

DELIVERING ENGLISH CLASS THROUGH YOUTUBE TO THE FIRST SEMESTER STUDENTS OF ISLAMIC EDUCATION MANAGEMENT STUDY PROGRAM AT DATOKARAMA STATE ISLAMIC UNIVERSITY PALU

Afifah, H. Suleman

^{1,2}Program Studi Tadris Bahasa Inggris, FTIK UIN Datokarama Palu
afifah@iainpalu.ac.id

ABSTRAK

Platform media sosial telah menjadi salah satu atribut utama untuk belajar mengajar. Salah satu platform digital yang banyak digunakan adalah YouTube. YouTube berfungsi tidak hanya sebagai media sosial untuk berinteraksi dengan dunia, tetapi juga sebagai media pengajaran untuk menyampaikan materi. Penelitian ini dilakukan untuk mendapatkan lebih banyak informasi terkait penggunaan YouTube dalam proses belajar mengajar. Pertanyaan penelitiannya adalah, “Bagaimana penggunaan YouTube dalam menyampaikan pelajaran Bahasa Inggris kepada mahasiswa semester I Program Studi Manajemen Pendidikan Islam di Universitas Islam Negeri Datokarama Palu?” Ini adalah studi kasus dalam penelitian kualitatif. Instrumen yang digunakan dalam penelitian ini adalah observasi yang dilakukan sebanyak enam kali pertemuan dan wawancara dengan delapan pertanyaan kepada tiga belas mahasiswa semester I Program Studi Manajemen Pendidikan Islam UIN Datokarama Palu. Hasil penelitian ini menunjukkan sudut pandang dosen dan mahasiswa terkait pertanyaan penelitian. Para dosen memandang YouTube sebagai salah satu solusi untuk mengatasi masalah penyampaian pembelajaran jarak jauh. Menjelaskan materi Bahasa Inggris melalui YouTube bisa sangat menantang. Dosen harus tampil baik di depan kamera saat menyampaikan materi. Dari sudut pandang mahasiswa, YouTube membantu mereka memahami penjelasan materi Bahasa Inggris dengan mudah. Mereka tidak perlu mengunduh video dan menyimpannya di memori telepon. Mereka hanya perlu mengklik tautan dan menonton video di YouTube.

Kata Kunci: YouTube, kelas Bahasa Inggris, pembelajaran jarak jauh

ABSTRACT

Social media platform has become one of the main attributes for teaching and learning. One of those digital platforms widely used is YouTube. YouTube functions not only as a social media for interacting with the world, but also as a teaching media for delivering material. This research is conducted to gain more information related to the use of YouTube in teaching and learning. The research question was, “How was the use of YouTube in delivering English class to the first semester students of Islamic Education Management Study Program at Datokarama State Islamic University Palu?” This is a case study in qualitative research. The instruments applied in this research were observation which was conducted as many as six meetings and an interview with eight questions to thirteen first semester students of Islamic Education Management Study Program at Datokarama State Islamic University Palu. The result of this research showed the point of view from the lecturers and the students related to the research question. The lecturers viewed YouTube as one of solutions for solving the problem of delivering distance learning. Explaining material of English via YouTube can be seriously challenging. The lecturers should perform well in front of the camera while delivering the material. From the students’ point of view, YouTube helped them understand the explanation of English material easily. They did not have to download videos and save them in the phone memory. They only needed to click the link and watch the videos in YouTube.

Keywords: YouTube, English class, distance learning

INTRODUCTION

Teaching is a kind of a profession that relies not only on the ability of a teacher to teach but also on the ability of a teacher to read the situation of the students they teach or they are going to teach. A teacher needs to analyze and diagnose the students' problem, condition, and need. As stated by Arifuddin M. Arif (2013: 26) that a teacher works as same as a doctor works. A doctor will diagnose the patients first in order to decide the best treatment to heal the disease, while a teacher needs to diagnose the students in order to give the best strategy to deliver the material and reach the teaching objective. Therefore, it is important for a teacher to find out what his students need to encounter obstacles they have in learning before deciding the method to be used.

In the pandemic situation, teaching and learning activities can be stressful both for teachers and students. It is an undeniable fact that distance learning has led teachers and students to a kind of situation in which they have to reach the teaching objective without being able to interact directly as they used to do in normal classroom. They also have to buy internet data in order to be able to deliver or join a class. Additionally, they also have to encounter a problem such as bad internet connection. These circumstances can create a feeling of unmotivated and discouraged toward the dull activities in teaching and learning. Looking at the obstacles, a teacher should find out a media that functions not only to deliver the material but also to ease the students to encounter their boredom and unmotivated feeling to learn. As explained by Novian Traiwidia Jaya (2010: 41), when both the teacher and students feel relaxed and comfortable each others, the motivation would emerge to create an effective learning process.

