

**Students' Perception on the Use of English Video from Social Media for  
Learning English**

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**Abstract**

Social media is attracting considerable attention from English learners around the world. Learning using English videos from social media will give a lots of benefits such as that learning will be more fun and can also be a way to make the materials more quickly understandable. This research aimed to find out about the students perception on the advantages of using English videos from social media for their learning English and also the challenges of using English videos from social media for their learning English. The researcher used the qualitative research design. To gather the data for this research, the researcher interviewed three English students in English Language Education Department at one of Islamic university in Yogyakarta as the participants on this research. This research revealed that the advantages of using English videos from social media are that it could improve vocabulary, pronunciation, and also speaking skills. The challenges of using English videos from social media include videos which have no subtitles, issues with internet connection, and videos which have short duration.

*Keywords: social media, video, students' perception*

## **Introduction**

Social media attracts considerable attention from Englishlearners around the world, and social media has been booming rapidly from year to year. The younger generations are the ones who are caught in this rapid change. According to Kaplan and Haenlein (2010), social media is a group of internet-based applications that build on the ideological and technological foundations of web 2.0 that allows the creation and exchange of user generated content. Ahlqvist (2008) asserted that the impact of social media relies on the fact that they employ mobile and web based technologies to create highly interactive platforms for individuals and communities, create and co-create, discuss and also modify user generated content.

There are many people who used social media and we know that social media always launches the new features that could make us more interested. The trends of social media that reveal the best way to display video content include platforms such as YouTube, Instagram, Twitter, and Facebook. The students can easily access English videos from social media such as debates, speeches, conversation videos, movies, and so on.

However, from the example of the social media tools based on videos, many students most often used YouTube, compared with other platforms, for their guidelines. Khalid (2012) defined YouTube as a video sharing website on which users can upload, share and view videos. Thus, the students can easily access video from YouTube. According to Burke (2009), YouTube is a public access,

Web based platform allowing people to easily upload, view, and share video clips across the internet through other websites, mobile devices, blogs, and email. Cavus, Uzunboylu, and Ibrahim (2008) state that with the increasing popularity of the internet in our lives, the use of various educational tools and also the widespread use of information technology provides students with extensive opportunities and advantages. They state that these advantages are spread widely, therefore e-learning has managed to become one of hallmarks of our lives. That means that the student's habit of accessing English videos from social media will increase the students' knowledge. This case happened because if the students often access English videos from social media, they will attain lots of knowledge for their learning.

### **Literature Review**

Video are considered to be interesting and helpful in learning media. Bransford, Brown, and Cocking (2000) argued that video used in the classroom and the importance of interactivity in helping students to learn by being able to re-visit and review the material. Riyani (2007) argued that creating objects in the form of images and sounds means that the object can be stored in a given time period. Video appeal is able to maintain the students' attention longer, for up to twenty five up to thirty minutes. Videos are thus effective to be utilized as a learning media.

## **The Advantages of Using English Videos from Social Media**

Tee, Krimstein, Brocklesby, and Foley (2014) stated that there are a number of benefits of using videos for learning:

**Video takes flexibility instruction.** The more interactive the learning atmosphere, the more enthusiastic the students are in engaging in the learning process. Videos offer resources of interactive and flexible instruction. There are a lot activities that can be elaborated using videos as the teaching media. Teachers can stop, start, and take a view point from the video to deliver their teaching materials.

**Videos provide experiences.** Videos provides a form of visual communication to the viewer. It provides voices of the characters on the video that can be heard and the colorful pictures to be seen. The benefits of using videos in education includes providing a sensory experience that allows concepts and ideas to actually become an experience and come to life as students are guided through each adventure.

**Video encourages students' interest and improve skills.** There is a significant research promoting the use of videos in the classroom. The lecturers encourage students to be more enthusiastic during the learning process. The video is one of teaching media that can attract students' interest and enjoyment compared to using other media. The use of videos is the best method for students who are visual learners, because videos involves hearing and sight. In videos there are subtitles that can make students read, listen, and watch. Videos stimulate students to become more interested and maintains

that interest for long time. It provides an innovative and effective means for lecturers to deliver the required curriculum content.

**Video has essential value to support tools in learning.** The video can be supported by a selection of other tools and resources that enable each topic to be completely considered. That is why the video has essential values to support the tools in teaching and learning. Meanwhile, access to lesson plans specially written to be used combined with the video helps to not only to minimize lesson preparation time, but also provide valuable additional learning activities and projects that further improve the use of videos as a teaching media.

