

Learning English Through Youtube Media During The Covid-19

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Abstrak

YouTube kini menjadi sumber hiburan, inspirasi, motivasi, bisnis, dan pendidikan yang lengkap dan terkini. Semua pengguna bisa mendapatkan dari YouTube secara gratis dan tanpa batas. Dengan kemajuan teknologi sangat mudah untuk dipelajari, maka dari itu ada inovasi cara belajar bahasa Inggris online melalui media youtube. Alasan penelitian ini adalah untuk mendapatkan informasi dari media YouTube sebagai proses pembelajaran bahasa Inggris online di era Covid-19 karena proses belajar mengajar bahasa Inggris dari tingkat taman kanak-kanak hingga perguruan tinggi diharuskan online karena adanya Covid-19. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif.

Kata kunci: *Aplikasi YouTube, Pembelajaran Bahasa Inggris, Covid-19.*

Abstract

YouTube is now a complete and up-to-date source of entertainment, inspiration, motivation, business, and education. All users can get from YouTube for free and without limits. With advances in technology, it is very easy to learn, therefore there is an innovation in how to learn English online by means of YouTube media. The reason for this study was to obtain information from YouTube media as an online English learning process in the Covid-19 era because teaching and learning process of English from kindergarten to university level is required to be online due to Covid-19. The method used in this research is qualitative research.

Keywords: *YouTube Application, English Learning, Covid-19.*

INTRODUCTION

March 2020 was the start of the rise of Covid-19 in Indonesia and has entered the Covid-19 infection or coronavirus illness that influences the instruction framework in Indonesia which needs all of us to do online learning. On Walk 11, 2020, WHO pronounced Covid-19 as widespread. The wide spread of the coronavirus is the greatest challenge for instructive education, particularly in Indonesia. To expect the transmission of the infection, the government has issued an approach of social separation, physical separation, and large-scale social limitations (PSBB). The government's approach that requires school exercises to be closed makes the education and learning preparation take put at domestic online.

The problems that arise for a teacher and students are because they have to adapt to online English learning. Teachers send English course materials and assignments online because they cannot meet face-to-face with students and learn online during the pandemic. English itself is an important language for students because English is one of the languages commonly used and has an international status that must be known and English has become one of the general subjects since elementary school in Indonesia. With this pandemic, English teachers must be more creative and active in providing English learning materials to their students. Most teachers have difficulty teaching English to students

online, be it through WhatsApp groups, or google classroom, so teachers need image or video media applications to help students understand English subjects.

A learning media application that can be accessed for free is the YouTube application. YouTube is a free video provider site, with YouTube, we can search for videos according to our wishes and watch them on our computer layer like watching ordinary videos (Mico Pardisi, 2009:1). The YouTube application has provided various types of English learning videos that can be watched by teachers or students anywhere because during the covid-19 pandemic to create it is simpler for understudies to subjects taught by an educator. Because there is the technology that makes it easy for teachers to make videos on YouTube to learn English.

Learning is all forms and means of delivering information or those used by learning theory and can be used for reading purposes in channeling messages, thoughts, feelings, concerns, and students' willingness so that it can encourage a directed teaching and learning process. To improve student learning in online English learning, it is seen to look for fitting and inventive learning strategies or media to be used within the learning preparation.

Various previous studies have shown that one of the most effective learning mediums for enhancing student learning is the use of YouTube media. One way to improve learning during the Covid-19 period is for teachers to remain effective in using YouTube as a medium to help during the Covid-19 period. YouTube itself is a technology that has innovated in the world of education. There are previous studies that examine the effectiveness of online learning in the pandemic era. The study concluded that online learning is very helpful amid a pandemic. This study also shows that students' perceptions of online learning are good amid the covid-19 pandemic (Allo, 2020).

METHOD

A qualitative approach design was used in this study when considering data analysis. Qualitative approach designs present data in words rather than numbers (Bogdan and Biklen, 2007). This study examines the results of data analysis in the form of statements. Understanding a particular phenomenon, process, or perspective of the participants involved is fundamental to interpretive analysis (Ary, 2010). The participant's perspective is to examine statements from the student's involvement in the midst of using YouTube as an online English learning medium in the midst of the Covid-19 outbreak. In disclosing information analysis, students provide their own views about online learning that uses YouTube as a learning medium. This analysis is an important control of the inspection to be efficient. This can be based on the characteristics of content analysis, especially efficient strategies based on the substance of the content of words, expressions, statements, and documentation (Hurabarat et al., 2020). Percentages are used to assist data analysis. This means that the survey design is qualitative rather than parametric. This is used to optimize student perception inference in using YouTube as an online English learning medium during the Covid-19 pandemic. The qualitative design allows the use of numbers in the form of percentages to complete research directions (Maxwell, 2010: 480). In other words, using numbers in qualitative research can provide additional kinds of support for your conclusions.