Finding the best method and strategies for teaching can be very challenging for a teacher. Therefore, Richard I. Arends (2008: 4) writes that teaching is a kind of an art relies on experience and practice. This can be said as one of the differences between an experienced teacher and an inexperienced one. Experienced teachers who have taught English for years and continuously practiced

teaching will find an activity of teaching as a self reflection in which they develop their creativity and talent in teaching. Something like selecting methods and strategies will be challenging for them. They can read the situation and fit it with their teaching program.

In the pandemic situation, teachers are required to find a good solution for distance learning. There are many digital platforms that can become media for delivering teaching material. One of the popular digital platforms used by million people around the world is YouTube. As stated by William L. Hosch in Britannica (2022), YouTube is a website for sharing videos, registered in 2005 by Steve Chen, Chad Hurley, and Jawed Karim. YouTube is well known for its famous features such as upload, like, subscribe, and comment videos. Lately, YouTube has live streaming and shorts features. Soon YouTube can attract million people all around the world whether for uploading, sharing, liking, or commenting videos. Nowadays, YouTube has transformed to fit people's need such as for advertising, promoting, presenting, even for teaching.

In Islamic Education Management Study Program at Datokarama State Islamic University Palu, English is taught as a general subject. The materials relate to general English such as the use of parts of speech. The students are expected to be able to use English to communicate both orally and visually. Besides they are expected to construct simple English sentences used in daily life, they also are required to be able to understand visual English such as understanding kinds of English literature related to their major. The researchers applied YouTube as a media to deliver English class to the first semester students of Islamic Education Management Study Program. In line with the teaching objective, language has two fundamental features as written by Geoffrey Broughton et.al. (1980: 26). Those two features are productivity and structural complexity. In the YouTube videos, the materials given were about grammatical structure as well as the use of language. The students were encouraged to construct English sentences grammatically

as well as to produce the language orally by making and uploading videos in YouTube. So, every student should have a YouTube link as well as the researchers.

There are some researches discussing about the use of YouTube for teaching. The first is the proceeding by Diki Riswandi (2016: 298) entitled "Use of YouTube Videos to Improve Students' Speaking Skill". The objective of the study is (1) to describe to what extent the use of YouTube-based videos can improve the students' speaking skill, and (2) to describe the teaching and learning process when YouTube-based videos are implemented in the class. The subjects were the seventh grade students of Junior High School in Surakarta. The finding of the study showed the improvement in the students' speaking skill, such as at fluency, vocabulary, pronunciation, grammar, as well as content.

The second research was entitled "Teaching Using YouTube Tutorial Videos to Improve Students' Speaking Skill" by Ida Prasetianing Jati, et. al. (2019: 101). The aim of the research is to investigate how YouTube Tutorial Videos can improve students' speaking skill in performing procedure text. The result showed that the speaking skill of students improved in three aspects such as accuracy, fluency, and performance. It was also found that native English speakers videos were less helpful than the videos uttered by non-native speakers since non-native speakers speak slower with clear articulation.

By having class via YouTube, students were expected to gain independency in learning English. One of the challenges in conducting distance learning is to enable the students to learn independently. They can learn wherever they are by using any kind of learning styles they have. Konder Manurung (2007: 15) writes in his book that many learners are not quite familiar to study independently. However, due to pandemic in which face to face class is not suggested, teachers and lecturers should be able to use digital platform including social media for conducting distance learning requiring independent learning.

In this study, the researchers not only delivered the materials via YouTube but also motivated the students to make their own YouTube channel in which they could make videos of their speaking tasks assigned by the researchers. In order to be able to do the tasks, the first aspect that they should have was self-confidence. Why? By having self-confidence, it would enable them to perform well in front of the camera. This is as explained by H. Douglas Brown (2001: 62) that self-confidence in learning is required as a belief in students' hearts that they are able to accomplish the tasks.

The decision of delivering English class via YouTube was taken by having several reasons. The first was conducting the distance learning. The second was to avoid dull activity. The third was to develop the students' self-confidence. The last was to stimulate learning. As explained by Jack C. Richards and Willy A. Renandya (2002: 362) that video-based lessons can be good stimulation and rich resource for teaching and learning. By watching and listening English material and explanation through YouTube, the students tried to activate their interest to learn not only grammatical structure of sentences, but also other aspects such as vocabulary, sentence order, as well as pronunciation.

RESEARCH METHOD

This is a qualitative research using study case for collecting data. Jack R. Fraenkel and Norman E. Wallen (1990: 11) write that qualitative research is known as a detailed study. It can deeply evaluate individuals or documents. As stated by Shona McCombes (2022), a study case is a kind of qualitative research studying people, places, events, or phenomena in social, educational, clinical or business environment.

