

A STUDY ON THE USE OF YOUTUBE IN LEARNING ENGLISH AMONG ENGLISH DEPARTMENT STUDENTS OF THE FACULTY OF LANGUAGES AND LITERATURE UNIVERSITAS NEGERI MAKASSAR

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Abstract

The objective of this research was to find out how YouTube is used as an English learning media among students in the second semester and fourth semester of English Department Students of Faculty of Languages and Literature, State University of Makassar. This research used purposive sampling technique with student in the second semester and students in the fourth semester. The study employed a qualitative method with a case study design. This research used questionnaires and semi-structured interviews as data collection methods. The results showed that students in this study used the YouTube application to learn English by watching content they liked, such as film and animation, music video, educational, gaming, news, how-to, style, sports, food vlogger, talkshow, and religious content. The ways they learn to use YouTube are various, such as activating the subtitle or transcript feature, reading video titles or descriptions, reading comments, listening to music then looking for words they do not know, noting new vocabulary they hear from speakers, practicing pronunciation, etc. These things help them improve their English skills, specifically listening, enlarging their vocabulary, and increasing their pronunciation knowledge. In addition, YouTube provides fun English content with interesting YouTube features that make students more comfortable and enthusiastic about learning English, this also makes it easier for students to understand the material presented without getting bored. Students also expressed their challenges in using YouTube for learning English, such as inappropriate content, annoying advertisements, internet connection problem, and unavailability of the transcript feature on some videos. Based on the result, it can be concluded that most students of the English Education Study Program use the YouTube application to improve their English language skills and language components by watching English content they like by listen to the speaker, activate the subtitle or transcript feature, and read the title and comments on the video.

Keywords — YouTube, study, English learning.

INTRODUCTION

Technology plays an important role in society and it can be applied to many aspects of our daily lives. For instance, a lot of people use technology to carry out activities and tasks including locating employment, concluding business deals, and acquiring information. In fact, technology has made many online learning materials available to learners, including: Study websites that are incredible sources of information. However, there are ton of online resources, like the YouTube website, that can be included into conventional English lessons. Additionally, YouTube is becoming increasingly employed in the educational sector. These newly educated individuals have a distinct learning style than earlier generations due to their technical training.

YouTube is one of the familiar edutainments that used by millions of people all around the world. In education, YouTube has emerged as a new medium of choice alongside other media already in the education system and embraced by education policymakers. Originally YouTube was only used as a social media to share videos that act as a source of entertainment and to get rid of boredom, but now it has become a world of education hosting a wide variety of videos uploaded by users. It has evolved into a new tool that can be a source, material, educational medium/media learning that can be used by all. People such as teachers, students, school staff, and even parents can use YouTube as an alternative medium to discover and find the resources they need.

The development of technology, particularly the internet, satisfies the demands of this internet generation and adheres to learning processes, methods, and processes. It will have a positive outcome. YouTube is currently one of the most widely used online video-sharing services (Snelson, 2011). YouTube can help educational programs better integrate technology and commemorative abilities. It can be used as an alternative learning medium. In addition, YouTube can stimulate active learning and provide additional knowledge beyond the expected ability (Agazio & Buckley, 2009).

YouTube may be a source of educational media that meets the needs of the millennial or digital generation. The digital generation's learning patterns can be supported and improved via YouTube. YouTube offers a learning experience with new technology and will be useful when they graduate (Burke, Snyder, Rager, 2009). However, based on some of the researcher experiences as an English Education student at State University of Makassar. The researcher feels that using YouTube to learn English is very useful and can support students' English skills. Learning using YouTube is more pleasurable and relaxing, which increases students' interest in

the subject and makes learning English enjoyable. Users can practice and hone their speaking and listening using YouTube media.

A recent study was done on the utilization of YouTube videos specifically to enhance students' speaking abilities. Firstly, Muna (2011) did an action research project at SMK Negeri 3 Surakarta's eleventh grade (vocational high school). The findings indicate that YouTube videos help kids communicate more fluently, with better vocabulary, grammar, and pronunciation, as well as with more imagination when it comes to the subject matter. The utilization of YouTube videos also enhances and promotes classroom environments. Additionally, investigations carried out in higher education have produced comparable outcomes.

