

STUDENTS' EXPERIENCES IN USING *YOUTUBE* MEDIA FOR ENGLISH LANGUAGE LEARNING

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ABSTRAK

Belajar bahasa Inggris melalui YouTube telah menjadi metode yang populer di kalangan siswa karena aksesibilitasnya yang universal, beragam konten yang tersedia, dan fitur interaktif yang memperkaya pengalaman belajar. Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman siswa menggunakan YouTube sebagai alat pembelajaran bahasa Inggris. Data dikumpulkan melalui wawancara dan penelitian kualitatif dan dianalisis untuk mengidentifikasi wawasan utama mengenai penggunaan YouTube dalam pembelajaran bahasa Inggris. Penelitian ini menunjukkan bahwa YouTube menyediakan akses luas ke beragam konten berbahasa Inggris, mulai dari video pendidikan formal hingga konten berbasis hiburan yang lebih kasual, memungkinkan siswa memilih topik sesuai minat dan kebutuhan belajar, sehingga meningkatkan motivasi dan keterlibatan. Fitur interaktif seperti teks video dan kuis bawaan juga membantu meningkatkan keterlibatan siswa. Paparan langsung bahasa Inggris melalui konten YouTube dapat meningkatkan keterampilan mendengarkan, berbicara, dan pemahaman bahasa siswa, namun tantangan seperti kesulitan memahami aksen dan risiko terhadap kualitas konten juga teridentifikasi. Kritik diperlukan dalam memilih dan mengevaluasi konten untuk memaksimalkan manfaat penggunaan YouTube dalam pembelajaran bahasa Inggris.

Kata Kunci: pengalaman siswa, media youtube, pembelajaran Bahasa Inggris

ABSTRACT

Learning English via YouTube has become a popular method among students due to its universal accessibility, variety of content available, and interactive features that enrich the learning experience. The aim of this research is to explore students' experiences using YouTube as an English language learning tool. Data was collected through interviews and qualitative research and analyzed to identify key insights regarding the use of YouTube in English language learning. This research shows that YouTube provides broad access to a wide variety of English-language content, from formal educational videos to more casual entertainment-based content, allowing students to choose topics according to their interests and learning needs, increasing motivation and engagement. Interactive features like video captions and built-in

quizzes also help increase student engagement. Direct exposure to English through YouTube content can improve students' listening, speaking and language comprehension skills, but challenges such as difficulty understanding accents and risks to content quality were also identified. Criticism is needed in selecting and evaluating content to maximize the benefits of using YouTube in English language learning.

Keywords : *students experience, youtube media, english language learning*

INTRODUCTION

In the current digital era, English language learning is experiencing major changes, and technology plays an important role in changing the learning paradigm. One of the most popular and frequently used platforms by students is YouTube. YouTube has become a popular and effective platform for online learning, particularly during the Covid-19 pandemic (Masyi'ah 2022). YouTube not only provides learning videos, but also tutorials, lectures and demonstrations that can be accessed by users from various backgrounds. Interactive features such as comments sections and community forums allow students to interact with content creators, ask questions, share knowledge, and connect with other students around the world.

This creates a collaborative learning environment that supports and enriches the learning experience. As a large video platform offering a wide variety of content, YouTube offers broad accessibility and engaging interactive features, making it an invaluable resource from a language learning perspective. Learning English via social media platforms such as YouTube has become an increasingly popular trend in recent years. This phenomenon is supported by various factors, including broad accessibility, the variety of content available, and interactive features that encourage student engagement.

In the field of language learning, the emergence of digital media has revolutionized traditional pedagogical approaches and provided unprecedented opportunities for in-depth and interactive interactions with learners. Among these digital platforms, YouTube is now a ubiquitous tool and provides a wide range of resources to students around the world. Its simplicity and attractive interface make it a popular choice for educational purposes, especially in literary and religious

studies (Bakri 2021; Spdi 2017). This introduction discusses the complex relationship between the medium of YouTube and English language learning and examines students' experiences in this dynamic environment.