To collect data, the researchers applied two instruments – observation and interview. In this research, the researchers took a role as participant observers. Participant observers as explained by John W. Creswell (2005: 211) are observers who involve in the research site. In this case, the researchers took roles both as the observers and the lecturers. The researchers conducted

observation as many as six meetings in the classroom and an interview consisted of eight questions to thirteen first semester students of Islamic Education Management Study Program at Datokarama State Islamic University Palu.

RESULT AND DISCUSSION

The question of the research is, "How was the use of YouTube in delivering English class to the first semester students of Islamic Education Management Study Program at Datokarama State Islamic University Palu?" In order to answer the research question, the researchers used two instruments. The first instrument that the researchers applied was the observation. The observation was conducted in the class with twenty one students. It was held as many as six meetings of delivering English materials by using YouTube.

At the first meeting, the researchers shared a YouTube link related to the video of English nouns. In the video, the researchers explained about definition of noun, examples of noun, countable and uncountable nouns, regular and irregular plural nouns, and functions of noun such as for telling object, asking object, telling position, and asking position. The duration of the video was twelve minutes and twenty two seconds. After sharing the YouTube link to the students, the researchers let the students to watch the video. Next, the researchers opened the discussion with the students related to the material in the video. At the end of the class, the researchers instructed the students to construct five English sentences using noun.

The video shared in the second meeting was still about English nouns. However, it discussed about singular and plural nouns, concrete and abstract nouns, and functions of nouns such as for telling existence, for telling possession, for telling occupation, as well as the discussion about subject-verb agreement. The duration of the video was seventeen minutes and fifty five seconds. After having discussion with the students, the researchers instructed them to construct five sentences based on the criteria in the sub-topics of the material.

In the third meeting, the researchers delivered material related to English verbs. The sub-topics discussed were the definition of verb, examples of verb, transitive and intransitive verbs, and the functions of verb for telling daily activities and for telling progressive activities. The duration of the video was sixteen minutes and thirty three seconds. The students were assigned to tell their daily activities orally. They had to make a YouTube video and share the link in WhatsApp group.

The material in the fourth meeting was still about English verbs. However, the sub-topics discussed were different from the previous material. The researchers explained about regular and irregular verbs, forming ed-forms, functions of verbs such as for telling past activities, and the use of "ever" and "never" in past participle verbs. The duration of the video was twenty minutes and fifty nine seconds. In this meeting, the students were assigned to create a YouTube video in which they narrated their past activities.

In the fifth meeting, the students discussed about English adjectives. The sub-topics were the definition of adjective, the use of adjective such as for telling color, size, shape, taste, condition, feeling, opinion, and for describing objects as well as for describing people. The duration of the video was ten minutes and thirty seconds. After having discussion with the students, the researchers instructed them to construct five sentences by using adjectives.

The sixth meeting was the last meeting of the English class for observation. The researchers delivered the material in YouTube related to English adverbs. The sub-topics discussed were the definition of adverb and kinds of verbs such as adverb of time, adverb of place, adverb of manner, adverb of frequency, and adverb of degree. The duration of the video was seventeen minutes and twenty two seconds. After watching the video, the students were assigned to construct one sentence for every kind of adverb. Therefore, the total of sentences they had to make was five sentences.

After accomplishing the observation for six meetings, the researchers then

conducted the interview. The total number of students in the class was twenty one. However, the researchers only interviewed thirteen students. They were provided as many as eight questions related to their experience, opinion and suggestion when having English class with the explanation delivered via YouTube.

In the first question, the researchers asked the students about their opinion related to listening English class through YouTube. They said that they found it easy to understand the explanation via YouTube. The explanation was detail and covered all the sub-topic discussed in the material. Listening to the explanation via YouTube enabled them to focus on the way the lecturers pronounced every single word, so that they could learn pronunciation as well. One of the advantages of having lecturers explained the material via YouTube was that they could replay the video whenever and wherever they needed to. Most of them agreed that it was one of the solutions of having online class in pandemic.

The second question was about how they learned English by having class in YouTube. They said that they only needed to click the link of YouTube the lecturers shared in the group, and watch the video. While watching the video, they took note whatever they did not understand from the material or from the explanation.

In the third question, they were asked about their opinion whether they found it advantageous to have online class via YouTube. Majority of them agreed to say that it was beneficial to have lecturers explained the material in YouTube and shared the link to them, so that they could watch it wherever they were. Sometimes they complained about having only written material and explanation in other platform since they thought that they did not interact with their lecturers due to the missing of voice.

