to learn faster and better. YouTube gives learners access to language and culture-centered videos while being fun and interesting. Additionally, it also gives the students an avenue to get information and instruction from all over the world thus providing them an opportunity to engage meaningfully in the target language. The college students of the current study agreed that integrating YouTube videos as part of the classroom activities motivates them to study as well as raises their interest.

Almurashi (2016) noticed that learners' achievement was good in watching and understanding the videos "Advertising lesson" and "Buying at a supermarket." In addition, all students were able to answer the quiz correctly, and they reflected on their opinions again after watching the two simple lessons on YouTube. The results of the survey presented some changes in the participants' views. For example, in the interview, only 60 percent of the learners emphasized that YouTube can improve their performance and simplify English lessons. However, after they did the survey and experienced some authentic YouTube lessons, some of them changed their opinions. They asserted that YouTube videos can play a vital role in their understanding and have the ability to simplify the lesson for them. Similarly, approximately 40% of participants did not know the advantages that YouTube provided, but then they changed their thoughts after they viewed the sample videos. However, the participants mentioned several features that can contribute to their learning of the English language. One of these advantages is flexibility, which can enable them to go beyond the limited information and sources that are available in the library. In addition, audio-visual effects enable learners to understand their lessons comprehensively and simplify complicated ideas.

Based on the discussion above we can conclude that using YouTube videos will add variety to the teaching environment and attract learners' attention better and faster. YouTube technology is an effective tool that can help the students understand and comprehend the English language. YouTube videos give learners access to language and culture-centered videos while being fun and interesting. Besides, the students can also learn about the other's cultures by watching the videos. YouTube videos encourage the students to watch them continuously, thus promoting learners' autonomy. They make the learning process more meaningful; the students will have more fun and they can be more independent. The use of YouTube videos in independent language learning helps to motivate students to spend more time learning and practicing the target language. They are beneficial for illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. The students can learn English by themselves by watching the videos. They can imitate the pronunciation produced by the native speakers, try to translate them into their language, and express what they have understood about the videos in English. Thus, it can improve their English independently.

The majority of the students found YouTube to help improve their comprehension of English. They agreed that integrating YouTube videos as part of the classroom activities motivates them to study as well as raises their interest. They think that YouTube videos can improve their performance and simplify English lessons. There are some advantages got by watching them such as flexibility, which can enable them to go beyond the limited information and sources that are available in the library. Audio-visual effects also enable learners to understand their lessons comprehensively and simplify complicated ideas. The students can remember "almost 80% of an interesting video after one hour, but can remember only about 25% of lecture content after the same time-lapse". So, YouTube is one of the most useful media for cognitive processing and memory.

## CONCLUSION

Based on the results of the literature study research that has been carried out, the following conclusions can be drawn: YouTube is an effective tool that can help the students understand and comprehend the English language. This tool adds variety to the teaching environment and attracts learners' attention better and faster. It makes the learning process more meaningful. It can motivate students to spend more time learning and practicing the target language. The students also have positive points of view toward the use of YouTube in learning English. The majority of the students think that YouTube helps them to improve their comprehension of English. They agreed that integrating YouTube videos as part of the classroom activities motivates them to study as well as raises their interest. They think that YouTube videos can improve their performance and simplify English lessons. Thus, YouTube can be a good alternative tool for teachers and learners to be used in teaching and learning, especially in English lessons.

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