The world of education is currently experiencing a paradigm shift towards multimedia learning methods, with YouTube playing a central role as a versatile and accessible resource for language learners. With the proliferation of smartphones and internet connectivity, YouTube has become essential for students who want to improve their English skills across geographic boundaries. Students' experiences of using YouTube to learn English are varied and influenced by a variety of factors, including variety of content, quality of teaching, interactivity, and personal learning preferences. The platform offers a variety of content, from educational videos to language tutorials and in-depth language practice sessions, aimed at learners with different ability levels and learning goals.

English teaching materials were created for middle and high school teachers, with a focus on learning design and technology-based multimedia (Akmal, 2022). This platform provides various types of learning video content that can be used as additional teaching materials, a source of inspiration for creative learning designs, as well as educational content and professional development for teachers. By utilizing YouTube, teachers can create more interesting, varied, and interactive learning experiences for their students. Thus, YouTube has become a very useful tool in improving the quality of English language learning at the junior and senior high school levels.

Additionally, YouTube's interactive nature encourages collaborative learning through comment sections, discussion forums, and community participation, fostering a dynamic ecosystem that encourages language learning. However, despite abundant resources, challenges and obstacles arise that require a different understanding of the student experience. Quality control issues such as misinformation, inaccuracy, and lack of credibility are major barriers to students identifying trustworthy sources amidst the abundance of content. Additionally, the abundance of choices on YouTube can cripple assessment and hinder effective learning outcomes.

The effectiveness of YouTube as a language learning tool depends on the learner's individual autonomy, self-regulation, and metacognitive strategies. Essentially, the media convergence of YouTube and English language learning realizes the transformative potential of digital technology in education, providing students with unprecedented access, flexibility and interactivity. The aim of this research is to uncover the complex dynamics of students' experiences in this new context and highlight the opportunities, challenges and inherent complexities associated with using YouTube as a catalyst for English language development. Anggarini (2021) highlights the challenges students face despite appreciating the flexibility and accessibility of YouTube.

Although learning materials are easily accessible on YouTube, students find it difficult to communicate with teachers and classmates, and the interpersonal interactions inherent in traditional learning environments remain important and are absent in online learning environments. Mr. Wang (2020) highlights the diversity of content available on YouTube, ranging from educational videos to cultural content. However, it also highlights that YouTube's support for test preparation, which is an important aspect of English language learning, may be limited. These findings highlight the need to supplement learning with other platforms and more traditional teaching methods to ensure students are adequately prepared for exams.

Research conducted by Tahmina (2023) reported that students consider YouTube useful in improving language skills such as vocabulary mastery and speaking skills. However, challenges still remain, such as lack of concentration when studying and lack of support for grammar learning. Tahmina's findings show that even though YouTube has abundant resources, there are still problems in maintaining focus and learning effectiveness in certain aspects of English language learning. Using YouTube as a direct source of authentic language content directly supports English learning goals and exposes students to more realistic and relevant language situations.

Other research shows that exposure to authentic language can improve students' language skills (Morat, 2017). In the current learning environment where technology has become an inseparable part of everyday life, it is very important to utilize YouTube to introduce technology to students, because the role of technology

in transforming the learning paradigm is very important. In accordance with the highlighted background. From the above, it is clear that YouTube offers great advantages for learning English, such as accessibility and variety of content. Wijayanti (2021) and Prasetya (2022) further highlighted the accessibility and diversity of YouTube content, which can improve vocabulary learning and support academic development, especially during the COVID-19 pandemic.

This research aims to dig deeper into students' experiences using YouTube as a means of learning English. Through analysis of qualitative data from interviews and surveys, this research provides educators and curriculum developers with information about the use of technology such as YouTube in English by identifying the benefits, challenges, and effective strategies for using YouTube for English language learning. In facing these challenges, further efforts are needed to develop effective learning strategies that leverage YouTube's strengths while addressing its weaknesses. Thus, further research and in-depth thinking are needed to optimize YouTube's potential in supporting English language learning.

