

**YOUTUBE VIDEO AS MEDIA IN TEACHING AND LEARNING ENGLISH:
INVESTIGATING TEACHER AND STUDENTS' EXPERIENCES AT SENIOR HIGH
SCHOOL IN MOJOKERTO**

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ABSTRACT

This research aims to (1) Investigate the teacher's experience in teaching English in the classroom using YouTube videos as media, (2) Investigate students' experiences about learning English in class using YouTube videos as media, (3) Find out the advice given by students regarding the use of YouTube videos as a medium for learning English in class. This research used mixed method approach, especially convergent parallel design. To collect the data, the researchers used interviews and questionnaires. Therefore, this research instrument uses a guideline interview and a questionnaire sheet (close and open questionnaire). The subjects of this research were an English teacher and tenth grade students at SMAN 1 Puri Mojokerto, who were selected using purposive sampling. The data obtained were analyzed qualitatively and quantitatively. Based on the analysis, the results showed that teacher and students had positive experiences in using YouTube videos in class.

Keywords: Learning English, Learning Media, Teaching English, YouTube Video

INTRODUCTION

In Indonesia, English was introduced as a foreign language. Based on the regulation of the Indonesian National Education Minister No. IX of 1989, Indonesia began inaugurating English teaching and learning in high schools as compulsory subjects

(Alwasilah, 2013). However, most EFL students, including Indonesian students, still have a low ability to use English. Several factors cause this condition. First, the students tend to learn English when they are in the classrooms and only to use textbooks. Whereas, language is a matter of practice, and it

cannot be mastered if the students only learn it by reading texts and doing exercises (Rahayu, 2020). Second, Indonesian students do not have the readiness to use English as a communication tool during their daily conversation. It makes them challenging in learning English. In addition, the duration of teaching English in the classrooms is relatively short, which is only 2 x 45 minutes per week. That will not be enough for the teachers to explain the materials, and the students cannot practice their abilities deeper.

Related to the facts mentioned earlier, the teachers are required to be more modern and creative in taking advantage of available opportunities to help their students to master the English language, for example, using the media. Margana (2019) assumes that the presence of media has a significant role and influence to achieve the desired educational goals. Learning media can be used by teachers to present the materials to their students. According to Munadi (2012), as cited in Yusuf (2020), media is anything that can deliver messages from a source in order to build an effective teaching and learning process.

In this modern era, technology is overgrowing. It can be an opportunity for the teachers to combine English learning by using technology as media.

The kind of learning media in the technological field can be found in all aspects, including social media. Social media that have been the trend in Indonesian students are Facebook, Instagram, Twitter, and YouTube. YouTube is a website or social media application that has a set of videos. Videos on YouTube can be used as a visualization tool in teaching and learning English both inside and outside the classroom. Abdelgadir (2016) assumes that YouTube could increase teacher-student interaction and facilitate student-centered teaching and learning. YouTube can be an effective medium for overcoming students' difficulties and obstacles to understanding English.

Based on pre-observation that has been done by the researchers in SMAN 1 Puri Mojokerto, the researchers found that one of the English teachers in that school is often using YouTube videos as media in teaching. Therefore, the researchers is intended to seek whether the use of that media influences the students' learning achievement. Finally, the researchers formulated the problems into: (1) How is the teacher's experience about teaching English in the class using YouTube videos as media? (2) How are the students' experiences about learning English in the classroom by using YouTube videos as media? (3) What are students' suggestions for using

YouTube videos as media for learning English in the class?

RESEARCH METHODOLOGY

This research used a mixed methods research with type convergent parallel design. The subjects of this research consisted of a teacher and twenty-six students who were selected by purposive sampling technique. In the mixed method, the data collection techniques can be a combination of quantitative and qualitative. Therefore, the data collection techniques used in this research are Interview and Questionnaire (*Open-ended and Close-ended*). Thus, the instruments used in this research are interview guidelines and questionnaire sheet. This research used construct validity to validate the research instruments. To analyze the qualitative data, the researchers used the theory of Miles and Huberman (1984) as cited in Sugiyono (2020), which covers data collection, data reduction, presentation of data, and conclusion drawing or verification. On the other hand, for data quantitative, the researchers used a Likert scale. Based on the results of the data analysis, the researchers validate the data obtained by using the theoretical triangulation.