FINDING AND DISCUSSION

English Learning

English is the language of universal communication, the language of science, and advanced technology and used in almost all fields, so English clearly must prioritized for study among other

foreign languages, Minister of Education and Culture No. 096/1967 dated December 12, 1967, Kartono (1980: 125).

Learning English is very necessary nowadays because almost all systems use English. Learning English during the Covid-19 period has forced English teachers to be more creative and innovative in providing English learning materials to their students so that students do not experience boredom during their online period. A teacher is required to be more familiar with technology and learn to master technology because of this Covid-19 era. Teachers are required to be able to provide innovation in their online classes during the COVID-19 period.

Learning English during the Covid-19 period taught online needs to use online media that can provide English language learning to students anywhere so that they can continue to take online classes. One of the technological innovations is YouTube because, in the form of illustrated videos with pictures in English learning and unlimited duration, it will maximize online learning to be fun.

The role of YouTube media in English Learning

YouTube is a viewing medium, because YouTube is very helpful in terms of learning, especially learning English. After all, YouTube media contains English learning materials that are easy to understand and learn by students.

YouTube is a free scar video provider application and with YouTube then we can search for videos according to our wishes and watch them on our computer screen like watching regular videos. (Mico Pardisi, 2009:1). YouTube was established in February 2005 by 3 former workers of PayPal (an online shopping app), specifically Chad Hurley, Steve Chen, and Jawed Karim. By and large, the recordings on YouTube are video clips of motion pictures, TV, and recordings made by users themselves (Tjanatjantia. Widika, 2013).

YouTube helps the technique of learning to recognize in English classes. YouTube improves students' English proficiency such as reading comprehension, writing comprehension, listening comprehension, vocabulary list, and pronunciation. According to a study by Watkins and Wilkins (2011) states YouTube has the potential improve student's reading skills, writing skills, speaking skills, and listening skills. Kabooaha and Elyas (2018) stated that YouTube had a significant impact on students' vocabulary expansion. According to Watkins and Wilkins (2011) also suggest that YouTube plays a role in improving students' pronunciation.

YouTube has had technological advances that can help people everywhere easily get the information they need today through the YouTube app. In addition to watching videos from YouTube, a teacher can make videos about learning English by themselves and upload them to their YouTube account, then the link can be shared with students to make learning English more enthusiastic because the videos are made by the teacher himself. Learning English through YouTube is easy to do and can be used at any time because you are not stuck with online English lessons with the teacher.

DISCUSSION

The study shows that students' discernments of using YouTube for online English learning during the Covid-19 pandemic are related to four dimensions: attractiveness, effectiveness, relevance, and motivation. YouTube videos are useful and have been proven by EFL teachers to make it easier for students to acquire and improve their language skills (Rangarajan et al., 2019). EFL teachers make various videos and post them on our YouTube channel. From this channel, students learn many things related to improving language skills (Fay & Matias, 2019). The current research focuses on the use of YouTube videos and students' perceptions of learning activities that take place in online learning.

The four dimensions of cognition found in this study are taken from Horton (2003), Raheem (2015), and Balbay & Killis (2017). Aspects include issues of attraction, effectiveness, relevance, and motivation. These issues are explored based on students' online learning experiences during the Covid-19 pandemic. In a compelling way, using YouTube videos in EFL online learning can increase student interaction as they practice imitating the speaker from the video. It is additionally in line with Dollah and Ahmad (2020) who argue that YouTube recordings offer students help to hone in on copying how English words are articulated correctly. In addition, YouTube recordings encourage students to analyze the simple structure of English and they can be used by students in real communication (Michael & Shah, 2020). With the right YouTube footage, EFL educators can help their students develop language skills such as speaking and listening (Zaidi et al., 2018)

Using YouTube as an online English learning medium can be interesting, effective, relevant to course content, and motivate students to learn English online, even during the Covid-19 pandemic. We can conclude that we did. This is evidenced by evidence from the data analyzed by the researcher. The presence of YouTube media is very useful as a means of learning English online during the current Covid-19 pandemic.

CONCLUSIONS

The YouTube role application is very helpful in learning English during the Covid-19 period. YouTube media is a fun learning choice in the Covid-19 era because of government policies. YouTube roles provide a fun learning solution. YouTube media not only provides text, but images animated videos, and videos are also included. YouTube Mods get people's attention to use it, especially students. Using YouTube as a learning medium for EFL online learning, students can easily learn and improve language skills such as speaking, listening, grammar, pronunciation, and vocabulary acquisition.

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