

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the finding and discussion of the research about students' perception on the use of English video from social media for learning English. The finding reports about participants' experience in the use of video from social media for their learning. The finding reports about the advantages and challenges in using English video from social media for their learning. There are some points which will be explained related to the advantages and challenges of using English video from social media for their learning.

This part discussed about two main topics of this research. The first one was the advantages of using English video from social media for their learning, and the second one was the challenges of using English video from social media for their learning. Besides, there was a similarity between those three participants regarding the advantages in using English video from social media in which they mentioned that watching English video can increase vocabulary, pronunciation model from the video, and improve their speaking skills.

In addition, those three participants also argued that the challenge using English video from social media for their learning is that they feel difficulty if there was no subtitle in the video. Furthermore, there were differences of the challenges in using English video from social media from two participants, Archie and Betty. Archie revealed that internet connection also has an effect when accessing English videos. Moreover, Betty mentioned that she faces difficulty if the video has a short duration.

## **The Advantages of Using English Video from Social Media for Their English Learning**

There were three advantages of using English video from social media explored by those three participants Archie, Betty, Cheryl. They argued that using English video from social media can increase their vocabulary, can give them the opportunity to practice their pronunciation, and can also improve their speaking skills. Furthermore, the detail information of the advantages in using English video from social media will be explained in the next paragraph.

### **Increase vocabulary.**

The first advantages of using English video from social media for their English learning was increasing vocabulary that are mentioned by Archie, Betty, and Cheryl. Archie revealed that one of the advantages in using English videos from social media was that it developed their vocabulary. He mentioned that using English videos from social media can improved his vocabulary. He stated that “watching English video can increase the vocabulary” (A.1.1). He also explained that “often watching English movies can lead us to attain new vocabulary” (A.1.3). Archie describe that “watching movies with subtitles also lead us to get new vocabulary” (A.1.4). The reasons why he mentioned that because when he watching movies there were new vocabulary that he will get. Meanwhile, he get the new collection vocabulary from the video that he watched.

Besides, Betty stated that the improvement of vocabulary became one of the advantages in using English video from social media because she is able to access and enjoy YouTube for her learning. She stated that “through watching English videos and watching some dialogues from native speakers I can increase my vocabulary and add my collection of vocabulary” (B.1.4). Cheryl also confirmed that learning using English video from social media can increase vocabulary. As she said, “movies are very helpful to improve vocabulary” (C.1.1). Cheryl also

specified that “the vocabulary found in the movie will add to their vocabulary.” (C.1.2). They confirmed that often access the English video makes a new vocabulary and can practice in their daily life.

The statement supported by Curtis (2017) who explained that by using movies, students can enhance their vocabulary awareness and even make their pronunciation and intonation much better. Another similar finding was also supported by Fatunmbi (2005) who stated that videos are made to enable the repetition of information and demonstration as many times as possible. This is the way for students to increase vocabulary while repeat the video can give a memory to the students. From the expert explanation, it could be concluded that they agreed that using English video can improve vocabulary. Besides, the students could even make their pronunciation and intonation much better. Then, students can enhance their vocabulary because from the video they can repeat information and demonstration as many times as possible to get the new vocabulary.

### **Pronunciation model from the video**

The second advantage of using English video from social media for learning was that it enabled them to practice their pronunciation, as mentioned by those three participants: Archie, Betty, Cheryl. Archie stated that “the main point of the advantages of watching English video is to know how to pronounce the word” (A.1.2). He also explained that “watching movies will lead us to know the correct pronunciation of words” (A.1.5).

In addition, the practice of pronunciation also became one of the advantages of using English video from social media, as stated by Betty. She also mentioned that “watching western videos can hone our pronunciation” (B.1.1). Betty also revealed that “watching English videos

led her to become aware of correct pronunciation” (B.1.3). Therefore, using English video from social media for learning English can practice the pronunciation. Betty’s statement was added by Cheryl who stated that “the way of practicing pronunciation is to apply it in daily life” (C.1.4).

Their statement was also supported by Parker (2000) who stated that entertainment is extremely effective in bringing about immediate and noticeable improvement. The students immediately sound much more fluent when they get the intonation and reduction right. Equally important, they hear and reveal their successes. Videos are so interesting for the students and can really improve their pronunciation. They can become fluent quickly when they understand the correct intonation and they can listen to the native speaker who give an example of the correct emphasis and intonation. This is so that they can improve the aspects of intonation and stressing. Another similar finding was also supported by Damar (2014), in which through movies, using longer pieces of discourse to allow students to practice stress and intonation is also beneficial. As a consequence, videos provide different native speaker voices, slang, reductions, speeches, stresses, accents, and dialects and also offer endless opportunities for pedagogically sound activities for developing fluency. Therefore, the researcher and some other experts also agree that using english videos can enable students to practice pronunciation because videos are different to books; videos can help the students to practice the emphasis and the intonation. Videos present the examples of pronunciation from native speakers so that they can increase their vocabulary.

