

THE IMPACT OF YOUTUBE ON ENGLISH LEARNING

Meiyanti Nurchaerani¹, Bayu Satya Saputra², Haryati³, dan Syahiid Hidayatullah Rizkyka Hartadhi⁴

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan Universitas Esa Unggul, Jakarta
Jalan Arjuna Utara No.9, Jakarta Barat

³Fakultas Sastra Universitas Putra Indonesia, Cianjur
Jl. Dr. Muwardi No.66, Bypass Cianjur

⁴Fakultas Kedokteran Universitas Padjadjaran, Sumedang
Jl. Raya Bandung Sumedang KM.21, Jatinangor, Kabupaten Sumedang
meiyanti.nurchaerani@esaunggul.com

Abstrak

Penelitian ini didasari oleh perkembangan teknologi yang sangat pesat, terutama dalam bidang pendidikan. Di zaman yang canggih ini, kita mampu mendapatkan informasi darimana saja, namun dampak negatifnya pun ada, yakni informasi yang didapat bisa jadi tidak konkrit dan tidak dapat dipercaya, khususnya dalam bidang pendidikan. Ada banyak sekali video untuk belajar bahasa Inggris di YouTube. Adapun tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif pembelajaran melalui platform YouTube sebagai sarana alternatif selain sekolah atau kursus. Penelitian ini merupakan penelitian kualitatif and kami menggunakan metode wawancara personal untuk pengumpulan data. Hasil analisis menunjukkan bahwa tiga dari lima orang yang diwawancarai memilih sebuah video yang lebih mudah dipahami dibandingkan dengan video lain. Perkembangan teknologi sangat membantu dalam mengumpulkan informasi dan mempelajari apapun yang ingin didapatkan.

Kata kunci : *Pembelajaran Bahasa Inggris, YouTube, Teknologi*

Abstract

This research is based on increasingly rapid technological developments, especially in the field of education. In this sophisticated era, we can easily get information from anywhere, but the negative side is that the information we receive may not necessarily true, especially in the field of Education. There are so many ways to learn English easily with YouTube. There are lots of videos for learning English on YouTube. As for the purpose of the research is to find out how effective learning through YouTube platform as an alternative mean other than school or courses. This is a qualitative research and we used personal interview method for collecting the data. The analysis results show that three of five interviewees choose a video which is more understandable rather than the others. Technological development really helps to get all the information and learning we want to get.

Keywords: English learning, YouTube, Technology

Introduction

a. Background of the Research

English is widely used around the world since it is an international language

in this world. We do not need to worry if we want to go to anywhere around the globe because most people learn it as international language for communication.

So that, we can conclude that English is one of the important things which needs to learn. The English learning is more easily to do in this more sophisticated era where technology gets involved in the English learning.

The development of technology has been increasingly rapid. Any information can be obtained in just a few clicks. With this development, there are many new methods developed in the world of education. One of which utilizes the YouTube platform as a mean to provide English learning to the public in the form of easily accessible videos by internet users so that the public can learn English easily anywhere at any time, no need to go to the courses or to school, only need an internet connection which is enough for anyone to learn English easily. But not necessarily all that is on the internet can be easily accepted by the public. Therefore this research was made to find out how effective learning through the internet which here used the YouTube platform as an alternative mean other than school or courses.

Literature Review

According to Sarica & Cavus (2009), the use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language. This means that technology itself greatly useful for anyone who want to study any subject, especially English. Sarica & Cavus stated on their research in 2008 as cited in Sarica & Cavus (2009), the barrier of location for people in different parts of the world has been reduced by some of the latest technologies such as the web, internet, mobile devices such as Personal Digital Assistant (PDA's), iPhone etc.

The current interest in mobile learning is led by two major developments: [1] the wide-spread penetration of mobile technology, combined with increasing technological capabilities, such as location detection, Internet access, and multimedia presentation (video, images, text and audio); and [2] the growing consensus that learning in informal contexts is just as important as learning in the context of formal education (Sandberg et al., 2011).

