Students' Perception of YouTube as Authentic Material in Online Learning

Rifari Baron*[1], Sri Arfani[2], Viviana Lisma Lestari[3]
*[1]Posgraduate Program, Universitas Indraprasta PGRI Jakarta
[2]Bahasa Inggris, Universitas Bina Sarana Informatika Jakarta
[3]Bahasa Inggris, UIN Syarif Hidayatullah Jakarta
*Corresponding Author. Email: Rifari.baron@unindra.ac.id

Abstract: The purpose of the study was to analyze students' perceptions of YouTube as authentic teaching material in online classes. The research method uses qualitative. Participants were taken from the Grammar and Speaking classes as many as 50 students from the English Language Program at Universitas Indraprasta Jakarta. Data were collected using interviews and questionnaires. Data analysis used interactive model analysis form Miles and Huberman that were the stages of data reduction, data display, and concluding. The results show that YouTube can become authentic material if it has content, plot, duration, and originality that suit the needs and learning objectives. Videos on YouTube also have quality and clear sound. However, YouTube is not only assumed to be the main authentic teaching material, but it will be better if it is equipped with journals, websites and books. The results of this study have implications that teachers must know the needs of students regarding teaching materials and videos that are made should be by the level of learning needs

How to Cite: Baron, R., Arfani, S., & Lestari, V. (2022). Students' Perception of YouTube as Authentic Material in Online Learning. *Jurnal Paedagogy, 9*(3), 514-520. doi:https://doi.org/10.33394/jp.v9i3.5418

https://doi.org/10.33394/jp.v9i3.5418

Introduction

The development of digital technology today has provided many changes and innovations in the teaching and learning process in the classroom. Even during the Covid-19 pandemic, the online learning process demands creativity from teachers in utilizing technological devices (Lai & Bower, 2019; Shatalebi, Sharifi, & Javadi, 2011). This means that educators involve all forms of existing technology applications in learning resources such as website content (Endut et al., 2012). So, the teaching materials provided are not only in the form of papers, but technological advances have involved the application of technology to create teaching materials such as videos, animations, journals, YouTube, or PowerPoint videos. Thus, it can be concluded that authentic teaching materials that must be given to students are materials that are in harmony with current technological developments. One source of material that is often used is YouTube.

YouTube is a source of material and media for publishing video projects in English-speaking classes. During the online learning activities for the 2021-2022 academic period for Grammar and Speaking classes, YouTube is one of the media used to publish group presentation assignments, video projects, share materials or sources of teaching materials. However, from the results of observations for 2 months (March-April 2022) from the English Language Program at Universitas Indraprasta Jakarta, it was concluded that there were 52% of students did not agree with the use of YouTube and 48% agreed if group presentation activities, video projects or sources of teaching materials were taken from YouTube. Therefore, from the results of these observations, this study focuses on the study of YouTube as a source of authentic teaching materials for online classes.

Moreover, many previous studies have shown the effectiveness of using YouTube as a medium or source of teaching materials. Video is a model that is quite effective and facilitates learning to speak English (Aksel & Gürman-Kahraman, 2014; Riswandi, 2016; Gunada, 2017). The results of other studies show that YouTube can be used to overcome difficulties in public speaking (Lee & Liang, 2012). Learning that involves audio-visual elements provides benefits for mastering English speaking skills. Especially now that mobile facilities are equipped with various applications that can be used to learn to speak English. Moreno & Vermeulen (2015) demonstrated that developing a mobile-assisted language learning application called VISP (Videos for Speaking), which uses audio description techniques to improve accuracy and fluency in spoken production. Another study concluded that English teachers have a positive perception of using YouTube to develop speaking skills. YouTube videos help students guess the meaning of foreign words and improve speaking skills (Albahlal & Albahlal, 2019).

Even YouTube can provide persuasive communication skills for students during the learning process (Procopio, 2011). YouTube is not just a platform where individuals share, upload, and comment on videos; but also teachers and educators can use it practically and effectively as well as possible so that students can get more benefits. YouTube brings the element of fun into the classroom, by meeting student interests (Pratama et al., 2020). While YouTube has been able to improve English speaking skills (Meinawati et al., 2020; Saed et al., 2021), YouTube can be a valuable tool for teaching a variety of foreign language skills. Using YouTube both in and out of class can improve conversation, listening, and pronunciation skills. Even reading and writing activities can be organized around YouTube videos (Watkins & Wilkins, 2011; Nasution, 2019) or listening activities (Silviyanti, 2014).