Second, according to Qomar (2016), who carried out an action research project at Muhammadiyah University of Metro during the third semester of the academic year 2015-2016, YouTube can help students improve their speaking abilities, including their ability to maintain conversations and organize their thoughts. The best result, which shows an increase in the mean score from the pre-test to the test in cycle 3, served as evidence. (pre-test=60; cycle 1=70; cycle 2=78; and cycle 3=80). This research will be different with the previous studies. The difference is those researches only focused on the use of YouTube to improve students' speaking skill, while this research aims to find out the experience of the participants who use YouTube as an English learning media. The results of this research will be discussed in thesis entitled, "The Use of YouTube in Learning English Among English Department Students of Faculty of Languages and Literature".

LITERATURE REVIEW

1. Four Language Skills and Components in English

There are four skills in the language: listening, speaking, reading, and writing. These skills are divided into two types: Receptive and Productive skills.

According to Douglas Brown (2000), "Research and practice in English language teaching have identified the "Four skills" –listening, speaking, reading, and writing- as of paramount importance". To reach their English learning objectives, students must master each of these skills.

a. Receptive Skills

The learners simply need to obtain language through their receptive skills, which include listening and reading. Receptive skills are how people extract meaning from the discourse they see or hear (Harmer, 2001).

1) Listening skill

A receptive skill is the ability to listen. Speaking the language is understood by the ears and brain.

2) Reading Skills

Reading skill is known as receptive skill. To understand the written equivalent of spoken language, people need to use their eyes and their brain.

b. Productive Skills

Productive skills are speaking and writing, as learners do this to produce language. Skills are classified as productive skills such as speaking and writing because words need to be articulated and written to produce language.

1) Speaking Skill

Speaking is a productive skill. Humans need to use their vocal tract and brain to produce words correctly through sound.

2) Writing Skill

Writing is a thinking activity, according to Brown (2001, p. 336). He said that writing might be organized and delivered with a limitless number of modifications before publishing.

c. Language Components

Grammar, vocabulary, and pronunciation are all components of language. Sound, pressure, and intonation all have a role in pronunciation. Grammar is the set of rules, whereas vocabulary is the foundation of language that deals with the meaning of concepts.

2. Video as Teaching Media

Video is a supercharged medium of communication and a powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom (Cooper, 1991: 11). In other terms, video is a combination of digital pictures and sound. Schools utilizing compressed video systems can conduct fully interactive, live classes remotely. No travel is necessary for remote guest

speakers to visit schools. The sole need is that the appropriate machinery to be present at both locations.

According to Cheppy Riyana, the creation of learning videos must take into consideration the characteristics and requirements to boost user interest and effectiveness. The following list of the learning video's qualities:

a. Clarity of Message

With the help of video media, students may more clearly understand the lessons being taught and can take in the knowledge as a whole, which will help the information be retained and maintained in long-term memory.

b. Stand Alone

The created video is not dependent upon or required to be utilized in conjunction with other educational resources.

c. User Friendly

Language in video media is clear, understandable, and frequently used. Users may easily reply to and obtain the information displayed, making it helpful and friendly to them.

d. Content Representation

The content, such as that used in simulations or presentations, must be accurately represented. The use of social and scientific material in video media is theoretically possible.

e. Visualization with media

According to the requirements of the material, the presentation is multimodal and includes text, animation, sound, and video. The materials employed are extremely accurate, readily usable, processed, inexpensive, and environmentally benign.

f. Use high-resolution quality

Display in the form of digitally engineered video media graphics with high quality and support for all computer speech systems.

g. Can be used classically or individually

Students may use instructional films independently both within and outside of the classroom. With the most students possible, it can also be used traditionally.

3. YouTube Video

YouTube is part of the advancement of information technology (IT) in this era of globalization. The web-based platform YouTube was created by three former PayPal employees on February 14, 2005 (Jefferson, 2005). They are Chad Hurley, Steve Chen, and Jawed Karim. This is a video-sharing website where people can easily upload, share, and watch video clips. The first video on this site, including a small “Me at The Zoo” uploaded by Jawed Karim on April 25, 2005. It becomes the most widely used resource for online videos (Burke & Snyder, 2008). Google company administrators have realized the increased popularity of YouTube among people and decided to buy the website (La Monica, 2006).