FINDINGS

1. The Teacher's Experience of Teaching English in Class Using YouTube Video as a Media

Research findings related to the teacher's experience in teaching English in the classroom using YouTube video media were obtained through interviews with semi-structural types. The interview was conducted with an English teacher at SMAN 1 Puri Mojokerto. Here, the researchers will explain the findings based on the following indicators:

a. Teacher's Opinion about Using Video YouTube as Media in Teaching and Learning Process

On this indicator, the researchers found that the teacher believes that YouTube videos have various benefits that contribute significantly to English learners. This can be proven from the results of the interview, the teacher gave an opinion that YouTube videos in class are one of the easy and fast learning media, YouTube videos can improve students' achievement and YouTube videos can make students more interested in learning.

b. Teacher's Opinion Regarding Students Responses when Implementing Video YouTube in Teaching and Learning Process

Based on the results of the interview, on this indicator, the researchers found that students gave positive responses to the use of YouTube videos in class. This can be proven by the teacher's opinion, the teacher stated that YouTube videos can make students more enthusiastic about learning, YouTube videos can make students more active and it can improve students' ability to learn English.

c. Teacher Experiences Related to Teaching Preparation Using Video YouTube as Media

On this indicator, the researchers found that the preparation needed by the teacher before teaching English using YouTube videos is YouTube video material, PowerPoint, and assessment.

d. The Implementation of Video YouTube as Teaching Media in the Class

On this indicator, the researchers found that the teacher often apply YouTube videos in the classroom using cooperative learning methods. Videos have a maximum duration of 5 minutes, and videos are in cartoon form. For assignments, the teacher often gives assignments to students in groups.

e. Facilities Provided by School to Support Learning Process Using Video YouTube

On this indicator, the researchers found that the facilities needed when teaching using YouTube videos in the class are LCD and speakers.

f. The Obstacle Experienced by the Teacher when Implementing Video YouTube in the Teaching and Learning Process

On this indicator, the researchers found that the problem often experienced by the teacher in teaching using YouTube videos in the classroom is a technical problem.

g. The Teacher's Solutions in Solving the Problem Dealing with Implementation of YouTube Videos in Teaching and Learning Process

On this indicator, the researchers found that the solution made by the teacher when facing this problem was to switch to learning with games.

2. Students' Experiences Using YouTube Videos as Learning Media

Research results related to students' experience of learning English in class using YouTube videos as media were obtained through questionnaires. The type of questionnaire used in this research was the close questionnaire. The questionnaire consists of ten questions with five choice answers,

namely Strongly Agree (SA) with five scores, Agree (A) with four scores, Doubtful (D) with three scores, Disagree (DG) with two scores, and Strongly Disagree (SDG) with one score. The questionnaire was calculated using a Likert scale with the formula from Untung Rahardja (2018). To explain the results of the questionnaire, the researchers divide them according to the indicators, namely Interesting, Understanding, and Implementation.

a. Interesting

Results related to how students' interests when learning English using YouTube videos in class can be seen in statement number two, which is about students having a pleasant experience when the teacher teaches English by presenting YouTube videos, has scored 76.9%. In addition, the statement number three that the use of YouTube videos gives students a new motivation to learn independently when outside of school or during break time get scores 73.07%. Furthermore, statement number four containing that students pay full attention when the teacher teaches English using YouTube video gets scores 76.2%.

Based on the analysis above, the researchers concluded that the average student agreed with the three statements. It can be interpreted that students are very interested in using

YouTube videos as learning media in the classroom. To make it to be more comfortable and more precise, the researchers will show the chart below.