From previous research, it is known that YouTube can be a medium or teaching material for learning language skills. However, the effectiveness of previous research results in different contexts for students. This means that this research is focused on knowing students' perceptions of YouTube as authentic material for online learning. The research examines more deeply their need for authentic material, especially video-shaped material, so that research can produce different assumptions about the concept of authentic material. The concept of this study is a different perception from previous research. While the reason for this research is to get students' wishes related to authentic teaching materials in the form of videos so that the results of this research can be a recommendation for designing teaching materials for online classes. Thus, the purpose of this study was to analyze students' perceptions of YouTube as authentic teaching material in online classes.

Research Method

The descriptive qualitative method was employed in this investigation. The qualitative study sought to comprehend social processes through the human participants in natural settings. So, the descriptive qualitative approach involves describing the outcome of an observation using data gathered from current sources (Ary et al., 2010). The participants in this study are postgraduate students from the English Language Program at Universitas Indraprasta Jakarta. It is taken from the 2021-2022 academic years, which were held in March till May 2022. Purposive sampling is used to collect the sample. The deliberate selection of informants based on their capacity to explain a specific theme, concept, or phenomenon is known as purposeful sampling (Robinson, 2014). Participants are taken amount 50 students. Data was gathered through interviews and questionnaires. Following the completion of the learning process in Grammar and Speaking classes, an interview is

conducted. While a questionnaire was utilized to collect students' opinions on YouTube as authentic materials. The questionnaire arranged using some components (Kopaneva & Pervil, 2021);

Table 1. Questionnaire Grid to Determine Student Perceptions of Youtube as Authentic Material

No.	Components	Indicators	Yes	No
1	the content of the video material	1. The relevance of the topic 2. Informative material content 3. The artistic content of the material 4. Video materials on language content should be appropriate to the level of student 5. Choosing materials that have a positive impact on the formation of students' foreign language communicative competence		
2	The duration	1. The standard set for this type of video material		
3	The plot of the video	1. Artistic and sound design qualities 2. Various sociolinguistic and sociocultural information in video content		
4	The originality of the video	1. The popularity of the chosen genre among the audience 2. The genre of videotape should be of interest to students		
5	Criteria of video with the educational purposes	1. The genre of videotape meets the educational goals of the lesson 2. The teacher accompanies and helps students before and after viewing 3. The gives them clear instructions for viewing 4. Introduces them to new unfamiliar vocabulary 5. Gives assignments on the topic of the prepared material;		

Data analysis used the stages of data reduction, data display, and concluding (Miles et al., 2014). The process of selecting, focusing, reducing, abstracting, and translating data into a written up field note or transcript is referred to as data reduction. A display, in general, is a structured, compacted collection of information that allows for conclusion drawing and action. In this step, the researcher concludes the research findings based on the research problems.

Results and Discussion

The results of the data analysis of the questionnaires that have been filled out by students are presented in the form of percentage graphs below;
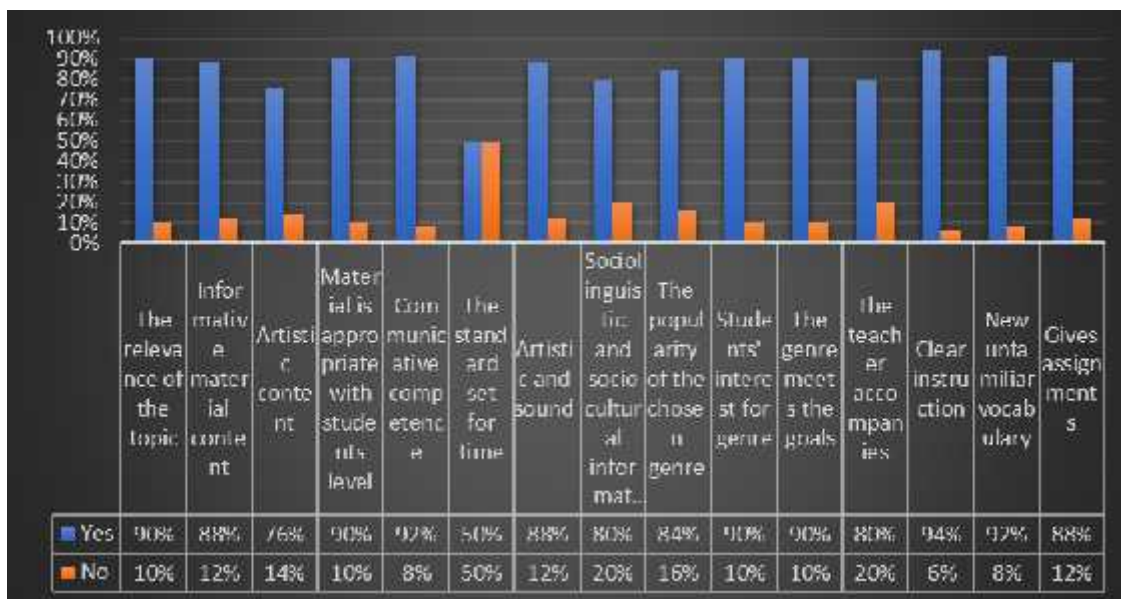
Graph 1. Students' Perception on YouTube