YouTube is not an educational video-sharing site, but in its development, YouTube launched a special service for education (www.YouTube.com/edu) in 2009. Using YouTube both inside and outside the classroom can enhance the conversation and pronunciation skills of the students (Watkins and Wilkins, 2011). YouTube is a website that shares various kinds of video like video clips, TV clips, music video, movie trailers, and other content namely video blogging, short original videos, and educational videos (Jalaluddin, 2016). YouTube offers a wide variety of videos, including English learning videos. Both teachers and students can get the videos they need for learning and teaching.

Teachers can decide to use or assign to students’ specific videos that match the topic and goals of the lesson. There standards for the appropriate videos which can be used by considering three sets of criteria namely (1) the students characteristics which relates to salient socio-demographic characteristics: age of grade level, gender, ethnicity, and language-dominance; (2) the possible offensiveness of the videos in which video with content of graphic violence, obscene language, nudity, sociality, gore, racial and ethnicity group, drug use must be avoided; and (3) video structure which relates to consideration on length, context, action/visual, and number of characters of the video (Berk, 2009).

According to Bonk (2008), “It is clear that the use of YouTube videos i instruction is linked to educational and psychological research”. At a conference at the American Association for Educational Research, Bonk proposed five theoretical connections related to the use of YouTube videos in the classroom.

Videos provide learning context. Videos enhance learners' memory through visual and auditory information rather than traditional written or auditory information. These videos share a common learning experience for learners in terms of reflection on issues. The nature

of shared online videos organized so that the videos can later be used for lectures, discussions, and learning activities. Videos encourage learner participation as they can be created, watched, shared and commented on.

Besides making videos easily available, YouTube exposes students to the different dialects of English that exist around the world. YouTube is therefore an online source that offers a variety of videos to choose from before using them for teaching or learning purposes.

METHODS

This research used a qualitative descriptive approach. According to Gay, Mills, and Airasian (2012) that descriptive qualitative involves collecting data in order to test hypotheses or to answer questions about the opinion of people about some topic or issue. This research describes the use of YouTube among English Department Students of Faculty Language and Literature of State University of Makassar in collaborating, discussing, and finding out of updated English learning using YouTube medium.

The research was conducted at English Department of Faculty Language and Literature of State University of Makassar in the academic year 2021/2022. This research will start in June 2022.

This research was conducted at English Department of State University of Makassar which is located at Jl. Malengkeri, Parang Tambung, Makassar City, South Sulawesi.

Researcher determines the sampling by specific characteristics that are appropriate to the purpose of the study so that is expected to answer the research problem. Therefore, an inclusion criterion is needed to consider the sample. These below are some criteria that were made by the researcher:

- a. The subject of research are students of English Education Study Program at State University of Makassar academic years 2020 and 2021.
- b. The subject of research use YouTube to learn English.

In order to collect data, the researcher use interview as an instrument. Interview is a data collection technique that involves verbal communication between the researcher and the respondent. The researcher uses interview guidelines to help researcher conduct the interview. The researcher interview students one by one using WhatsApp call.

In collecting the data, the researcher follows the steps below to facilitate the process of data collection:

- a. The researcher introduce herself and her study and inform about her research;
- b. Then researcher requested for participants and informed that their participations are volunteers;
- c. To requested to fill the concern form in google form;
- d. Provides the link to the students in order to fill it;
- e. The researcher informed the selected students about time and place for interviewed;
- f. Prepared the interview guide;
- g. Interviewed the students via WhatsApp;
- h. Writing/record the students' answer;
- i. The researcher collected all the recordings and analyzed the results obtained to answer the research questions.

In this research, the researcher uses Miles and Huberman's theory in analyzed the data, so there are three steps to do, they are:

a. Data Reduction

In this research, data reduction will be carried out when the researcher gets data from students who have been selected. The data from the interview are analyze as follows:

- 1) Collecting the raw data
- 2) Transcribe the recording
- 3) Drawing conclusion

b. Data Display

In qualitative research, the researcher can show data simply in the form of words, sentence, narrative, table, matrix, graphic and chart in order to make easier for making conclusion or to make understandable.

c. Conclusion Drawing / Verification

Conclusions in qualitative research are findings that have never existed before. Findings can be in the form of a description or description of an object that was previously unclear so that after research it becomes clear, it can be a causal or interactive relations, hypothesis or theory.

