

Students' Problem of using Youtube video as English Learning Media During Covid-19 Pandemic

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Abstract

This study aims to analyze the students' problems in using Youtube videos as online English learning media during covid-19 pandemic at grade XI of SMK Al-Hasra. The research subject consists of 15 students of XI grade SMK Al-Hasra. The data are collected using qualitative research methods, namely the type of basic interpretive studies where the data are obtained by questionnaire to the student in the Google form. The result of data analysis showed that 73% of the student agree that the use of Youtube video as English Learning media has a problem that is need to fix in order to create the learning activity more excellent. Based on the research result of this study, the use of Youtube as online learning media need some enhancement in order to make online learning using Youtube even more effective.

Keywords: *Youtube Videos, Covid-19 Pandemic, Learning Media, English*

Introduction

At the end of 2019, there is a virus outbreak in Wuhan, China. Slow but sure the virus spreading throughout the country and the world. And at the beginning of 2020, most countries in the world including Indonesia started facing new problems that changed almost all activities of life caused by the virus called Covid-19. The bad impact of the coronavirus disease (COVID-19) pandemic also impacted the education sector. Therefore, the government issued a new policy for all activities including learning activities to detain the spread of the virus by reducing the physical interaction between one and another. This policy demanded students from elementary school, junior high school, boarding school, senior high school, or vocational school, and even college students stay at home and do online learning from home. (Purwanto et al., 2020).

In most of the cities in Indonesia, the teaching and learning activities changed from usually face-to-face learning to online learning. As a consequence, it creates a different experience for most teachers and the student, especially for the student as a remote learner, and the teacher that has less experience implementing online learning. This situation automatically generates a new problem not only for the teacher but also for the student. During this Covid-19 pandemic era where almost all schools doing online learning models, the role of technology becomes the most important role in order to run the online learning model. Stošić (2015) states that technology in the education sector has a big important role in students' learning that can help them obtain a variety of cognitive knowledge goals. In this modern era, teachers can use a lot of teaching-learning media for conducting the online learning materials to students to keep up with online learning as targeted and designed through learn from home design. Some of the learning media are Edmodo, Schoology, Zoom, Google Meet, Youtube, etc.

Online learning is a learning activity that is using various technology such as smartphones, computers, tablets, laptops, etc. Also, the internet connection that is allowed to connect the students in online teaching-learning activities (Dhawan, 2020; Blake, 2011). Particularly, online learning is a learning situation in which the continuity of learning occurs with technology supported by an internet connection (Uli SylphiaSimanjuntak, 2021). One of the online learning media that is commonly used in any school is Youtube. The reason why plenty of teachers uses Youtube as a teaching medium in the online learning process is that Youtube is the most accessible media. YouTube is also one of the top popular video-sharing websites in the world. YouTube itself is one of the platforms that can offer and provide various types of materials needed in various subject areas such as English (Uli SylphiaSimanjuntak, 2021). The use of Youtube as a teaching and learning media also developed in learning English listening skills in one of a school in Depok city, West Java. Which the place that the researcher's place in conducting teaching listening skills through Youtube video in online learning during the pandemic, the school name is SMK Al-Hasra Depok.

Some of the researchers have been conducted research related to learning through Youtube video, Juliati (2019) conducted research about the use of Youtube video to improve listening skills, and the research shows there is a significant improvement in the mean score of each test. Another research about using Youtube as teaching media was conducted by Abang Muhammad Rizkan (2018), the result of research shows that the use of Youtube is more effective than using Audio to teach listening comprehension and there is an interaction between the teaching media implemented in teaching listening. Jalaluddin (2016, p.2) also expressed that YouTube has a lot of various material, not only such as a learning English tutorial but also a conversation that can improve the students' listening ability.

Although a lot of research shows that using Youtube video as an online learning media gave a positive result, there is still a deficiency or a problem for the student in learning through Youtube video. According to the writer's experience in conducting online learning through Youtube, there is some student that didn't get the material well. One of the students say that they were still confused about the material, and the other one said that the material is boring to watch so the student skipped the video and didn't get the material really well. It is clearly shown that learning through Youtube videos has some problems for the student. The teacher should be able to adjust the learning material and how they deliver the material through Youtube videos, then the online learning activity can be more effective and efficient (Ariani,2021).

Since the covid-19 pandemic spread all over the globe and the government decided to use online learning instead of face-to-face learning. SMK Al-Hasra uses Youtube videos as one of the English learning media. In fact, there is no such thing as a flawless thing, Youtube videos as English learning media needed an enhancement in order to make it even better. Some of the students still struggle to digest the Youtube video material. The researcher conducted an interview with the student through online media. The student reveal that they still had difficulty learning the material from Youtube. After the researcher conduct an interview about difficulties with Youtube video as English learning media, the researcher was interested to carry out research about "Students' Problem of using Youtube video as English learning media during Covid-19 Pandemic".