Graph 1 shows the results of processing questionnaire data that have been filled out by students related to their perception of YouTube as authentic teaching material. From the overall data, students want YouTube that is used as a source of teaching materials to have topics that are by the learning needs and level of students, the content used is informative, interesting and communicative. While the duration of the video does not have to be determined but is also not too long. The video plot is related to the clear voice and provides clear information about the meaning to be conveyed in the video. In addition, the language used also contains social and cross-cultural aspects. The process of forming students' cross-cultural competencies will be efficient if the exercises are based on the methodology of using authentic video materials (Kopaneva & Pervil, 2021).

Most students have a high interest in using YouTube as an authentic teaching material because it is considered relevant to current conditions. Moreover, many educators have made videos and broadcast them on YouTube as material that can be accessed by students. This conclusion can be seen from the high percentage level of the yes answer choices. So, multimedia education tools developed by ICT such as the widely recognized YouTube platform can be more effective and thus highly recommended for language learners and teachers (Alobaid, 2020). Youtube in English class is an interesting method, and it motivates students. Therefore, it is natural for educators to continue to use Youtube and other video media as part of teaching English classes (Alkathiri, 2019). The use of online videos to learn speaking skills has introduced visual perception to students in developing speaking competence (Lee & Liang, 2012).

Meanwhile, the results of the interviews concluded that the YouTube used must be adapted to the context of student needs, and educational goals according to the level of student ability, and the demands of scientific development. In addition, authentic teaching materials are not only taken from YouTube because many videos can be accessed through learning websites. Authentic teaching materials should also be designed by the teacher according to the level of class needs. Students can be directed to complete YouTube video projects with reports so that their understanding of learning in class is deeper. So, students not only learn the material from YouTube, but can also be taken from journals, books, and websites. So, authentic teaching materials are not always in the form of videos like those

taken from YouTube. This means that YouTube can be considered authentic material if it fulfills learning objectives and must also be equipped with other reference sources.

The use of YouTube videos in foreign language classes has served the needs of students and teacher orientation. This new portal provides fast and instant video instructional materials and entertainment worldwide. Most of these videos fulfill a dual function; first, it is fun to watch, and second, it is an effective learning media that students like. As a result, students have real opportunities to engage meaningfully in learning the target language. What is striking about using YouTube is that students learn without knowing that they are learning. The findings of the current study are in line with the rising trend of integrating educational technology in the classroom following calls for a transition to integrated and complete online learning. YouTube videos, digital technology, and multimedia packages are becoming an integral part of the educational syllabus (Saed et al., 2021). The most innovative effort by English teachers so far has been to integrate media technology in ELT classrooms, to increase learner motivation, integrate language skills, and an independent learning environment (Ahmad, 2012)

Conclusion

The results of the study concluded that YouTube can be used as authentic teaching material when it has relevance to learning objectives, the content of the material is by the topic and level of student ability. The video used also has an artistic design, clear sound, systematic learning instructions, and duration that suits the needs of the content of the material being studied. In addition, YouTube can also be equipped with other learning resources such as journals, websites and books. This means that these findings illustrate that YouTube cannot always be authentic material for students. The videos that are made should be designed by the teacher so that they can meet the goals, learning needs, and background of students. So, teaching materials can be considered authentic whether they come from YouTube or other reference sources depending on the context of the need. However, educators must choose YouTube according to learning objectives that can be used as authentic material.

Recommendation

The results of this study are still limited to the study of student perceptions of online classes, so this research has not expanded the study to offline classes. So, this finding assumes that YouTube is an authentic teaching material in online classes. Thus, further researchers can collect more varied data related to YouTube as authentic teaching material for online and offline classes. Moreover, video teaching materials should not only depend on YouTube. Therefore, the results of this study recommend that teachers be able to understand the context of the needs and desires of students in the context of the learning being carried out. Teachers should also be able to develop websites as learning resources that can be accessed in the classroom and outside the classroom. Because the material on YouTube does not necessarily meet the needs and learning objectives. For educational institutions, the results of this study can be used as a guide to determine teaching materials that are by learning objectives and support teachers in designing video teaching materials.

