

**The Use of YouTube in Enhancing Students' English Language Skills in an  
English Language Education Department**

*A Skripsi*

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### **Abstract**

YouTube becomes the most visited video-sharing platform. On YouTube, there are many kinds of videos that students can watch. This research investigated the types of videos often watched by students on YouTube and the aspects of English are improved through watching YouTube videos. The researcher conducted a qualitative research design using descriptive qualitative. The data were obtained from interviews with four female students' batch 2015 of English Language Education Department in one private Islamic universities in Yogyakarta. The finding of the research revealed that there are three types of YouTube videos were often watched by students such as art and humanities, vlog, and social science. Art and humanities include music videos or lyric videos, film, talks, sitcom, and talk show. Vlog consist of food vlog, beauty vlog, daily vlog, haul vlog, and DIY videos. Social science focused on news and educational videos on YouTube. The finding also revealed the significant aspects of English improved through watching YouTube videos such as listening skills, speaking skill, pronunciation, vocabulary and also grammar.

**Keywords:** YouTube, vlog, listening skill, speaking skill, pronunciation, vocabulary, grammar

## **Background of the Research**

The technological development grows fast especially technology of the internet. There are many websites and applications used by students called as social media. Besides, Facebook, Twitter, Instagram, and YouTube are the most visited websites at this time. However, YouTube becomes more interesting and fun than other websites because YouTube not only provides the image and text but also provides the videos and animated videos which make students feel interested to use it. According to Snelson (2011), YouTube is created as a video-sharing platform that has potential for education. Zaidi et al. (2018) observed that YouTube helps the students to learn English, and it can increase their pronunciation in order to motivate them to learn English outside the classroom.

In addition, the use of YouTube can enhance student's English skill. Kabooha and Elyas (2018) confirmed that in their finding, the integration of YouTube has a big impact on the acceptance and apprehension of the vocabulary. Additionally, Clifton and Mann also found that YouTube videos improves students' critical awareness and help them to have a deep understanding (as cited in June, Yacoob, and Kheng, 2014, p. 58). Watkins and Wilkins (2011) concluded that YouTube has potential aspect in enhancing students' listening, speaking, reading, and writing skills. Zaidi et al. (2018) confirmed that YouTube can enhance students' pronunciation, and the students can mention their perceptions of using YouTube. June, Yacoob and Kheng (2014) proposed that most of the students describe YouTube video to be stimulating, relevant and interesting

learning process. Zaidi et al. (2018) also said that YouTube is easy and convenient to develop students' English skill.

The researcher as YouTube user often spends the leisure time on YouTube when waiting the lecture or taking a break in the classroom. Besides, there are some reasons of using YouTube for students including: YouTube is fun; students can repeat the video many times; and students can watch video anytime and anywhere. Additionally, because some videos are animated students are interested to watch YouTube. However, there are also several weaknesses of using YouTube such as students need internet network to watch YouTube so that the keyword to type does not match the showing video, and the validity of sources is not always guaranteed. Accordingly, the students become addicted in using YouTube. They are also too absorbed in watching YouTube, and they sometimes do not pay attention to classroom activities. When the students come to break time, they still watch YouTube right away. Additionally, some students even watch YouTube in secret because they are too addicted in the YouTube videos during the class. However, this bad habit of watching YouTube turns that their English skill may also improve due to the exposure of YouTube videos.

Many students watch YouTube but they do not realize that actually it improved their English skills by watching different types of videos on YouTube. Therefore, the researcher is interested in finding out what kinds of video are often watched by students on YouTube are and what English aspects can be improved through watching YouTube video.

## **Methodology**

This research applies qualitative research design. Based on Creswell (2012), qualitative research explores the phenomenon from participants' perception. This research adopts descriptive qualitative study. Merriam (1998) said that "qualitative descriptive study is a comprehensive summarization in everyday in terms of specific events experienced by individuals or group of individuals" (p. 255). The researcher thinks that descriptive qualitative study is appropriate to this research because the aim of this research is to find out of the phenomenon by describing in detail based on participants' view.