What is YouTube? YouTube is a popular video sharing website where users can upload, view, and share video clips (Duffy, 2007). As cited in *YouTube - Wikipedia Bahasa Indonesia, Ensiklopedia Bebas* (2021), YouTube is a video sharing website created by three former PayPal employees namely Chad Hurley, Steve Chen, and Jawed Karim in February 2005. This site allows users to upload, watch and share videos. Unregistered users can watch videos, while registered users can upload unlimited amounts of videos. The company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technology to display various kinds of user-made video content, including movie clips, TV clips, and music videos. In addition, there are also amateur content such as video blogs, short original videos, and educational videos. Most content on YouTube is uploaded by individuals, although media companies such as CBS, BBC, Vevo, Hulu, and other organizations have uploaded their material to this site as part of the YouTube partnership program. YouTube started as a pilot technology company funded by an investment of \$ 11.5 million from Sequoia Capital between November 2005 and April 2006. YouTube's first office is located above a Japanese pizzeria and restaurant in San Mateo, California. The domain name www.youtube.com was active on February 14, 2005 and this site was developed in the

following months. The selection of the name www.youtube.com raises a problem with a site called similar, www.utube.com. The site owner, Universal Tube & Rollform Equipment, filed a lawsuit against YouTube in November 2006 after the site was flooded with visitors who wanted to search YouTube. Universal Tube has since changed the name of the site to www.utubeonline.com. In October 2006, Google Inc. announced that they had bought YouTube for \$ 1.65 billion in shares. This agreement was completed on November 13, 2006.

YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to "slice-of-life" videos used to teach students within an ESL (English as a Second Language) course, from instructional videos to an online space to share student authored content (Duffy, 2007). Furthermore, Duffy (2007) mentions these guidelines relating to the specific use of video to promote active viewing and maximize learning:

1. SEGEMENT - allow your students to watch the video in short segments
2. NOTES - videos are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion / brainstorming session.
3. PAUSE - Use the "pause" feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.
4. SOUND OFF - for video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.
5. PICTURE OFF - use the audio clues to describe what is on screen.
6. COMPARE and contrast the predictions with the actual video.
6. PREVIEW each video carefully to determine its suitability for the lesson's objectives and student's learning outcomes.
7. INTEGRATE the video into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to reinforce, apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come.
8. CUT – use online video editors like www.cuts.com or www.eyespot.com to capture the concepts that are most relevant for your lesson topic. It is often unnecessary and time-consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.
9. FOCUS - give students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students "on task" and direct the learning experience to the lesson's objectives. Be sure and follow-up during and after viewing the tape.
10. AFTER - when students have viewed the video consider; what interested them? What didn't they understand? How can you relate the program to

their experiences and feelings? Ask the students to add comments / blog on the video. How can you validate and appreciate diverse reactions to the material?

c. Problem Identification

The research identified these following problems:

1. How did YouTube integrate online English learning?
2. How was the impact of YouTube on English learning?

d. Problem Formulation

The problem was formulated structurally where we tried to identify the problems first. Based on it, we could be able to find out the purposes of the research.

e. Research Purposes

The purposes of this research related to the problem identification where we tried to answer the mentioned question on the problem identification above. The purposes were:

1. To know how YouTube integrate online English learning
2. To know how was the impact of YouTube on English learning

Methods

To get the data, we used personal interview method towards some respondents. This method is particularly suitable for intensive investigations because in the case of direct personal investigation, the interviewer has to collect the information personally from the sources concerned and he has to be on the spot and has to meet people from whom data have to be collected (Kothari, 2004). Since this study is qualitative phenomenon where phenomenon here relating to or involving quality or kind of the English speakers' ability, then we used qualitative

research method to analyse it (Kothari, 2004).

a. Respondents of the Research

There were five respondents of this research. The respondents had basic-English skills. In other words, their English skills are still in the level of beginners. For the fifth respondents, English is their foreign language. They have their own language as mother tongue, which known as local language, such as Sundanese language, Javanese language, and others. While for the second language, they have Indonesian language or known as Bahasa Indonesia, it is also known as national language of Indonesia.

b. Instruments

The instruments of the research were the videos that taken from YouTube. The first video with the title "Grammar untuk pemula - PART OF SPEECH (*Dasar belajar Bahasa Inggris*) || Apa itu Unacademy?" or in English, it means "Grammar for beginner - PART OF SPEECH, (The Basic to Learn English) || What is Unacademy?" was taken from Oktaviani (2018). The second video entitle "*Tips Belajar Grammar Bahasa Inggris Dengan Mudah* | TEATU with Mr Ewit - Kampung Inggris LC" or in English, it means "Tips to Learn English Grammar Easily | TEATU with Mr Ewit - Kampung Inggris LC" was taken from Ewit (2018). The last one is a video with the title "*Belajar 16 Tenses Bahasa Inggris#English Grammar*" or in English, it means "Studying 16 English Tenses#English Grammar" was taken from Ane (2017).

