

12. Bringing YouTube into the Classroom, is it Possible or not?

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Bringing YouTube into the Classroom, is it Possible or not?

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ABSTRAK

1

This study aims to determine whether YouTube can be utilized as a medium in classroom learning and to describe the advantages and disadvantages of using YouTube in classroom learning. The research method used is descriptive qualitative by using observation and interviews as a means of collecting data. The results showed that the advantages and disadvantages of using YouTube in classroom learning, the advantages are as follows: 1) students can repeat studying the material by watching some YouTube videos related to learning topics in class and if there are things that are still difficult to understand, they can consult the lecturer courses, 2) the utilization of innovation like YouTube videos has a positive effect on students where they tend to be happy, enthusiastic, and more enthusiastic in the learning process in class. 3) learning objectives can be achieved and the value of the evaluation results also tends to increase. The disadvantages of using YouTube are: 1) not all students have sufficient internet quota to study material from YouTube when they study independently at home, 2) not all video tutorials on YouTube are conceptually correct because there is no evaluation of the quality of the material uploaded on YouTube so that students must be smart in choosing the right tutorial videos. In conclusion, YouTube is highly recommended as an alternative media in classroom learning.

1. Introduction

Technology assumes a vital part in individuals' lives and is utilized in different parts of life, one of which is in the learning process in the classroom through the use of learning media such as YouTube. Technology assumes a significant part in working on the capacities and abilities of students, especially as a medium of learning in English courses.

YouTube provides various kinds of learning materials, one of which is a medium for learning English. Learning is in the form of visuals and attractive designs that are easy to download and apply. Students, especially students, will be very easy to absorb the information provided by the lecturer if it is presented with attractive images and visuals (Burke et al., 2009; Bada & Olusegun, 2015; Alwehaibi, 2015; Albantani, & Madkur, 2017). YouTube can be utilized as a medium for subjects that are considered difficult for students, such as English courses. This course is a compulsory subject that must be taken in all study programs.

YouTube is a site that is utilized to share recordings on the web. YouTube is extremely well known among web clients all over the planet. YouTube can be used by various groups from young people, and children to adults. YouTube can be an alternative for learning video-based skills, as a learning tool to create an active, creative, and dynamic learning experience in order to

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Bringing YouTube into the Classroom, is it Possible or not?

increase knowledge (Duffy, 2008; Clifton & Mann, 2011; Dreon et al., 2011; Jaffar, 2012; DeWitt et al., 2013). YouTube is very popular and has the potential to be used as a medium during the teaching and learning process both in the classroom and outside the classroom. The results of research that have been carried out state that YouTube as a learning media makes learning activities for students more focused, fun, and easier (Jones & Cuthrell, 2011; Kruse & Veblen, 2012; Lichter, 2012; Moghavvemi et al., 2018). In addition, YouTube is a media that can be seen and heard so it is very helpful for both students who have visual and auditory learning styles (Snelson, 2011; Terantino, 2011; Ranga, 2017).

Based on the experience and observations of researchers in English learning classes, in general, students experience the same problems in all English classes, namely: 1) they are less enthusiastic about participating in the learning process in class if the lecturer does not use learning media, 2) they tend to be passive and difficulties when asked to practice language skills that are the goals of language learning, namely listening, speaking, reading, and writing skills. Based on this problem, researchers conducted research related to the use of YouTube as an alternative learning medium in English classes.

The motivation behind involving YouTube as a mode for learning English is to make an environment of educating and learning exercises that produce student interest in following the growing experience from start to finish, understanding the material in such a short class time, yet paying attention to the material well, having a great time and there is likewise great correspondence and communication. There are so many learning recordings on YouTube that lecturer can pick and use for fascinating learning exercises. Lecturer can give YouTube connects to students to study and comprehend as per the materials in the educational program. Then the time in class is used not only to display YouTube videos through the screen but also to discuss things that are not yet understood so that there is active interaction and communication between students and students, and students and lecturers.