### **Challenges of using English videos for learning English**

**Videos without subtitles can be the reason the students encounter difficulties.** Students often feel difficulty when watching video with no subtitle. Danan (2004) argued that subtitles can visualize the auditory information of the foreign language that the students hear in the video. Karaks and Saricoban (2012) indicated that students need the written language from what they hear; watching movies with subtitle could make it easier for them to get the meaning of the movie. According to Yuksel and Travendi (2009) the effect of subtitled video is also confirmed to have an effect on students enhancement of vocabulary. This means that videos with subtitles have an important role among learners. For example, with subtitle can make the students easier to understand the content of the video.

**The duration of the videos watched by the students.** Some students faced a difficulty when the video has a short duration. According to Burke, Thod, and Hons (2005) there are problems when using videos as a teaching media. When the video is too short, there is only little information that can be remembered. Sometimes some students who are watching videos want to gain a lot of information from the video, while when they access short videos they will only attain little information.

**Internet connection.** Students feel difficulty while watching video from social media when the internet have slow connection. 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. 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.

## **Methodology**

The researcher conducted this research by using qualitative method. Creswell (2012) explained that the qualitative method explore the problems of detailed understanding on a central phenomenon. The researcher used descriptive qualitative research design to analyze the data because the researcher needs more

information from the participants. Lambert (2012) argued that qualitative descriptive is used to analyze, describe, and summarize specific experiences of the participants.

This research conducted in the English Language Education Department on the seventh semester at one Islamic university in Yogyakarta. The participants of this research are students in the English Language Education Department at one Islamic university in Yogyakarta batch 2016. The participant were selected by the researcher because of some reasons. First, the students of batch 2016 had already learned in the English Language Department longer than batch 2017 or batch 2018. So, they can give the detail information of using English video from social media to the researcher. Second, the students had experienced on the use of English videos from social media for their English learning. Thus, the researcher can achieve complete and in-depth information.

The researcher used purposive sampling as a sampling technique. Cohen, Manion, and Morrison (2011) stated that purposive sampling is one of the qualitative research features in which researchers choose their own cases to be included in the sample based on the characteristics sought by the researcher so that researcher can get satisfactory answers regarding the spesific needs of the researcher.

The researcher used the interview as technique to collect the data. the use of an interview is appropriate because this research has the aim to find out students perception. Creswell (2012) argued that interview is a supple instrument

for data collection, it can build a multi-sensory line such as verbal and non-verbal, as well as spoken and heard. The researcher used standardized open-ended interview, topics and issues have been decided. The researcher also prepared interview guidelines for the interview process. Cohen, Manion, and Morrison (2011) stated that standardized open-ended interviews should refer to stimulus equivalence in that participants should understand the questions of the interview. When the researcher interviewed the participants the sequence of questions or should be in accordance with the interview guideline.

The interview was data collection instrument of this research. The researcher created interview guideline to gather the data from the participants. The researcher contacted the participants via “WhatsApp” in order to communicate directly. The interview was conducted on seventh semester in English Language Education Department at one of Islamic university in Yogyakarta. The interview was conducted in the campus area, so that the participants could feel focused and comfortable. The researcher used Bahasa Indonesia to avoid misunderstanding information and gap interaction between the researcher and the participants because Bahasa Indonesia is their native language. There are a note, pen, and recorder as tools in the interview process that make gathering the data more accurate.

In qualitative research, analyzing the data was based on data analysis from the interviews. The first step to analyze the data was transcribing the data. the purpose of transcribing is to convert an interview record into paragraphs. It also



allowed the researcher to find out whether or not the research question has been answered during the interview. Creswell (2012) argued that “transcription is the process of converting audiotape recordings or field notes into text data”. the researcher disguises their names as participant 1 “Archie” (A1), participant 2 “Betty” (A2), participant 3 “Cheryl” (A3).

The researcher ensured the validity of the interview to member checking re-confirm participants if the research question missed during the interview. The researcher contacted the participants again to conduct member checking and confirm the answer. This was to ascertain whether or not the answer from the participant to answer all questions. The researcher was contacted the participant through WhatsApp, the researcher contacts back the participants to sending the transcript data to avoid any misunderstanding. All there participants confirmed which the data represent enough and there was no addition for answers and statements.

