ENGLISH LANGUAGE LEARNING EXPERIENCES IN SELECTING YOUTUBE VIDEO

(*A Descriptive Qualitative Research on the Sixth Semester of the English Language Education Program Regular-A Students in Teacher Training and Education Faculty of Universitas Tanjungpura in the Academic Year 2023/2024)*

A THESIS

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UNIVERSITAS TANJUNGPURA

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Submitted to fulfill one of the requirements for writing a thesis in English Language Education Research Program, Language and Art Education Department of Teacher Training and Education Faculty

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I truthfully state that this thesis entitled "English Language Learning Experiences in Selecting YouTube Video" is my own work and I am responsible for the content of this thesis. Others' writings that are included in it are cited in accordance with the ethical standards.

Pontianak, 24 June 2024

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Pontianak, 27 Juni 2024

Isni Yulia Nur

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ABSTRACT

Isni Yulia Nur. (2024). English Language Learning Experiences in Selecting YouTube Videos

Supervisor I : Dr. Endang Susilawati, M.Si

Supervisor II : Surmiyati, M.Ed., Ph.D

YouTube can be a valuable tool for enhancing students' understanding of the English language, as it is well-recognized as a website that offers a diverse range of videos across many contexts. YouTube is a valuable and accessible resource for learning English due to its wide collection of instructional videos (Khoiroh, 2021). This research aims to determine the criteria for selecting YouTube videos, the challenges, and the impact of using YouTube videos to learn speaking and listening skills through descriptive qualitative research. The participants of this research are four students from class A+ sixth-semester English education regular-A students at Universitas Tanjungpura in the 2023/2024 academic year. The interview was used in data collection and analyzed using qualitative analysis techniques. Based on the participants' experiences, they use YouTube videos to learn English, such as improving their speaking and listening skills, using audio quality, native speakers, daily conversation context, subtitles, and video duration as the criteria they use to select YouTube videos. Apart from that, they also used recommendations given by lecturers or friends, and they consider these videos trustworthy because they have been used before by their lecturers or friends. The participants also experienced challenges when selecting the YouTube videos they would use. The challenges include finding videos with good audio quality, dealing with poor production quality, finding relevant videos, and overcoming technical problems. Using the criteria for YouTube videos that suit the participants' needs and facing several challenges in selecting it, they still said that YouTube videos can improve their speaking and listening skills.

Keywords: Language Learning, YouTube Video

CHAPTER I

INTRODUCTION

1.1. Research Background

Nowadays, YouTube has become more popular with people, particularly students. YouTube is a video-sharing website that allows users to find, watch, upload, and share videos. According to Balcikanli (2011), YouTube offers various language learning opportunities. It offers learners access to diverse language resources, including songs, music videos, movie trailers, talk shows, lectures, debates, and parodies. YouTube may serve as a valuable educational resource, facilitating the spread of knowledge through educational videos produced by individuals and Media corporations. YouTube can be a valuable tool for enhancing students' understanding of the English language, as it is well-recognized as a website that offers a diverse range of videos across many contexts. YouTube videos enable students to engage in independent research beyond the limitations of the classroom.

In addition, YouTube provides students convenient access to videos featuring native speakers, facilitating the acquisition of natural English pronunciation, listening skills, and speaking skills in appropriate contextual and situational settings. According to Purwanti *et al.* (2022), videos on YouTube have a beneficial impact on students' speaking skills, including enhancing their pronunciation, improving their intonation, advancing their grammar, expanding their vocabulary, refining their fluency, and boosting comprehension while promoting their independence. Hendrayasa (2021) also

stated that YouTube video advantages for listening in the English Language include its provision of real information, its usefulness as a learning resource, and its ability to enhance students' understanding of the subject matter through visual accompaniment. Recently, Tan (2013) found that YouTube can support self-directed learning in choosing learning content and types of videos that students choose freely to be watched. Videos posted on YouTube differ in quality and reliability, so there is a risk of inaccurate information being disseminated, which can be a significant challenge in learning the media and processes.

Several studies have been conducted to ascertain the effectiveness of YouTube videos and gather students' experiences on the existence of YouTube videos. Khoiroh (2021) found that YouTube is a valuable and accessible resource for learning English due to its vast collection of instructional videos. The study suggests that YouTube videos can be a valuable resource for improving students' listening and speaking skills, potentially positively affecting their language proficiency. The other study, done by Aboudahr (2020), concluded that YouTube provides a diverse array of videos that can be used as effective English learning tools, particularly in improving students' listening abilities.

Previous research only revealed the general impacts from using YouTube videos for students to learn English. Hence, the researcher wanted to reveal how students select YouTube videos and the challenges they face in selecting the videos they will use to learn English. In particular, it aims to investigate how students selecting YouTube videos to be used as learning materials

through interviews. In this research, the researcher explored the sixth semester of the English Education Program for regular-A students' in Teacher Training and Education Faculty of Universitas Tanjungpura in the Academic Year 2023/2024. The researcher explored Universitas Tanjungpura students, especially class A+ sixth-semester 2023/2024 academic year because before conducting research, the researcher found several experiences of students selecting YouTube videos to learn speaking and listening skills, namely: 1) The students used YouTube videos to learn speaking and listening skills. The students use YouTube videos for independent learning for approximately 1-2 years; 2) The students feel the benefits of using YouTube videos for their speaking and listening skills. The students feel that using YouTube videos to study can improve their abilities; 3) The students will continue to use YouTube videos for their English language learning. Considering those matters, the researcher is interested in studying the use of YouTube as a learning media for learning English, especially speaking and listening skills, in a study entitled "English Language Learning Experiences in Selecting YouTube Video."

1.2. Research Questions

Based on the background above, this research was designed to answer the question: How do the students experience in using YouTube videos for learning English?

1.3. Research Purposes

Based on the research questions above, the purposes of this research were to

investigate students' experiences in selecting YouTube videos for learning English.

1.4. Research Significance

The significances of this research are for the researchers and the students as mentioned below.

1.4.1. The other researchers

The results of this research will add several references regarding how students choose YouTube videos and the difficulties in choosing YouTube videos for learning English.

1.4.2. The teachers

The results of this research can be a reference for English teachers, especially those who often make or will make learning videos for student learning. English teachers can consider using video criteria used by students in learning English.

1.4.3. The students

The results of this research can be a reference for students, especially English students or students who are interested in learning English. Students can consider using the video criteria in this research to learn English.

1.5. Terminology

In order to clarify the terms and avoid misunderstanding, the researcher provides the following explanation:

1.5.1. YouTube Videos are educational videos that contain and explain English material.

1.5.2. Experience in this research includes how students select YouTube videos to use, students' challenges in selecting YouTube videos and the impact of using YouTube videos for learning English.

1.5.3. Learning English as intended in this research is to improve listening and speaking skills

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