YouTube can be utilized as a learning medium and can be utilized whenever unbounded. Students can resume the YouTube connect on the off chance that they don't grasp the material. The formulation of the problem in this study is how to use YouTube as a medium in classroom learning and what are the advantages and disadvantages of using YouTube in classroom learning.

2. Literature Review

Learning media is a device utilized in the conveyance of the educational experience (Marzuki, 2019; Santiana et al., 2021; Marzuki and Lectureana, 2021). Learning is a course of correspondence between students, lecturers, and teaching materials. Correspondence won't run without the assistance of method for conveying messages or media. The utilization of YouTube learning media is one arrangement that can be utilized by lecturers (lecturers and teachers) for students learning achievement. YouTube is one of the most generally utilized learning media to find topic that isn't or alternately isn't grasped, particularly in English examples.

YouTube is the most well-known video-sharing site today. Obviously, recordings are not without anyone else instant learning materials. Cautious preparation by learning goals and coordinating the recordings accessible on YouTube for of help will streamline learning results since they are by the learning styles and interests of the computerized age. As indicated by a study, around 100,000 recordings are watched consistently on YouTube. At regular intervals there are 65,000 new recordings transferred to YouTube. Consistently YouTube is visited by 20 million watchers with most of them going in age from 12 to 17 years (Burke et al., 2009; Bada and Olusegun, 2015). YouTube is certainly not an instructive video sharing site, however in its turn of events, YouTube sent off a unique help for training (www.YouTube.com/edu) in 2009. This help quickly got a positive reaction from clients.

YouTube can be a wellspring of endlessly learning media that can satisfy the needs the necessities of the computerized age. YouTube can expand interest and backing the learning style of the advanced age. YouTube likewise offers opportunities for growth with new innovations that will be helpful when they graduate (Burke et al., 2009; Bada and Olusegun, 2015). Moreover, YouTube likewise gives countless recordings on different subjects that can be coordinated into classroom learning. YouTube will likewise turn into an extremely broad library of free recordings for students that will urge them to become autonomous students.

3. Methodology

This research is a qualitative descriptive study. Qualitative descriptive research is research that seeks to describe things as they are by using words, which aims to obtain a clear, objective, systematic, and careful picture of the topics raised to become problems later. Thus, this study describes and describes the use of YouTube media in learning English in the classroom. The research subjects in this study were students who took English classes at a private campus in Palu City and lecturers who taught courses. The object studied in this study is the use of YouTube media in learning English.

In collecting research data, researchers used several data collection techniques. First, the researcher used the observation method with guidelines on the learning steps in the use of YouTube media in learning English. Second, the researcher uses the interview method to find out the advantages and disadvantages of YouTube media in language learning. According to Darmadi (2014), the steps for collecting data in qualitative descriptive research are (1) data reduction, (2) data presentation, and (3) drawing conclusions. At the data reduction stage, the data is sorted that does not match the problem formulation. At the data presentation stage, the data is presented in the form of a brief description of the results of data collection, obtained from observations and interviews based on the formulation of the problem. In the last stage, conclusions are drawn to answer all the problems raised in the study.

4. Results and Discussion

The results of this study describe how the use of YouTube in learning English in the classroom, what are the advantages and disadvantages of using YouTube media in learning English in the classroom. Lecturers' steps in using YouTube media in learning English based on the results of observations made by researchers regarding the steps for using YouTube by lecturers in learning English are as follows: lecturers use a constructivist approach in learning which comprises of 5 phases, to be specific: 1. Presentation: The phase of getting ready students to partake in learning exercises. 2. Investigation: The phase of distinguishing and actuating the student's earlier information. 3. Rebuilding: The phase of rebuilding the student's underlying information to shape the normal idea. 4. Application: The phase of applying the ideas that have been implicit various settings/conditions or daily existence. 5. Survey and Assessment: The phase of looking into what has befallen the student connected with an idea/learning.