Results and Discussion

There are many ways that can be done to learn English. One of which is studying at school or going to the courses but over the years many ways have been

developed so that it can be even easier at home, by utilizing the YouTube platform. This platform is able to give a big impact for many people, especially in English learning.

Someone easily publishes Language learning videos English so that anyone who accesses YouTube can watch. But every video may not be easily accepted for the audience, we took three samples of videos with five speakers. The first video with the title “*Grammar untuk pemula - PART OF SPEECH (Dasar belajar Bahasa Inggris) || Apa itu Unacademy?*” or in English, it means “Grammar for beginner – PART OF SPEECH, (The Basic to Learn English) || What is Unacademy?” The second video entitle “*Tips Belajar Grammar Bahasa Inggris Dengan Mudah | TEATU with Mr Ewit - Kampung Inggris LC*” or in English, it means “Tips to Learn English Grammar Easily | TEATU with Mr Ewit - Kampung Inggris LC.” The last one is a video with the title “*Belajar 16 Tenses Bahasa Inggris#English Grammar*” or in English, it means “Studying 16 English Tenses#English Grammar.”

In the first video discuss the part of the speech which consists of:

1. Noun
2. Pronoun
3. Verb
4. Preposition
5. Conjunction
6. Adverb
7. Adjective
8. Interjection

In the second video only discuss about simple past tense, while in the third video, it discuss about many tenses which are:

1. Present
2. Past
3. Future
4. Pas future
5. Simple

6. Continuous
7. Perfect
8. Perfect continuous

Three of five interviewees chose the first video that was easier to understand, while the rest chose each one with one video. But a resource person prefers to learn directly with a teacher compared to video, according to him learning with videos is less clear and cannot ask if there are found some difficulties.

Conclusion

Various ways that can be done to learn English easily but every way must have strengths and weaknesses. Technological development really helps students to get all the information and learning we want to get. But with all these conveniences, we also have to be more careful in choosing the information we want to get.

Acknowledgements

Our best gratitude is for Allah SWT. that has given us opportunity to breath till this time. The second gratitude is for our family and the university as well so that we can write this on behalf of the institution.

References

- Ane. (2017, August 31). *Belajar 16 Tenses Bahasa Inggris#English Grammar - YouTube*.
<https://www.youtube.com/watch?v=P T8zqzuGJyM&t=58s>
- Duffy, P. (2007). Engaging the YouTube Google-eyed generation: Strategies for using web 2.0 in teaching and learning. *ECEL 2007: 6th European Conference on e-Learning*, 6(2), 173–182.
- Ewit. (2018, March 20). *Tips Belajar Grammar Bahasa Inggris Dengan Mudah | TEATU with Mr Ewit - Kampung Inggris LC - YouTube*.

- <https://www.youtube.com/watch?v=wfyfiaLrDVc&t=2s>
- Kothari, C. R. (2004). *Research Methodology Methods and Techniques* (Second Rev). New Age International Publishers. [http://dspace.sfit.co.in:8004/xmlui/bitstream/handle/123456789/1120/Research Methodology C R Kothari %28Eng%29 1.81 MB.pdf?sequence=1&isAllowed=y](http://dspace.sfit.co.in:8004/xmlui/bitstream/handle/123456789/1120/Research%20Methodology%20C%20R%20Kothari%201.81MB.pdf?sequence=1&isAllowed=y)
- Oktaviani, A. (2018, September 10). *Grammar untuk pemula - PART OF SPEECH (Dasar belajar Bahasa Inggris) || Apa itu Unacademy? - YouTube*. <https://www.youtube.com/watch?v=P4wgrAIFfA&t=159s>
- Sandberg, J., Maris, M., & De Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers and Education*, 57(1), 1334–1347. <https://doi.org/10.1016/j.compedu.2011.01.015>
- Sarica, G. N., & Cavus, N. (2009). New trends in 21st Century English learning. *Procedia - Social and Behavioral Sciences*, 1(1), 439–445. <https://doi.org/10.1016/j.sbspro.2009.01.079>
- YouTube - Wikipedia bahasa Indonesia, ensiklopedia bebas*. (2021, May 31). <https://id.wikipedia.org/wiki/YouTube>