English language learning has undergone a significant transformation in the digital era, where technology plays an important role in overhauling the learning paradigm. YouTube, as one of the main platforms, is a key resource in this effort. Anggrarini (2021) highlights that although YouTube offers great flexibility and accessibility, students often have difficulty interacting with their teachers and friends. This shows the challenges in creating an interactive and collaborative learning environment on this platform. Furthermore, Wang (2020) highlights the diversity of content presented by YouTube, which provides a wealth of material for English language learning.

Research also suggests that YouTube may have limitations in supporting formal test preparation. This indicates that while these platforms offer a variety of learning resources, there is also a need to integrate learning strategies that can accommodate the needs of exams and academic evaluations. Tahmina (2023) reported the benefits of YouTube in improving vocabulary mastery and speaking skills, but also highlighted weaknesses in learning grammar and maintaining concentration. Despite this, YouTube remains a potentially powerful tool for providing authentic language content and introducing students to technology, as

demonstrated by Morat (2017) and other research. Thus, the use of YouTube in English language learning offers a variety of benefits and challenges that need to be carefully considered in the development of effective learning strategies.

Overall, this literature review highlights the significant role played by YouTube in English language learning in the digital era. While YouTube offers flexibility, accessibility, and a wide variety of content, there are a number of challenges that need to be overcome. Difficulties in interactions between students and teachers and fellow students, limitations in supporting formal exam preparation, as well as differences in the effectiveness of learning various language skills are the main focus of discussion. Nevertheless, YouTube remains a valuable potential resource in improving vocabulary mastery, speaking skills, as well as in providing authentic language content. In addition, YouTube channels have been proven to improve online English learning by making the content more interesting and easy to understand (Masyi'ah, 2022).

In facing these challenges, further efforts are needed to develop effective learning strategies that leverage YouTube's strengths while addressing its weaknesses. Thus, further research and in-depth thinking are needed to optimize YouTube's potential in supporting English language learning.

DISCUSSION

This research uses a qualitative approach using a case study as a research design. The term "qualitative approach" refers to a qualitative approach in research, which is characterized by its focus on understanding the context and meaning of phenomena (Sumriah, 2022). The case study method is an in-depth research approach to one or several specific cases chosen because of their relevance and complexity in the context studied. The case study method is a valuable tool in qualitative research, which allows for in-depth exploration of specific issues (Assyakurrohim, 2022). This method is used to understand complex and contextual phenomena in real contexts, and is often applied in social sciences, government science, psychology, education and other fields. The case study method allows researchers to explore detailed information about how and why a phenomenon occurs, and allows in-depth analysis of its impacts and implications.

The research participants consisted of five 6th semester UIN KH

Abdurrahman Wahid Pekalongan students who used YouTube as a medium for learning English. A qualitative approach was chosen to gain an in-depth understanding of students' experiences in using YouTube in English language learning.

The results of the discussion show that the use of YouTube as an English learning tool by UIN KH Abdurrahman Wahid Pekalongan students in the 6th semester has significant benefits. The use of YouTube as a learning medium for English students at UIN KH Abdurrahman Wahid Pekalongan turns out to provide significant benefits. Rasman (2021) and Wulandari (2020) highlight the effectiveness of YouTube in improving language skills, especially speaking. Mukti (2021) further supports this by emphasizing the role of YouTube in improving students' speaking abilities. Ulfah (2022) also underlines the convenience and accessibility of YouTube as a learning resource.

These studies collectively show that the use of YouTube in learning English at UIN KH Abdurrahman Wahid Pekalongan can indeed provide significant benefits. Students can easily find relevant and interesting content through topic searches or recommendations from the channels they subscribe to. Interactive features such as captions and quizzes are students' favorites because they help with understanding and direct testing. Exposure to content on YouTube positively improves students' listening, speaking and English comprehension skills. Challenges faced by students include difficulty understanding foreign accents or dialects that may appear in videos.