The details of the observations are as follows: In the preliminary activity, the lecturer conveys the learning objectives and then presents the students. After that, the lecturer began to stimulate students with questions that led to the topic of the material to be discussed on that day, namely economic reading and grammar material related to reading texts. But before that, the day before the face-to-face meeting, the lecturer had provided a learning video from YouTube to the class group. In the core activity, students argued with each other about the content of the reading text and related to grammar material, namely the use of parts of speech. Then the lecturer had time to appoint several students to strengthen or refute the opinions of their friends. The learning process happened so much fun. The interaction between students with one can be said to be very good. Do not forget that the lecturer continues to mediate the interaction of his students to straighten and confirm the material so that students understand better. Likewise in the closing activity, the lecturer did not forget to conclude the day's learning, and always emphasized the material to be discussed the following week.

In these learning activities, all learning syntax has been implemented properly and refers to the lesson plan designed by the lecturer. When observing data collection, it was seen that there were no syntax steps that were forgotten by the lecturer. The use of YouTube media in the learning is carried out by the lecturer in accordance with the designed lesson plan, namely using a constructivist approach. Where the approach refers to five stages, judging by the explanation of the learning steps above, the five stages of constructivism have been implemented well.

Furthermore, the results of interviews were conducted outside of learning hours in the learning class with English lecturer informants and management class A students. The results of interviews with lecturers and students are as follows: related to

Bringing YouTube into the Classroom, is it Possible or not?

the advantages of using YouTube media, namely: 1) students can repeat learning the material by looking at several YouTube videos related to the topic of learning in class and if there are things that are still difficult to understand, you can consult the course lecturer, 2) the utilization of innovation YouTube videos has a positive effect on students where they tend to be happy, enthusiastic, and more enthusiastic in the process classroom learning. 3) learning objectives can be achieved and the value of the evaluation results also tends to increase. The positive things said by lecturers and students about the use of YouTube are certainly following the statements of other researchers that YouTube can be utilized by different gatherings from youngsters, kids to grown-ups. YouTube can be an option for mastering video-based abilities, as a learning tool to create an active learning experience in order to increase knowledge and skills (Mujianto, 2019). The purpose of learning YouTube as a learning medium is to create interesting, fun, and interactive learning conditions and atmosphere. That way, indirectly, students will be more enthusiastic to learn and listen to material through YouTube videos later.

The shortcomings in involving YouTube as a learning medium for the lecturers and students are: 1) not all students have an adequate internet quota to study material from YouTube when they study independently at home, and 2) not all video tutorials on YouTube are true concept because there is no evaluation of the quality of the material uploaded on YouTube so students must be smart in choosing the right video tutorial. However, this does not become a deterrent or hindrance since it tends to be survived and anticipated by lecturers and students.

5. Conclusion

Based on the results and discussions that have been presented, several things can be concluded in this study. The steps for using YouTube media in learning English have been implemented and are following the lesson plan prepared by the lecturer. The learning syntax applied refers to the constructivism approach in learning which consists of 5 stages, namely: Introduction, Exploration, Restructuring, Application, and Review and Evaluation. The advantages and disadvantages of using YouTube in classroom learning are as follows, the advantages: 1) students can repeat studying the material by watching some YouTube videos related to learning topics in class and if there are things that are still difficult to understand, they can consult the course lecturer, 2) the use of technology such as YouTube videos has a positive effect on students where they tend to be happy, enthusiastic, and more enthusiastic in the learning process in class. 3) learning objectives can be achieved and the value of the evaluation results also tends to increase. The disadvantages of using YouTube are: 1) not all students have sufficient internet quota to study material from YouTube when they study independently at home, 2) not all video tutorials on YouTube are conceptually correct because there is no evaluation of the quality of the material uploaded on YouTube so that students must be smart in choosing the right tutorial videos. In conclusion, YouTube is highly recommended as an alternative media in classroom learning.

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