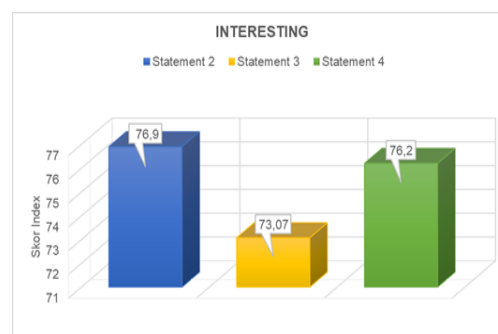


Figure 4.1 Questionnaire about Students Interest

b. Understanding

Results related to how students' experiences in aspects of understanding during English learning using YouTube videos can be seen in statements number five, six, seven, and eight.

Statement number five related to students find it easier to understand the material taught by the teacher when he/she uses YouTube videos get a score of 79.2%. Furthermore, the statement number six that contains the use of YouTube videos in the learning process helps students memorize learning material quickly get scores of 73.8%. Additionally, statement number seven, which stated that students felt an increase in the ability of English language skills (Listening, speaking, reading, and writing) after they are

taught using YouTube videos as learning media gained 71.5%. The next statement number eight, which contains students feeling more active in English class when the teacher uses YouTube videos as learning media, it gets scores of 66.2%.

Based on the data analysis above, the researchers concluded that the average student agreed to the four statements. It can be interpreted that the results of students' understanding when learning English using YouTube videos are quite good. For clearer, the researchers will show the chart below.

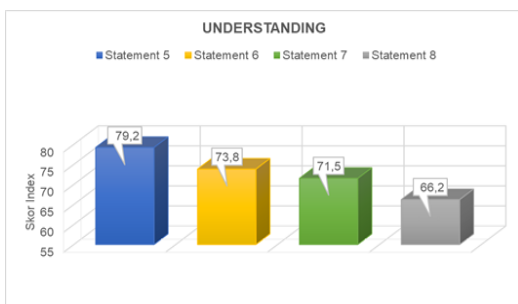


Figure 4.2 Questionnaire about Students Understanding

c. Implementation

Results related to students' responses on how teachers implement YouTube videos in class can be seen in statements number one, nine, and ten.

The first statement which contains about how often the teacher uses YouTube videos as teaching media in class. This statement score is 70.8%. After that, statement number nine states that the duration of YouTube videos displayed by the teacher is sufficient

does not make students feel sleepy and does not make students ignore the assignments, the score obtained from this statement is 77.7%. The tenth statement containing YouTube videos used is suitable for the material being taught received a score of 83.8%.

Based on the analysis above, the researchers concluded that the average student agreed with the three statements. This can be interpreted that teachers often use YouTube videos as learning media, and how to apply them is also good. For clearer, the researchers will show the chart below.

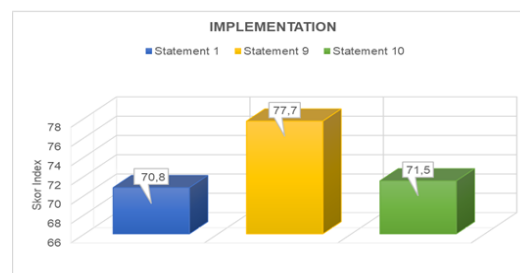


Figure 4.3 Questionnaire about the Implementation of YouTube Videos

3. Students' Suggestions for Further Learning Using YouTube Videos as Learning Media

Research results related to students' suggestions in using YouTube videos as a medium for learning English in the classroom were obtained through questionnaires. The type of questionnaire used in this research is open questionnaire. The questionnaire consisted of two questions. To explain the results of the questionnaire, the

researchers divide them according to the indicators, and they are interesting, understanding, and implementation.

a. Interesting

The results of student suggestions on aspects of student interest in using YouTube videos in the class were obtained from students A, M, and SU. Those suggestions are:

“Menurut saya pribadi, penggunaan media youtube memiliki banyak manfaat bagi kami. **Bisa didownload dan diputar ulang**”

“**Lebih baik memakai video YouTube** karena jika melalui file, saya menjadi bosan membaca di hp”

“Belajar menggunakan **video youtube tidak membosankan**”

Based on the data analysis above, the researchers conclude that students are interested in learning using YouTube videos in class.

b. Understanding

The results of students' suggestions in terms of student understanding of the use of YouTube videos in the classroom were obtained from students SN, RA, and RD. Those suggestions are:

“Saran saya **tetap gunakan media video youtube** karena **mudah dipahami dan pembelajaran lebih menarik.**”

“Ketika menyampaikan materi **ditambahi semacam ilustrasi gambar agar materi lebih cepat dimengerti**”

“**Lebih banyak video dengan animasi** agar tidak jenuh dan mudah paham”

Based on the data analysis above, the researchers conclude that students suggest that videos should be in the form of animation, and when implementing YouTube videos in class, illustrated images should be given.

c. Implementation

The results regarding student suggestions about the application of YouTube videos in the classroom were obtained from several students. Students N and RK gave suggestions regarding the duration of the video, such as,

“Saya menyarankan agar **durasi video tidak terlalu lama** tetapi **isi video memuat materi yang singkat padat** dan jelas serta **menggunakan kata kata**

yang mudah sehingga mudah dipahami”

“Sebaiknya videonya singkat dan jelas tetapi masih bisa dipahami karena kalau durasinya terlalu lama akan membosankan. Juga kalau bisa setelah menonton video diberi kuis agar saya bisa mengingat materi yang baru saja saya pelajari. Karena kalau menonton saja saya kurang efektif”

Then, student W gave suggestion related to the video channel, such as

“Pilih Chanel yang khusus atau yang banyak ditonton sebagai pembelajaran”

Additionally, student RF suggests the type of video, such as

“Video nya kartun saja, karena kalau orang asli noise nya biasanya banyak”

Based on the data analysis above, the researchers conclude that students suggested that the video should not be too long, the video should be in cartoon form, and the video is obtained from a specific channel that is used for learning English.

DISCUSSIONS

1. Teacher’s Experience in Using YouTube Videos as Teaching Media

The technology is developed rapidly nowadays. With the existence of this development, the researchers hope that the world of education can use it as a tool to help the process of teaching and learning activities so that it will not be monotonous and boring for students. One of the efforts of teachers, especially English language teachers in utilizing the development of information and communication technology is to use a variety of media, one of them is using videos from YouTube as learning media in English teaching. This has already been applied by Mrs. E as an English language teacher in class X MIPA 3 at SMAN 1 Puri Mojokerto.

Based on the results of interviews with Mrs. E, the researchers can explain that several reasons make Mrs. E believe that YouTube videos have a variety of benefits that have significantly contributed to English learning. First, YouTube videos have a lot of English learning material that can be accessed easily and quickly. Second, YouTube video is one of the media that contains video and audio aids. Visual means that it can be seen, while audio means it can be heard. At least, when students watch videos, they will be interested in the

learning material delivered by the teacher. Then when they listen to audio, they can understand the pronunciation of a word because most of the speakers in the video are native speakers, which can improve students' language learning achievement. This result was also experienced by Muico (2019).

A good response was also received by Mrs. E when using YouTube videos in teaching and learning, such as the students are more enthusiastic because YouTube videos are media containing visual and audio aids. In addition, the other response is that students become more active because of the use of YouTube videos, it is easier for students to capture the contents of learning material so students and teachers can communicate well. That means YouTube facilitates teachers and students to communicate both ways. Since the students can understand the material conveyed, there is an increase in students' ability. In addition, students also experience developments in cognitive aspects. This result is also experienced by Yusuf (2019). He taught the students using offline video on YouTube, and he found that the students participated well in the classroom. Moreover, students' knowledge is increased after taught using YouTube.