Method

In this study, the researcher uses a descriptive Qualitative research method. Unlike quantitative, words or a form of description is mostly shown rather than numbers in Qualitative research design (Bogdan and Biklen, 2007). This research carries out the data results of the analysis in a descriptive form. It is a general descriptive analysis to understand a phenomenon, a process, or a particular perspective from the participants involved (Ary, 2010). This research was conducted at SMK Al-Hasra Depok, with 15 students as the sample in class XI Perbankan Syariah academic year 2020/2021 which is located in Depok, West Java. The technique of collecting data in this research is using purposive random sampling. Purposive random sampling is a sample that is adjusted according to the research purpose. According to sugiyono (2014), purposive random sampling is a perfect match for the qualitative research method. In this research, the researcher gives a questionnaire regarding the students' problem in using Youtube videos as English learning media during the Covid-19 Pandemic.

Results and Discussion

In this research, the data was collected from the online questionnaire and interview result which was conducted on 15 students of XI grade perbankan syariah SMK Al-Hasra Depok, West Java. The questionnaire consisted of 5 questions asking about their problem in conducting online learning activities through Youtube videos. Four types of the scale were employed in the questionnaire such as: Strongly agree, agree, disagree, and strongly disagree. It was expected to give better responses as they were asked to reflect on their problem during teaching and learning English through Youtube. The result of the interview and questions can be seen in Table 1 as follows.

Table 1. The Students' Problems While Using Youtube

Statements	SA (strongly agree)	A (agree)	D (Disagree)	SD (Strongly Disagree)
The video is too long	73,3%	20%	6,6%	0%
The material is boring	66,6%	13,3%	20%	0%
Lack of video quality	46,6%	46,6%	6,6%	0%
Don't have any device to access Youtube	0%	6,6%	13,3%	80%
Difficult to understand the material	33,3%	60%	6,6%	0%

This research revealed the students' problem using Youtube videos as English learning media during the covid-19 pandemic era. Youtube video is actually useful for teaching and learning activity, it is proven by some of the previous research about learning English through Youtube videos. Teachers are able to create various videos and post them on YouTube channels. From the channels, students learn many things dealing with language skill improvement (Fay & Matias, 2019). Even though it is good teaching and learning media, does not mean it does not have any problem. In this research, some of the students' problems using Youtube video as English learning media was described in the following discussion.

The first problem that showed up is the duration of the material was too long, 73% of the students strongly agree about this problem. The interview indicated the students were too lazy to watch the video because the duration is too long and ineffective. According to this kind of problem, the researcher concluded that the teacher should be able to make the material video

on Youtube straight to the point. It means the teacher should make the video shorter by reducing any unimportant things in the video. Also, the pace of the speech does not too slow because it can make the duration longer. According to the interview result, students prefer to watch 5 minutes video but straight to the point rather than 20 minutes video but too much talking. The second one is the material is boring. According to the questionnaire result, 80% of the students agree about this problem. The material is boring because it was too flat or just an ordinary video. In order to solve this problem, the teacher should be able to make the material different or even more creative. The teacher had to figure out how to make the material more interesting and make the student curious about the material video on Youtube. In this modern era, there is plenty of creative English learning video that can be learning sources or even as an example for the teacher in order to make a creative English learning material video.

The next problem with using Youtube videos as English learning media is the lack of video quality. 46% of the students strongly agree about this problem. In order to make sure that the material is properly delivered to the students, the video should have good quality. In this modern era, where most smartphones had a very good quality camera and feature, it was not so difficult to make a good quality video. The teacher had to make sure that the material video on Youtube that they give to the students has a good quality. Not only the visual but also the audio. Because audio is the key to having a good quality video. They have to make sure that the audio does not have too much noise and has clear audio. According to the researcher's experience, the video not should be so perfect but at least the students can see the visual and hear the audio properly.

The fourth problem with using Youtube as English learning media during the covid-19 pandemic is the students do not have any devices to access Youtube. Most of the students disagree about this problem statement. Because most students in Indonesia especially in a big city such as Jakarta or around Jakarta already has a device at home. However, there are still a few students that is still do not own a gadget. The best solution for this problem is the student had to borrow a smartphone from their neighbor or their family. Another problem that came up using Youtube videos as English learning media is the student's difficulty to understand the material. More than 90% of the students agree about this problem statement. Some of them were still confused or did not get the material after they watched the video. The solution to this kind of problem is the teacher should make a discussion or feedback after the student watched the video. Not only after they watch the material, but also the teacher can make a direction or a guide before the student watch the material. The teacher can also give a conclusion or the main point of the material. This can make the student easier to understand and learn the material.

Conclusion

From the description above, it can be concluded that using Youtube videos as online learning media during the pandemic era have some problems that the teacher had to consider. It is proven by the interview and questionnaire result that most students agree about the problem statement. Although it has several problems for the teachers and students, the teacher can develop the learning activity using Youtube media during the pandemic era by understanding the students' problems during the learning activity. The researcher hopes that the result of this study can be used as information and reference for the teachers, parents, or another researcher to make the learning activity in the pandemic era even more perfect.

Acknowledgment

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