### **Improving speaking skills**

The last advantage of using English video from social media for learning was to improve speaking skills. The meaning of speaking skills by the participants is the fluency. This advantage was mentioned by two participants, Archie and Cheryl. Archie mentioned that he

can improve his speaking skills by using English videos from social media. He stated that “often accessing English videos can improve speaking skills.” (A.1.6). He was sure that watching English videos can improve speaking skills and can be practiced in daily life. Cheryl also revealed that “videos can also impact speaking skills.” (C.1.3).

Their statement is also in line with Canning and Wilson (2000). By watching videos, students do not only hear the language but also see it. Furthermore, the visual aspect can be used to enhance the meaning of the message to be conveyed by speakers through the use of paralinguistic cues. Such paralinguistic features give the meaning clues and help students interpret the text in an in-depth manner. For example, intonation of an utterance which is matched with facial expressions can differentiate the meaning of messages. Sherman (2010) stated that for many students, movies are their initial contact with English speaking culture. So, learning to use English videos from social media will lead them to get a lot of benefits, such as that learning will be more fun and can also be able to make the materials more quickly understood.

### **Challenges of Using English Video from Social Media for Their English Learning**

There are many benefits that the students could get from the use of English videos from social media. However, this research also found the challenges of using English video from social media. There were three challenges of using English videos from social media for their English learning as mentioned by three participants. They said that they face difficulty if there is no subtitles in the video. In addition, one of the participants shared a different perception related to the challenges of using English videos from social media for their English learning as well. Archie mentioned that he faces difficulty if there is no internet connection for watching English videos from social media. Lastly, Betty also argued that the duration of the video was

too short. Consequently, each challenges of using English video from social media for their English learning will be explained in the next paragraph.

### **Videos with No Subtitle**

Videos that have no subtitle became the first challenge in using English videos from social media for English learning, as also argued by those three participants in this research. Archie said that videos which have no subtitles will lead him to face a difficulty. Archie state that he feels “difficulty if video has no subtitle” (A.2.1). Archie statement was added by Betty who said that “when we watch English videos from social media, sometimes we do not know what the native speaker said and will feel confused, so we need to replay the video because it has no subtitles” (B.2.1). She also mentioned that if the video has no subtitles we need to replay to listen until we know what the native speaker said.

Then, Cheryl also has same statement with those two participants, Archie and Betty. Additionally, she also stated that “the video which has no subtitles will make me face difficulties.” (sC.2.1). Cheryl also argued that “if the video has no subtitles, it will create misunderstanding” (C.2.3).

The aforementioned statement was also supported by Danan (2004) who argued that subtitles can visualize the auditory information of the foreign language that the students hear in the video. Karakas and Saricoban (2012) assert that students need the written language from what they hear; watching movies with subtitles could make it more easier for them to get the meaning of the movie. Visual media equipped with subtitles can facilitate the students’ level of understanding. According to Yuksel and Travendi (2009), the effect of subtitled video is also confirmed to have an affect on students’ enhancement of vocabulary. From the expert explanation, it could be concluded that the videos with subtitles have an important role among

learners. Subtitles can attract students' motivation, make them more easily reach the concept of learning. The students need written language from what they hear.

### **Internet connection**

Internet connection became the second challenge of using English videos from social media for their English learning. This reason just argued by one of the participants Archie. He describe that internet connection became one of his challenges in using English videos from social media. He argued that "internet connection has an effect while accessing the video." (A.2.2). He stated that he feels "difficulty while watching video from social media when there is no internet connection." (A.2.3). He argued that if the internet have slow connection or buffering it could make him difficulty when he watching video.

According to Muldoon (2012) internet has become more important because speed has improved so much. Speed has improved to the point where the internet is becoming the hub for entertainment, communication, and information. Another similar finding was also supported by Charp (2000), who stated that internet use has the potential to improve the quality of education. From the expert explanation, it could be concluded that internet connection plays an important role for students to open doorways to a wealth of information, knowledge, and educational resources and also can increase students' opportunities in their learning in or beyond the classroom.

### **Video with short duration**

The last challenge of using English video from social media was that the video has a short duration. This challenge was mentioned by one of the participants, Betty. She said that she faces a difficulty when the video has a short duration. She state that "there are videos from

YouTube that has a short duration which will make me confused.” (B.2.2). She argued that she attained little information if the video has a short duration. She also state that “if the video has a short duration, it will affect the information that they will get” (B.2.3). In this case, the reason why the participants attain little information when watching English videos from social media was because the video has a short duration. the participant did not mentioned the short duration of the video.

The statement mentioned was also supported by Burke, Thod, and Hons (2005), who stated that there are problems when using videos. When the video is too short, there is only little information that can be remembered. Sometimes, those who are watching the video want to gain a lot of information from the video, whereas when they access the short video they only attain little information.

It can be concluded that based on the interview result and supported statements by some experts that there were advantages of using English videos from social media for their English learning. Those advantages were increase vocabulary, pronunciation model from the video, and improve speaking skills. However, the result also found out that there were several challenges in using English videos from social media for their English learning. Those challenges were videos with no subtitles, internet connection, and videos with short duration.