The use of YouTube videos as a medium in learning English in SMAN 1

Puri is one way of utilizing advances in information and communication technology in the world of education to support the improvement of the quality of teaching and learning activities in the classroom. The followings are some preparations done by the teacher before teaching; in addition to downloading videos that are used as media, the teacher must also determine the assessment and PowerPoint that contains other material, and this is used for far-reaching discussion of the material in the hope that students can gain a deeper understanding.

For the selection of YouTube videos that will be used, Mrs E gives suggestions for using cartoons because the cartoons have bright colours, funny pictures so that the students can feel more enjoyable and can learn more deeply and understanding the material more easily. In addition, the video must be no longer than 5 minutes of duration, because students have limited focus.

When using YouTube videos as learning media, the teacher not only prepares the material, but the teacher must also prepare another learning plan. This is used to anticipate if there are technical problems. For example, when the electricity suddenly turns off or the projector turns out to be damaged. Based on Mrs E's experience, this often happens, and the solution to this

problem is that the teacher must prepare other plans, such as turning the attention of the students to the game. Before the game, the teacher delivers the material using a whiteboard. However, it must be added more practices in the game.

2. Students' Experiences in Using YouTube Videos as Learning Media

The researchers collect student response data through questionnaires. The questionnaire is divided into three indicators, namely, Interesting, Understanding, and Implementation.

For the first indicator related to students' interest in learning English using YouTube videos, the results showed that students were very interested in using YouTube videos as a learning medium in the classroom. The second indicator was how students experience in understanding aspects of learning English using YouTube videos. The data analysis shows that the results of students' understanding when learning English using YouTube videos are quite good.

The third indicator related to student responses about how teachers implement YouTube videos in class. The results show that teachers often use YouTube videos as a learning medium, and the way teachers apply them is also right.

3. Students' Suggestions for Further Learning Using YouTube Videos as Learning Media

Here the researchers will discuss the students' suggestions for the application of YouTube videos in class. The researchers will explain based on indicators. For the first indicator related to student interest, the results show that most students are interested in using YouTube videos and suggest that the teacher should continue to use them as learning media. Several reasons have made students attracted to YouTube videos such as YouTube videos does not make students feel bored and sleepy. This can happen because the YouTube video that is displayed by the teacher is in the form of a cartoon and makes students enjoy it when learning, as mentioned by Mrs E in the interview. Besides, students are interested in using YouTube videos because the material can be downloaded and played back.

Furthermore, the second indicator is related to students' understanding of using YouTube videos in class. From the results, the researchers explain that it is better when the teacher wants to apply YouTube video as a learning medium, he or she should choose video in the form of animation and when implementing the class, also provide illustrations of

images so that the material is more quickly to be understood.

Next, the researchers would explain the last indicator related students' suggestions about implementing YouTube videos in class. Most students agree that the duration of the video is not too long; the content explains the material with clear and also use easy words so the students can understand easily. In addition, after learning to use YouTube videos, it would be better if the teacher conducts a quiz. This is used to measure the students' understanding of the video displayed. Then choose a channel that is specifically made for learning and choose videos that contain cartoons; this is because the sound produced by cartoon videos is more precise.

CONCLUSION

Based on the results and discussion above, the researchers can conclude that; First, related to the teacher's experience in using YouTube videos as a learning medium, the researchers concluded that the teacher experienced positive things in implementing this media in the classroom. This is due to the benefits brought by YouTube, which contribute significantly to the teaching and learning process of English. Second, students have found that YouTube provides them

with many advantages in learning English. This makes them more interested and enthusiastic about learning activities. In addition, students found that the material presented through the video was easy to understand. This can help them improve their learning achievement. Finally, related to the suggestions given by students, the researchers found that students suggested teachers to keep using YouTube in subsequent learning activities because it was fun, mainly if the videos contained more pictures and illustrations.

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