References

Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media Technology. *Procedia - Social and Behavioral Sciences*, *47*, 924–929. https://doi.org/10.1016/J.SBSPRO.2012.06.758

Aksel, A., & Gürman-Kahraman, F. (2014). Video Project Assignments and their Effectiveness on Foreign Language Learning. *Procedia - Social and Behavioral Sciences*, *141*, 319–324. https://doi.org/10.1016/J.SBSPRO.2014.05.055

Albahlal, F., & Albahlal, F. S. (2019). The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives. *Journal of Applied Linguistics and Language Research*, *6*(2), 1–17. http://www.jallr.com/~jallrir/index.php/JALLR/article/view/971

Alkathiri, L. A. (2019). Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak. *Journal of Education and Culture Studies*, *3*(1), 12. https://doi.org/10.22158/JECS.V3N1P12

Alobaid, A. (2020). Smart multimedia learning of ICT: role and impact on language learners' writing fluency— YouTube online English learning resources as an example. *Smart Learning Environments*, *7*(1), 1–30. https://doi.org/10.1186/S40561-020-00134-7/TABLES/10

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8 Edition). Cengage Learning.

Endut, A., Isa, P. M., Aziz, S. R. A., Jono, M. N. H. H., & Aziz, A. A. (2012). e-Learning for Universiti Teknologi MARA Malaysia (UiTM): Campus Wide Implementation and Accomplishments. *Procedia - Social and Behavioral Sciences*, *67*, 26–35. https://doi.org/10.1016/j.sbspro.2012.11.304

Gunada, I. W. S. (2017). *Using YouTube Video; An IT-based Media to Improve Students' Speaking Skill*.

Kopaneva, T., & Pervil, T. (2021). The usage of authentic video materials for the formation of cross-cultural competence of students in foreign language classes. *E3S Web of Conferences*, *273*. https://doi.org/10.1051/E3SCONF/202127312154

Lai, J. W. M., & Bower, M. (2019). How is the use of technology in education evaluated? A systematic review. *Computers & Education*, *133*, 27–42. https://doi.org/10.1016/J.COMPEDU.2019.01.010

Lee, Y. J., & Liang, J.-C. (2012). Using Video Technology to Diagnose EFL Students' Cognitive Learning Difficulties in Public Speaking. *Procedia - Social and Behavioral Sciences*, *64*, 671–680. https://doi.org/10.1016/J.SBSPRO.2012.11.079

Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). INCREASING ENGLISH SPEAKING SKILLS USING YOUTUBE. *Polyglot: Jurnal Ilmiah*, *16*(1), 1. https://doi.org/10.19166/PJI.V16I1.1954

Miles, M., Huberman, A., & Saldaña, J. (2014). Sampling: Bounding the collection of data. In *Qualitative Data Analysis: A methods Sourcebook*. SAGE.

Moreno, A. I., & Vermeulen, A. (2015). Using VISP (VIdeos for SPeaking), a Mobile App Based on Audio Description, to Promote English Language Learning among Spanish Students: A Case Study. *Procedia - Social and Behavioral Sciences*, *178*, 132–138. https://doi.org/10.1016/J.SBSPRO.2015.03.169

Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Utamax : Journal of Ultimate Research and Trends in Education*, *1*(1), 29–33. https://doi.org/10.31849/UTAMAX.V1I1.2788

Pratama, S. H. H., Arifin, R. A., & Widianingsih, A. W. S. (2020). The Use of Youtube as a Learning Tool in Teaching Listening Skill. *International Journal of Global Operations Research*, *1*(3), 123–129. https://doi.org/10.47194/IJGOR.V1I3.50

Procopio, C. (2011). Using YouTubeTM to Promote Curricular Awareness and Persuasive Skills in the Basic Communication Course. *Communication Teacher*, *25*(1), 25–28. https://doi.org/10.1080/17404622.2010.513003

Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *Proceeding The 2nd International Conference On Teacher Training and Education*, *2*(1), 269. https://jurnal.uns.ac.id/ictte/article/view/8150

Robinson, R. S. (2014). Purposive Sampling. In *Encyclopedia of Quality of Life and Well-Being Research* (pp. 5243–5245). Springer Netherlands. https://doi.org/10.1007/978-94-007-0753-5_2337

Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, *7*(7), e07543. https://doi.org/10.1016/J.HELIYON.2021.E07543

Shatalebi, B., Sharifi, S., & Javadi, H. (2011). An integrative teaching model in the globalization era with a teaching technology orientation. *Procedia - Social and Behavioral Sciences*, *28*, 189–193. https://doi.org/10.1016/j.sbspro.2011.11.036

Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English Language and Education*, *1*(1), 42. https://doi.org/10.24815/SIELE.V1I1.1119

Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL Classroom. *Language Education in Asia*, *2*(1), 113–119. https://doi.org/10.5746/LEIA/11/V2/I1/A09/WATKINS_WILKINS