The fourth question related to various advantages they could have when having online class via YouTube. They said that one of the advantages was that they could find the power point as well as the oral explanation only by watching the YouTube video shared. They did not have to

download the video. Whenever they need to replay it, they just had to click the link.

In the fifth question, the researchers questioned the students related to the disadvantages of having online class via YouTube. They explained that they had to find a silent place where they could watch and listen to the video carefully in order to understand the material. If they were accidentally in a noisy place, they hardly concentrate in listening to the explanation in the YouTube video.

The sixth question was about their solution related to the disadvantages they found. They encountered the problem by having earphone or headphone while listening to YouTube video their lecturers shared. If they did not have an earphone, they had no choice other than finding a silent place.

In the seventh question, the students were delivered question related to their opinion about the quality of explanation of English material. They agreed that the explanation was clear, simple, and interactive. Sometimes, the lecturers asked them questions or give explanation with a wavy intonation so that they could feel that their lecturers were in front of them. The explanation was in order based on the sub-topic in the material. So they found it easy to relate the material and the explanation.

The eighth question was the last one. The students were asked about their opinion related to the system of assigning via YouTube. The students were instructed to make video about daily activities at the third meeting and about past activities at the fourth meeting. After that, they had to upload their videos to YouTube. They said that it was challenging. They had to make videos and did editing before uploading them to YouTube. The students needed to find a silent place with good internet connection so that they could accomplish the task.

Making, editing and uploading a video to YouTube were activities that require accuracy. It needs concentration while working in detail. The researchers created the videos of teaching English by using an application namely AZ Screen Recorder. In the application, the researchers needed to

make a power point first before making a video. The power point was about the material that would be discussed in class. The researchers had to click “record” in the application, set the voice and the power point on, and the recording was ready to use.

One of the advantages of delivering English class through YouTube is that teachers and lecturers can explain the material as if they are in the classroom in front of the students. They can also take a look at how many times their videos are watched in YouTube. As a result, they can remind the rest of the students to watch the video if the total of how many times their videos are watched is less than the total of the students. Another advantage is that by having videos in YouTube, teachers and lecturers do not have to save the videos in their phone memory. The other advantage is that they can set the privacy for every video they upload. There are three privacy options in YouTube such as public, private, unlisted. In this research, the researchers always set the privacy as listed, so only those given the link would be able to watch the videos. Nevertheless, delivering English class via YouTube also has some limitations. One of them is having adequate internet connection. It is very necessary to have good internet connectivity while uploading a video to YouTube.

CONCLUSION AND SUGGESTION

YouTube is a social media platform where anyone can share their videos to the world. By having YouTube, people can share their activities, hobbies, concern, talent, and many others. In distance learning, YouTube can be used as a media for delivering class. In this research, YouTube was used to deliver English class to the first semester students of Islamic Education Management Study Program at Datokarama State Islamic University Palu. To answer the research question related to the use of YouTube in delivering English class to the first semester students of Islamic Education Management Study Program at Datokarama State Islamic University Palu, the researchers applied two instruments such as observation and interview.

The result from observation showed that YouTube can be a media for teaching English by sharing videos. Students did not have to download the videos and save them in the phone memory. They only needed to click the link the researchers shared in the group, then they would directly be able to watch the videos in YouTube. The duration of the videos was ten to twenty minutes. They students were also encouraged to make their own YouTube videos related to the material discussed.

From the interview, the researchers found information that the students found it easy to listen to the explanation delivered via YouTube since they could watch their lecturers explaining the material in the video. They could also pay attention to the pronunciation of every single English word from their lecturers in the videos. They could also learn about the intonation. They did not have to save the videos in the phone. Whenever they needed to replay the videos, they just visited the YouTube link and watch the videos. They could watch the videos whenever they wanted as long as the place had sufficient internet connection. However, there were some limitations of having English class via YouTube. One of them was that they needed to find out a silent place where they could listen to the videos carefully. When they accidentally were in a noisy place, they had to use an earphone or a headphone.

From the researchers' point of view, delivering English class through YouTube could be one of the solutions for conducting distance learning especially in pandemic situation. The researchers felt as if they were teaching the students in the classroom, explaining the material to the students as usual and had interaction with the students in the comment column of YouTube. They could also monitor how many times their videos watched. Besides, having teaching videos in YouTube had saved phones from being full of memory storage. However, there was also a limitation of delivering English class via YouTube such as having good internet connection to upload as well as to watch videos.

To deliver English class through YouTube, teachers, lecturers and students

should have sufficient internet data and adequate internet connection. Supporting sound system for making videos as well as earphones or headphones are also required to create the best learning atmosphere that can reach the teaching and learning objectives.

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