RESULTS

1. The Use of YouTube for Learning English

Based on the interviews, the researcher asked the students about how they used YouTube for learning English and the results shows that students intend to use YouTube to improve their English skills and component. Students can easily find new ways on YouTube to increase their skills such as watching their favorit English content such as below:

a. Film and Animation

The first content are Film and Animation. Some students learning English video by watching film or animation. Those video make them to be more motivated to practice their listening skill continuously by use subtittle feature, as students said:

Student 1:

"Saya suka nonton film kak, kadang saya hilangkan subtitlenya tapi kalau saya ketemu yang tidak saya mengerti saya aktifkan lagi fitur subtitlenya." (I like watching film, sometimes I turn off the subtitle feature, but when I do not understand I turn on the subtitle feature again.)

Student 8:

"Kalau saya belajar Bahasa Inggris dengan nonton film kak, saya suka nonton behind the scenenya, jadi secara ndak langsung saya belajar juga pahami mereka pas bicara dalam Bahasa Inggris." (I learn English by watching films on YouTube, I like to watch behind the scene of film, so indirectly I learn to understand what they are talking.)

b. Music Video

Some students learning English video by watching music video. They stated that music videos could make it easier to increase and remember vocabulary, strengthen listening skills, as well as practice pronunciation, as students said:

Student 2:

"Saya biasanya belajar Bahasa Inggris pakai musik kak, kalau di YouTube ya video musik. Biasanya kalau ada musik baru saya suka cari di YouTube kak, nah saya biasanya lihat dulu liriknya dan ternyata banyak kosa kata baru yang saya dapatkan, biasanya kalau penasaran itu liriknya saya cari tahu artinya kak, nah bertambah mi lagi kosakataku." (I usually learn English by listening to music, on YouTube, it's a music video. If there is a new song, I like to search on YouTube, well I usually look at the lyrics first and it turns out that I get a lot of new vocabulary, if I'm curious about the lyrics I find out the meaning, so my vocabulary also increases.)

Student 6:

"Kalau saya belajar bahasa Inggris nonton video musik kak, karena mudah diingat liriknya, juga pas si penyanyi menyanyi ikut ki juga bernyanyi, secara tidak langsung diikuti

pengucapannya si penyanyi, jadi pengucapan ku ikut membaik.” (I learn English by watching music videos because the lyrics are easy to remember. When the singer sing, I sing along. Indirectly, I follow the singer's pronunciation and my pronunciation also improves.)

c. Education

The next content is educational content. The students watch educational content to get more detailed explanations of material they don't understand, as student said:

Student 11:

“Saya kalau ada materi dari dosen yang tidak saya mengerti biasanya saya cari di YouTube penjelasannya, biasanya di YouTube lebih terperinci, karena di kelas biasanya singkat penjelasannya dosen.” (If there is material from the lecturer that I don't understand, then I look for an explanation on YouTube, usually on YouTube it is more detailed, because in class sometimes the lecturer explains briefly.

Student 9:

“Kalau saya suka nonton konten pendidikan kak, apalagi kan saya orangnya audio-visual yang lebih mudah mengerti kalau saya mendengar sekaligus melihat penjelasan tentang sesuatu yang saya pelajari, nah itu mi yang disediakan YouTube kak.” (I am audio-visual learner, so learning use YouTube make it easier for me to understand the explanation of the material presented.”)

d. Gaming

On YouTube there is a channel that contains games for gamers. The video explains the vocabulary that is often used in playing games, so that it indirectly helps students improve their English skills. As student said:

Student 13

“Saya meningkat vocabularyku karena konten game di YouTube kak, jadi toh kalau mau ki mainkan permainannya ada contohnya disitu bisa dinonton, kita diperlihatkan kata-kata atau frasa yang sering digunakan pas bermain, jadi nanti pas bermain ndag bingung maki karena mengerti ki apa yang na bilang lawan main ta. Kadang juga ia cepat pengucapannya tapi kan ada teksnya jadi bisa dibaca yang na bilang.” (My vocabulary has improved by watching game content on YouTube, so if you want to play the game, there are examples where you can watch it, we are shown words or phrases that are often used when playing. So later when you play the game you are not confused because you already understand what the component or admin is saying. Sometimes he is also fast in pronunciation but there is a text so we can read it and understand.)

e. News

The next content is news. Some students learn English on YouTube by watching international news. By watching the news they can listen and find new vocabulary as well as

improve their listening skills. Besides them they can find new words in the description or video subtitles so that it can improve their vocabulary.

