

The Use of Youtube as an English Learning Media at Management Program Study of Universitas Mahkota Tricom Unggul *by Roni Juliansyah*

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The Use of Youtube as an English Learning Media at Management Program Study of Universitas Mahkota Tricom Unggul

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Abstract. The demanding situations of the arena of training in assembly the wishes of the internet era are pretty large. This is because of their extraordinary existence experiences, particularly their enjoy in the usage of technology. The internet itself opens up many possibilities for integrating technology in classroom learning. Youtube is one of the getting to know media that may be incorporated in getting to know publications which can be taken into consideration hard with the aid of using students.. The purpose of this research is to be able to find out the benefits that can be taken from youtube for English learning media in English courses. This research is a qualitative research in which the author uses observation, question and answer (interview) and questionnaire. The results of the study show that videos on Youtube can be used as one of the learning media.

Keywords: Youtube; Learning Media; English

1. INTRODUCTION

Today's life cannot be separated from technology. This is because technology has an important role in life itself. Technology can be used in every aspect of life. People today always use technology in various activities ranging from doing assignments, working, looking for job vacancy information, completing work and even looking for information through the internet. The internet has developed so drastically, through internet media, everyone can access various information needed for information development. Various information contained on the internet can be used for teaching materials and teaching materials through the internet are generally more up to date, so that many students are interested in reading and accessing it.

In this era of digitalization, the use of the internet is growing quickly. So it is very natural that the current generation is called the internet generation. The day by day lifestyles revel in of the net era will genuinely have an effect on their questioning styles and approaches of communicating. For the internet generation, the need for internet facilities is a necessity because every activity is always based on digitalization. The excesses of these internet generations have taken advantage of internet facilities for daily needs and activities. Arianto, B. states that one of the most popular digital products by the internet generation is social media (2023). Social media is an online medium, with users can participate, share, and create content easily including blogs, social networks, wikis, forums and virtual worlds (Saroji, A.,2021).

With the rapid development of the internet, this can be used as a moment for teachers to take advantage of digitization media as a learning medium that can be applied in classroom learning because a study in the United States shows that a child who enters college has written 200,000 emails, watched TV for 20,000 hours, played video games for 10,000 hours, used mobile phones for 10,000 hours, but only read less than 5,000 hours. (Bonamici et al., 2005 in Barnes, K., R. Marateo, and S. Ferris. 2007). It means that the development of internet makes people do various activities relating this digitalization tool day by day.

One of the learning media that can be used in learning is youtube. This media affords plenty of coaching materials, one of them is English media. Learning in the form of visuals and attractive designs is very easy to download. Snelson states that youtube is one of the most popular video-sharing services on the internet today (2011). Students will very easily absorb the information provided by lecturers if presented with attractive images and visuals. Visual media is a media that has the primary factors within side the shape of lines, shapes, hues and textures in its delivery. (Sari, D., & Lestari, N. D. 2018). In the context of learning, youtube can be used as one of the teaching media so that learning takes place interestingly and not monotonously because the rapid development of technology and information will certainly also affect education and learning media. There are several subsystems that determine the success of learning, including media/learning aids, technology and teaching (Coombs in Arham. 2020). The development of technology has made it easier for a person to access various information to realize various conveniences in daily activities (Suradika, A. 2020). YouTube is be used as one of the studying media that could aid pupil studying achievement due to the fact there are numerous varieties of movies associated with education. The use of youtube as a learning medium aims to create conditions and an atmosphere of learning that is interesting, fun and interactive. One of the learning activities that makes youtube a learning medium is the language skills of students. (Widyantara, I. M. S., & Rasna, I. W. 2020). Language skills are the ability that a person has to use language. Language skills include listening skills, speaking skills, reading skills, and writing skills. These four language skills greatly support students' language skills. In line with the development of technological advancements, Many language teachers have leveraged technology to improve language instruction in formal educational institutions ranging from secondary schools to colleges. (Khusniyah, N. L., & Hakim, L. 2019). The use of YouTube as an English learning medium has become increasingly popular due to the variety of content available and its flexibility in providing educational materials. Youtube can be used as an effective medium for learning English. Learning media is everything that is used as an intermediary or liaison from the informant, namely the teacher to the recipient of information

or students who aim to stimulate the students so that they are motivated and can follow the learning process in a complete and meaningful way (Hasan, M., et al. 2021). Sutikno, M.S. states that in carrying out the learning process, teachers must be able to use the right learning strategies (2021). Various English getting to know strategies can sincerely entice students' hobby in getting to know. This is a challenge for English teachers in elementary school. It is necessary to innovate continuously from teachers so that students can be actively involved in the learning process. (Maduwu, B., 2016). YouTube provides many videos dedicated to teaching English, from basic grammar to speaking and listening skills. These videos are often created by experienced teachers or educational institutions. There are many specialized channels that focus on teaching English. Examples include BBC Learning English, English with Lucy, or EngVid. These channels provide videos with different levels of difficulty and different learning topics. Many people benefit from visual learning, and YouTube is a well-suited platform for this. Videos can help students to understand the concepts of grammar, pronunciation, and use of words in real contexts. With so many videos in English, students can spend time watching videos, such as vlogs, presentations, or television shows, which can help improve listening comprehension and vocabulary. In addition, It also broadens knowledge of the culture and social context related to the English language. YouTube allows for more interactive engagement through comments, discussions, or quizzes hosted in the video. This can inspire college students to actively take part withinside the mastering process. Motivation is something very important for students in learning activities. The strength or absence of students' motivation in learning English greatly affects the process of learning activities in the classroom (Mubarak, T. A. 2019). In the learning percentage, motivation can be associated with the components in students that generate enthusiasm for learning (Farhatunnisya, A, 2020). Youtube can boom hobby and help the studying fashion of the virtual generation. YouTube also offers a learning experience with new technology that will come in handy when they graduate (Burke, Snyder, & Rager, 2009). Materials on youtube can be accessed anytime and from anywhere, as long as they are connected to the internet. This allows students to learn English according to their own schedule and in a place of their choice. English learning by using internet can expand access to learn resources, increase interactivity, and facilitate between students around the world (RN. Haryadi. 2023). However, there are several things that need to be considered when using YouTube as an English learning medium, such as choosing the right channel or video according to the student's ability level, confirm the accuracy of the information, and ensure that the video or content is relevant to the intended learning objectives. Youtube can be used as a learning medium for courses that are considered difficult for students,