Next step was coding stage. Coding is a process to create a simple table that can organize and systematize the data completely through the interview. Cohen, et.al., (2011) argued that coding is a translation of answers to questions and respondents information for a particular category for analytical purposes (as cited Kerlinger, 1970). While doing the coding the researcher makes conclusions submitted by the participants but the meaning is the same. According to Saldana (2009) coding consists six steps: verbatim, breaking down the data, probing, collecting similar facts, categorizing and narrating.

In verbatim, the researcher converted the original form of the data from audio into text. According to Saldana (2009), verbatim includes raw data, such as recordings, videos, pictures, and observational scribbles which are changes to the language or sentences. The researcher breakdown the text from long sentences phrases. The code should be differentiated between each participants. The researcher should reconstruct the subject into sentence in a well-organized manner, which can make it easier for the researcher to understand the meaning of the subject.

Next step was breaking down the data, the researcher should reconstruct the subject into sentences in a well-organized manner. The researcher reconstructs the narrative data into complex sentence. The aim of breaking down is to get the psychological facts of the data to choose the facts separately. The researcher reconstructs the participants' answer into good sentences the data is unclear, probing will conducted. The researcher re-confirm the data to confirm the opinions of the participants. The researcher contacts the participants again to conduct member checking and confirm their answers.

Collecting similar facts used when the participants' answers are common. The answer with the same meaning can reflect similarities in facts based on answers from the participants. After that, the researcher determine the categorization. The researcher made categorizations on the facts from specific to more general based on the answer from the interview. The last step was to make a

narration, which explains the result of the data analysis. The explanation will be formed in descriptive manner to give information based on the interview.

## **Findings and Discussion**

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

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. 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. Cheryl also confirmed that learning using English video from social media can increase vocabulary. 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.

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. In addition, the practice of pronunciation also became one of the advantages of using English video from

social media. 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.

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. 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**

Videos that have no subtitle became the first challenge in using English videos from social media for English learning. 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.

Internet connection became the second challenge of using English videos from social media for their English learning. According to Muldoon (2012) internet has become more important because speed has improved so much.

The last challenge of using English video from social media was that the video has a short duration. 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.

## **Conclusion and Recommendation**

Social media provide students with a different approach toward their studies. Social media is attracting considerable attention from English learners around the world and social media is booming rapidly from year to year, with the younger generations caught in this rapid change. Furthermore, the reason why this research was conducted was because there are many pros and cons about using English videos from social media for their English learning. Therefore, this research aims to investigate about the advantages and challenges in using English

videos from social media for their English learning. Also, the research question of this research is on the students' perception on the advantages and challenges in using English videos from social media for their English learning.

This research used qualitative research design. Then, this research used interviews to collect the data. The three participants are students in the English language education department batch 2016 at one Islamic university in Yogyakarta who have been experienced in using English video from social media for their learning.

The first findings represented there were three advantages using English videos from social media for their English learning. Those strengths were increasing vocabulary, practicing the pronunciation, and improving speaking skills.

The second findings represented three challenges in using English videos from social media for their English learning. Those challenges are videos that have no subtitles, issues of internet connection, and videos that have short duration.

The recommendations are intended for students, lecturers, and other researchers.

**For the students.** Based on the result of this research, the students can be aware of the advantages and challenges in using English videos from social media for their English learning. The researcher recommends the students to use English

videos from social media for their learning because students will increase their vocabulary, as from the video students can repeat information and demonstration as many times as possible to get new vocabulary. Through the practice of pronunciation, students can become fluent quickly when they understand the correct intonation and can listen to the native speaker who give an example of the correct emphasis and intonation. After students are aware of the challenges, the researcher recommends the students to access videos with subtitles so that the student will feel difficult when they access and try to comprehend the meaning of the video. The researcher also recommends to access videos with long durations, thus students must be more careful in choosing the video, so that they can get more detailed information or material.

**For lecturers.** Based on the result of this research, the lecturers can know the advantages and challenges using English video from social media for learning English. By knowing the advantages and challenges, the researcher recommends the lecturers to make sure when using English video that should suit it to the students. The researcher recommends to the lecturers to use video with subtitle and choose video that can used in teaching learning process.

**For other researchers.** Regarding the research findings, other researchers finally know about the students' perception in using English videos from social media for their English learning. Also, the other researcher can be aware of the advantages and challenges in using English videos from social media for learning. In addition, the researcher recommends to the other researchers to develop this

research by adding some students' perception in order to gain more in-depth and better data result. Likewise, other researchers may use this research as the main topic or lead to other investigations related to learning using English videos from social media.



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