Student 3:

"Saya sendiri lebih suka nonton berita di YouTube kak, biasanya itu penyampaian berita cenderung lebih jelas dan lebih lambat dibandingkan dengan konten yang lain. Jadi, bisa melatih pendengaran dan menambah kosakataku kak, selain itu bisa juga langsung ku praktekan aksennya." ("I like watching news on YouTube, usually the delivery of news tends to be clearer and slower than other content. So, it can train my hearing and increase my vocabulary, besides that I can also practice the accent right away").

f. How-to

YouTube is a platform that provides a lot of how-to. Students stated that by watching how to videos they can increase their vocabulary by reading the transcripts in the videos or descriptions which usually provide information about tools, ingredients, how to make, and the name of the item itself, as student said:

Student 12:

"Biasanya saya suka nonton video cara pembuatan di YouTube kak, mulai dari makanan, furnitur, kerajinan tangan dan bahkan biasa saya ndag tau apa itu kak tapi kalau lewat ki di YouTube ku dan unik ku lihat tetap ku nonton. Nah biasanya dari sini kosakataku bertambah, yang awalnya ndag ku tahu apa itu bertambah pas ku baca judul caption atau deskripsinya kak." ("I like watching how-to videos on YouTube, from food, furniture, handicrafts and even the usual I don't know what it is but if what passes on my YouTube homepage looks unique I keep watching it. This is where my vocabulary increases, which at first I didn't know finally I knew after reading the title or description.")

g. Styles

The next content is styles. Some students learning English on YouTube by watching styles content. The videos show various styles from around the world to help students increase their vocabulary. They said that by looking at the descriptions and comments on the style of the content, their vocabulary and knowledge of foreign cultures increased, as students said:

Student 4:

"Kalau saya lebih suka nonton yang berhubungan dengan fashion kak, fashion apa yang lagi tren di suatu negara, jadi bisa ditahu bagaimana fashion luar negeri tanpa harus kesana. Nah otomatis kalau di YouTube ditampilkan pasti ada nama fashionnya disitu jadi bertambah kosakata." (I prefer to watch things related to fashion, what fashion is currently trending in a country, so I can find out how foreign fashion is without having to come to that country.)

Student 7:

"Cita-citaku mau lanjut kuliah di luar negeri terus keliling dunia kak, jadi mulai ma belajar Bahasa Inggris dengan nonton konten bahasa Inggris terutama tentang style dan culture luar negeri. Selain bertambah bagus speaking dan listeningku, kosakata ku juga bertambah, dan yang lebih penting bisa ma tahu bagaimana style dan kebudayaan di luar negeri jika saya keliling dunia nanti." (My goal is to continue my education abroad and travel around the world, so I study English by watching English content, especially about foreign styles and culture. So, I can improve my speaking and listening skills, my vocabulary also increases, and more importantly, I can learn about foreign styles and cultures before I go around the world.)

h. Sports

The next content is sports. Some students who like sports stated that they got new vocabulary by reading description or comments on video, also their pronunciation is getting better because they can practice pronunciation directly after hearing and seeing the speaker. As student said,

Student 15:

"Kalau saya lebih suka konten olahraga, nah menurutku yang meningkat itu kosakataku karena kan pasti ada kata-kata yang baru saya tahu baik itu yang na ucapkan langsung atau pun saya baca di deskripsi dan komentar, sesekali saya aktifkan transcribennya kalo saya ndag tau apa na bilang. Hmm, pronunciationku juga meningkat kak karena bisa langsung ku praktekan apa yang na bilang." (I like watching sports content in English so that it improves my vocabulary and also my pronunciation skills, either by listening the speaker, reading descriptions or audience comments. Occasionally I activate the transcribe feature if I don't know what the speakers are saying.)

i. Food Vlogger (Mukbang)