This research conducted at English Language Education Department (ELED) in one of private Islamic universities on Yogyakarta. There were four participants who were students' batch 2015. The researcher use interview as a data gathering method. The researcher used snowball sampling to get participants The researcher asked the first participants to recommend other person that had characteristics as researcher's criteria needed, and the next participants did the same process as well. Cohen, Manion, and Morisson (2011) asserted that snowball sampling may rely on individual or social contacts "where people may be able to identify to the researcher known other persons in the field" (p. 158). The interview was done in *Bahasa Indonesia*.

After the interview, the researcher transcribed the audio data into written text. Saldana (2009) had mentioned that transcribing is a way to decide whether there are any trends between psychological facts and understand the essence of the fact or not. The researcher also did the member checking or probing to make the

invalid data into valid. Then, the researcher make phrase of the code, and the steps were called as focus coding. In the other hand, the researcher made the sentence from focus coding step called as interpretation. Besides, the researcher divided the interpretation and focus coding into the same group belonging to the same field. Furthermore, the researcher categorized the same facts from the grouping step. The last part was narration.

## **Findings and Discussion**

### **Types of Video often watched on YouTube**

**Art and Humanities.** Based on the result, Art and Humanities is a category that represent entertaining videos. The participants in this research stated that they often watched some types of YouTube videos such as films, talks show, sitcoms, review video, music videos and lyric videos.

**Vlog.** Based on the result, vlogs also have many kinds includes food vlogs, review, travel and shopping or youth-oriented called haul vlogs, tips and tricks or DIY (Do It Yourself) videos. Baran (2007) argued that vlog is video blogging which combines images, audio, movies, and text to communicate with the viewers.

**Social sciences.** Based on the result, Social science is a category that represent about the social issues includes news, academic talks. The participants in this research stated that they often watched some types of YouTube includes simulation and academic talks.

### **Aspects of English improved through watching YouTube videos**

**Listening skill.** According to the participants her listening skill improved after watching vlogs and educational series. Silviyanti (2014) said that “the use of YouTube appeared to be interesting and beneficial for students in a listening class” (p. 54).

**Speaking skill.** Based on the result, the participant felt her speaking skill improved through watching film on YouTube. Khan (2015), films or parts of scenes can be used to practice students’ listening and reading, and also as a device for speaking and writing. Jalaluddin (2016) noted that YouTube is helpful in learning speaking skills because it has many advantages to support the learning process.

**Pronunciation.** The participants stated that they improved their pronunciation through watching talk show, talk video, and vlog. YouTube helps students to recognize the difficulty of pronunciation and improve students’ speaking skills. Watkins and Wilkins (2011) pointed out that videos on YouTube can be a new activity in the class such as conversation analysis, movie trailer voice-overs, famous movie scene re-enactments, and vlog.

**Vocabulary.** According to the result, the participants suggested to watch talk show and vlogs on YouTube to improved vocabulary skill. Abidin, Mohammadi, Singh, Azman and Souriyavongsa (2011) supported the statement that students who use YouTube as a language learning tool have increased their vocabulary.

**Grammar.** Thus, from the result of interview, it can be concluded that through watching YouTube students can also improve their grammar by watching educational videos and vlogs.

### **Conclusion**

The result of the data is that there are three types of YouTube videos and five English aspects improved through watching YouTube videos. Firstly, art and humanities. The participants report that they watched films, music videos and lyric videos, sitcom, talk show, and also talks. This types of video improved participants' pronunciation, vocabulary list, listening skills and speaking skills. Secondly, vlogs. The participants gave many types of vlog such as food vlogs, daily vlogs, beauty vlogs, haul or shopping and travel vlogs, video reviews, and DIY. Vlogs improved participants' pronunciation, vocabulary list and also listening skills. Third, social sciences. The participant mentioned that they watched news and educational videos that explain about the English language. From the social sciences videos, the participants improved their pronunciation and grammar.



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