However, students use strategies such as conducting critical evaluations of content sources and seeking recommendations from trusted sources to manage this risk. Despite varying experiences in interacting with the YouTube platform, online communities provide additional support for students. The use of YouTube provides wide content accessibility, a variety of topics available, as well as interactive features that increase student involvement in learning English. However, challenges such as difficulty understanding foreign accents and dialects, as well as risks to content quality and authenticity, still need to be overcome. The use of YouTube as a learning tool has proven beneficial for students, as it allows easy access to information and the ability to re-watch content (Tinambunan, 2022; Ulfah, 2022).

There are challenges such as difficulties in understanding foreign accents and dialects, as well as risks to the quality and authenticity of the content (Tinambunan, 2022). YouTube can be a very useful tool for English learning, but it also presents certain challenges. These challenges include difficulties in understanding foreign accents and dialects as well as risks related to the quality and authenticity of the content. However, with appropriate content selection, careful evaluation of content credibility, and an open approach to expanding understanding of various accents and dialects, YouTube can still be a valuable resource in online English learning due to its easy accessibility, wide variety of content. available, interactivity with content creators and communities, technological advances that support learning, and flexibility in time and location. This allows learners to access learning materials more easily and customize their learning according to their individual needs and preferences.

These challenges are particularly relevant in the context of religious interpretation, where the spread of end-times narratives on YouTube can result in reduced interpretation of religious texts and the potential spread of extremist narratives (Amir, 2021). Apart from that, the influence of YouTube content on deviant behavior among high school students is also a concern (Permana, 2017). Through a critical and effective approach, the use of YouTube can be a very valuable tool in supporting English language learning for UIN KH Abdurrahman Wahid Pekalongan students semester 6. YouTube provides access to various types of learning content, helps develop listening, speaking skills, enriches vocabulary, and grammar, as well as enabling collaboration and discussion. By using a critical approach, students can optimize the benefits of YouTube to improve their English skills and enrich their learning experience.

CONCLUSION

The conclusions of this study highlight the significant role of YouTube in English language learning, as conveyed by various related studies. YouTube provides real benefits for students, including easy access to a variety of content, engaging interactive features, and exposure to authentic English that improves language skills. YouTube has been proven to provide significant benefits for students, including easy access to various content and interesting interactive

features (Ulfah, 2022; Fiorentina, 2022; Edwin, 2017; Tarigan, 2022). However, there are also a number of challenges that need to be overcome, such as difficulties understanding foreign accents and dialects, as well as risks to the quality and authenticity of the content. In this context, the use of YouTube requires a critical and strategic approach. Students need to use strategies such as critical evaluation of content sources, seeking recommendations from trusted sources, and participating in online communities to maximize the benefits of using YouTube as an English learning tool.

This research highlights the important role of YouTube as an English learning tool for 6th semester students of Tadris English at UIN KH Abdurrahman Wahid Pekalongan. Using YouTube as a learning resource has great potential for improving English language skills, however, there are several challenges that need to be overcome in order to optimize its benefits. One of the challenges faced is difficulty in understanding different accents or the authenticity of content. YouTube content can come from various sources and various accents, which may make it difficult for some students to understand it well. Apart from that, the authenticity of the content is also an important factor, because not all content on YouTube can be considered an accurate and useful learning resource.

To overcome this challenge, the right strategy is needed in selecting and evaluating YouTube content. Students need to be trained to be able to select content that is relevant to their learning needs and evaluate the authenticity and quality of that content. In addition, appropriate teaching approaches also need to be implemented to help students understand the various accents and language styles they may encounter on YouTube. By paying attention to these challenges and implementing appropriate strategies, YouTube can be an important part of developing better English learning strategies in the future. The use of YouTube in English learning can not only improve language skills, but also open access to various relevant content and support interactive and content-based learning.

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