The next content are food vlogger (mukbang). Some students learn English on YouTube by watching food vlogger. Tey stated that they can find new words in the description or video subtitles so that it can improve their vocabulary. As student said,

Student 5

"Kalau saya suka nonton film, video musik, dan food vlogger. Kalau film dan musik yang meningkat itu listening, speaking dan pronunciationku kak, nah kalo food vlogger ku rasa writing dan vocabulary ku yang meningkat kak, karena biasa alat, bahan, dan cara pembuatannya ada di transcribe atau deskripsinya." (I love watching movies, music videos and food vloggers. By watching movies and music videos I can improve my listening, speaking and pronunciation skills, and by watching food vloggers I can improve my writing and vocabulary by re)ading transcripts or vice descriptions.)

j. Talkshow

Most students like to watch English talkshow because they think they are more interesting with guest stars from various backgrounds. They stated that interesting guest stars made them more interested in listening, sometimes they noted important things that were conveyed by

guest stars. It is helped them to improved their listening, speaking, and pronunciation skills, as well as increased their grammar and vocabulary, as student said:

Student 10:

"Saya suka menonton acara talkshow, apalagi kalau bintang tamunya orang-orang hebat, kalau ku nonton mi bisa meningkat listening, speaking, dan pronunciationku kak, karena langsung dengar dan bisa langsung diucapkan. Selain itu vocabularyku juga bertambah karena banyak kosakata baru yang mereka ucapkan, biasanya kalau saya ndag paham yang na ucapkan ku aktifkan subtitlenya kak." (I love watching talkshow on YouTube with great guest stars. So, my listening, speaking, and pronunciation skills also improved because I heard directly from the speaker. Besides that, my vocabulary increases when I hear the new words they say, if I don't know what they are saying, I activate the transcript feature.)"

k. Religious Content

The next content is religious content. Some students watch religious content on YouTube, they stated that their listening and speaking skills improved by listening to English speakers. Besides that, their vocabulary increases by looking at the transcript or subtitle of the video, as student said:

Student 14:

"Saya suka menonton ceramah di YouTube termasuk penceramah mancanegara yang berbahasa Inggris maupun Arab. Konten ceramah berbahasa Inggris mampu meningkatkan kemampuan listening dan speaking saya, adapun konten berbahasa Arab meningkatkan kosakata saya dengan mengaktifkan fitur subtitle atau transkripnya." (I like watching lectures on YouTube, including foreign speakers who speak English and Arabic. Lecture content in English was able to improve my listening and speaking skills, while Arabic content increase my vocabulary by activating the subtitle or transcript feature.)"

2. Challenges of Using YouTube for Learning English

Based on the results of the interviews there were several challenges faced by students in using YouTube as a medium for learning English. They stated that in YouTube they can find inappropriate content. As student said:

"Kalau tantangannya sih kak video-video YouTube bisa diakses berbagai kalangan mulai dari anak kecil hingga dewasa, jadi konten-konten yang tidak pantas pun bisa ditonton anak dibawah umur." (YouTube is accessible to everyone so even young children can watch videos they don't deserve to watch.)"

In addition, a student had an issue of YouTube related to health. A students said that her eye sight was getting more minus during watching video by YouTube and her feeling changed as she find bad news from YouTube, she said:

Student 1

"Kendalaku sih matakku minusnya bertambah kak, terus kalo ada berita yang tidak bagus tiba-tiba muncul itu bisa na pengaruhi mentalku kak karena ku pikirkan terus. Kadang muncul berita negara A menyerang negara B jadi ku pikir ooo mau mi kapang lagi perang dunia ketiga." (The challenge to maybe my eye sight is getting more minus. Then, if I find bad news, it will affect my mental.)

Based on the result interviews, it can be concluded that student face several problems related to internet data, signals or gadget. As the researcher asked her interviewee about their challenges in learning English using YouTube. Some interviewee said that sometimes the phone signal was not good when watching English video, as stated by a student:

Student 4

"Kalo saya kendalaku di jaringan internetnya kak, pas kuota habis kalo pake Wifi suka lama jadi kalo mau nonton itu suka lama." (Challenge that I faced is bad Wifi signal, so it takes more time to watch video.)

Besides that, some students have a problem with the subtitle features that some videos do not provide English subtitles.