one of which is the English course. This course is a compulsory course that must be taken in the S1 Management study program. In general, it is known that this course is considered difficult by some students because the material is quite broad, the language taught is foreign and also the reading material is quite difficult.

This study studies the extent to which the usefulness of youtube can be used as a learning medium as well as an unconventional learning resource that is familiar with their daily lives. This research is based on learning English courses in the S1 Management study program at Universitas Mahkota Tricom Unggul. The results of this research are expected to be a reference for internet-based learning, especially English courses and other courses in general.

2. RESEARCH METHODS

This research is based on English learning activities in the S1 Management study program of Universitas Mahkota Tricom Unggul by utilizing youtube. There are 35 2nd semester students of Class A Morning class of 2023, all of whom are internet generations. The research lasted for 6 weeks during the lecture period in the even semester of 2023/2024. At the end of the semester, students are asked to fill out a questionnaire to provide responses to the learning process and Youtube as a learning material. There are thirteen questions with five answer options using a Likert scale of 6 ranging from "strongly disagree" to "strongly agree". There is one open-ended question that gives students a place to freely declare their income about integrating Youtube in the classroom.

3. RESEARCH RESULTS

This studies suggests that films on Youtube may be labeled into types. First, videos in the form of lectures or lectures can be used as a source of English learning. In addition, other English-language videos such as interview videos can be used as a source of language variation data. This study also shows that students have a positive perception of the use of Youtube in English classes.

A. Youtube as a Learning Resource There are various topics discussed in English classes in the S1 Manajement study program of Universitas Mahkota Tricom Unggul. These topics are Tenses/grammar; reading text; Listening; Speaking and Writing. These topics are taken from various sources that adapt to the topics taught in a simple language so that they are suitable for S1 students. To enrich the material, apart from books, videos from Youtube are used as a source of learning and also as a source of data. There are many videos shown during the lesson that are tailored to the topics discussed each week. In addition, other

videos are also displayed, for example, interviews with English-speaking foreign celebrities from different regions, making it easier for students to learn English. All these videos are available for free with good picture and sound quality. At the beginning of the semester, students are given a complete syllabus with mandatory and additional reference books. Videos from Youtube watched in class are aligned with the topic of discussion that has been planned. Students are asked to read the mandatory reference book and Youtube videos are played in class as additional information, case examples, and data sources. The lecturer plays the video from the laptop which is transmitted infocus to the screen available in front of the class and the sound is heard from the classroom speakers. Videos that are under 15 minutes long are played live and only then discussed. The long video is divided into several shows and interspersed with discussions.

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B. Student Perception of the Use of Youtube as a Learning Resource The survey to find out student perceptions was carried out at the end of the semester. There are thirteen questions with five answer options using the Likert scale which includes "strongly disagree" to "strongly agree". In addition to the closed questions with the answer options that have been provided, there is one open question that gives students a place to declare their income about integrating Youtube in the classroom. The first part includes thirteen questions that cover the extent of students' perceptions of the use of Youtube in the classroom. In general, students have a positive perception of the use of Youtube in the classroom. Twenty-six students or 74% agreed and eight students or 22.2% strongly agreed that Youtube videos increased their interest in learning English. In addition, 96.3% of students stated that the use of Youtube was interesting. Most students, 88.9%, also stated that videos from Youtube helped them understand the material better. The second part consists of eight questions about the video used in class. This section is divided into two parts, namely questions about videos that contain lectures from experts on certain topics and questions about videos that are examples or data sources in English lessons. In general, students' perception (88.8%) is positive towards videos that contain lectures on certain topics. Most students (85.2%) also have a positive perception of the videos used as examples or data sources in English lessons. All students have a positive perception of the use of Youtube. The phrase that comes up the most is the word "interesting". Some college students expressed their belief that movies from the net can triumph over boredom. In addition, in addition they said that the usage of motion pictures from Youtube has accelerated their hobby in learning. Students also stated that the use of videos from Youtube is more interesting than just reading learning resources from books or listening to lectures. Some

students also expressed the importance of choosing videos that have good sound and picture quality.

4. CONCLUSION

This research is expected to make a real contribution to classroom teachers, especially linguistics class teachers who are interested in integrating the internet as a means and source of learning. The use of Youtube in this English class is very helpful in enriching the material for learners. Input that does not only come from books helps the internet generation who are used to various digital information sources understand learning materials better. This research is also expected to provide an overview of how to integrate technology, especially internet-based video, in the learning classroom of theory courses which are often perceived as difficult subjects by students. Students' perception of integrating technology in the classroom, especially internet-based video technology, is positive. The integration of Youtube in English classes has succeeded in increasing students' interest and interest so that this course is no longer considered a difficult subject to learn.

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