Student 7

"Kalo saya kendalanya kak ada beberapa video yang ndak ada subtitle Bahasa Inggrisnya, padahal bagus sekali kalau ada subtitlednya bisa maki pelajari juga." (The challenge is some videos do not provide English subtitles).

DISCUSSIONS

This research attempted to explore the use of YouTube for learning English based on students experience. It was found in the research that students spend using YouTube to learning English specially to improve their English skills.

The English presence on YouTube takes place in an environment where students interact with native speakers, watch English news and lessons, and watch English videos. This activity can have a positive effect on language development as it allows you to practice language in a meaningful way. This result was in line with the study that language exposure becomes one of the factors that determine successful language teaching and learning by Kozhevnikova (2019). In Indonesia, English is recognized as a foreign language where students only use and learn in English at schools. Consequently, they do not use English in their daily lives (Lauder, 2008). Therefore, the amount of target language is very limited, so that teacher is the only source of spoken language. So, with the popularity of YouTube, students are taking advantage of every opportunity and success to master and learn their desired language.

Additionally, student responses to the questionnaire and interviews in this study indicate that they feel more comfortable and relaxed while learning English using YouTube. YouTube gives students access to English-language videos with a wide variety of content, including movies, songs, tutorials, games, and even educational videos. With the use of technology, these varied things are conveniently accessible whenever and wherever. Due of this, YouTube is so adaptable that it may be used by a variety of users with various requirements, opportunities, and preferences. YouTube helps students improve their English skills and knowledge, especially listening, vocabulary, pronunciation and grammar. In line with Watkins and Wilkins' opinion (2011), that using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. As the result, students become confident to learn and practice their English anytime and anywhere.

YouTube medium provides various English language channels that can be accessed by anyone, especially students who want to improve their English, also the lecturers such as TED, TED Talks, Kampung Inggris, BBC News, Speak English With Lucy, Linguamarina, Aussie English, Brilliant English Course, Rachel English, The Official Steve Harvey, Mark Wiens and many more. These channels not only show English lessons, but there are also several channels that contain culinary delights and talk shows, so that students do not feel bored to learn English.

It is also important to note that the participants in this research concur that YouTube's features encourage them to practice their English outside of class. The finding highlights the idea of using YouTube as informal learning is defined as lifelong process by which every person acquires and accumulates knowledge and skills from daily experience and exposure to the environment (Combs & Hmed, 1974; as cited in Mohmed Al-Sabaawi & Dahlan, 2018). YouTube can allow students to take charge of their learning process outside classroom. By doing so, the learners would be able to put into practice the concepts they learn in the classroom (Ahmed, 2020).

Furthermore, classroom atmosphere is still the most desirable for the learning of English language since social media does not offer an appropriate atmosphere for formal language teaching and learning (Mubarak, 2016). Therefore, he suggested teachers to use social media as additional learning tool in classroom. As a result, using YouTube as a learning tool could benefit EFL students in practicing English inside and outside the classroom (Omar, Embi, & Md Yunus, M. (2012).

YouTube media also has challenges that students faced in this study. Students are experiencing internet connection issues, inappropriate content, annoying ads, and unusable transcription features on some videos. Students believe YouTube helps them learn English, so teachers can continue to use YouTube in their lessons, but they need to pay attention to challenges and develop ways to minimize challenges. As a result, students are using the YouTube application to learn English, YouTube helps students improve their English.

CONCLUSIONS

Based on the findings, the students use YouTube for learning English by watching content they like such as film and animation, music videos, educational, gaming, news, how-to, style, sports, food vloggers, talkshow, and religious content. The ways they learn to use YouTube are various, such as activating the subtitle or transcript feature, reading video titles or descriptions, reading comments, listening to music than looking for words they don't know, noting new vocabulary they hear from speakers, practicing pronunciation, etc. These things help them improve their English skills, specifically listening, enlarging their vocabulary, and increasing their pronunciation knowledge. With the various uses of YouTube and the features provided by YouTube, students enable to keep practicing their English anywhere and anytime, so that they can improve their English skills and components, this also makes it easier for students to understand the material presented without feeling bored. It can be concluded that the use of YouTube among English students allows students to learn English as a foreign language independently and they are free to choose their learning.

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