

A LITERATURE REVIEW OF THE USE OF YOUTUBE TO MOTIVATE STUDENTS IN LEARNING ENGLISH

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ABSTRACT

YouTube is an online media platform containing a variety of videos. It is also a place to post, share, and download videos. Its users range from children, teenagers, adults to parents, and no exception including students. This study aims to investigate the effect of using YouTube on students' motivation in learning English. A qualitative method was used in this study, its study literature review. This research used descriptive research design to process the data and to draw conclusions. Researcher gathered data from collecting literature to describe the situation related to the use of YouTube to motivate students in learning English. The result of this study was found out the implementation of YouTube videos in learning English was showed a positive impact on students to be more motivated.

Keywords: Learning English; Students' Motivation; YouTube

INTRODUCTION

Today's world has been impacted by the advancement of technology in every aspect of society. Teachers and students must make the most of the modern technology of the

twenty-first century when it comes to teaching and learning. As learning development needs to be internationally competitive, efficiency and effectiveness should be given top priority. Students are at the core of the teaching and learning process

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according to recent modern learning visions.

Learning resources, learning time, and learning content are the main issues of learning English in an academic setting. The subject of formal schooling is still limited to language's structural rather than functional features. The only structural basis for language that the students knew about was word ordering and grammar standards. Students, however, do not comprehend the proper use of language or the context and situations in which English words and sentences are acceptable. The inability of textbooks and classrooms to incorporate real-world scenarios into the teaching and learning process may be the root of this.

Many students are more motivated to carry out learning activities through online learning. Motivation is widely recognized as a critical aspect in the effectiveness of foreign language (FL) or second language (L2) learning. Although it is a phrase commonly used in both educational and research contexts, there is no agreement on the specific meaning of this concept (Dwinalida, 2015:385).

The decisions people make about which experiences or goals to pursue or avoid, as well as the amount of effort they will put forth in doing so, are referred to as their motivation

(Keller, 1983, as cited in Crookes & Schmidt, 1985:481). People are driven when they decide and work hard to achieve it.

Motivation is described as a theoretical construct that explains the commencement, direction, intensity, persistence, and quality of behavior, particularly goal-directed behavior (Brophy, 2010:3). It is linked to individual cognitive and affective processes in situated and interactive interactions between learners and their learning environment, as well as environmental and social factors that function as enablers or barriers. Motivation, described as a 'engine of learning' (Paris & Turner, 1994), influences what, how, and when students learn (Schunk & Usher, 2012). Ryan and Deci (2000a, 2000b) suggested in their studies that motivated learners can participate in demanding learning activities that engage them actively in identifying appropriate techniques to support their learning, enjoy them, and demonstrate better, persistence, and creative learning.

Motivation is defined simply as the direction of attentional effort, the proportion of total attentional effort directed to the task (intensity), and the extent to which attentional effort toward the task is maintained over time (persistence) (Kanfer & Ackerman

(1989) as cited in Dornyei, 1998:118). Motivation is concerned with effort, proportion, and the preservation of effort.

There are both advantages and disadvantages to online learning. "It offers several benefits for the learners in terms of flexibility and accessibility, self-regulated learning, information and materials resources access, and individual learner difference," (Suharsih and Wijayanti, 2020). There are numerous methods for carrying out online learning. Among many methods of online learning, social media is widely used nowadays because it has become an integral part of our lives (Ariantini et al., 2021). They typically use social media to gather materials, share materials, and practice their skills. This fact highlights the importance of incorporating social media into the teaching and learning process. However, to maximize effectiveness, teachers should appropriately supervise social media use (Ramalia, 2021). According to Zam Zam Al Arif (2019), social media is an ICT tool that individuals utilize for online communication. Facebook, YouTube, WhatsApp, Blogs, Instagram, LinkedIn, Twitter, Weibo, WeChat, Wikis, and Forums are widely utilized by youngsters and the elderly for various purposes, one of which is

education. YouTube, Facebook, WhatsApp, and Instagram are the most popular educational tools (Zam Zam Al Arif, 2019).

According to Ogirima et al. (2021), YouTube is the most effective tool for English education due to its widespread use in classrooms. The fact that YouTube is the world's top video-sharing website (Nofrika, 2019) indicates that it has been widely used by people from many backgrounds, one of whom is a learner. Using this method in teaching and learning eliminates surprises for students. However, many students use YouTube without realizing that it can help them enhance their knowledge and skills (Nofrika, 2019). According to Nofrika's (2019) paper, using YouTube in the classroom has benefits for English instruction. First, YouTube can provide flexibility to students. YouTube allows students to access videos from any location with an internet connection and replay them as many times as they wish. Second, YouTube offers entertaining videos. Students' interests vary; therefore, they can select videos based on their preferences. Third, YouTube offers macro practice for students. Watching English videos can improve students' English proficiency, particularly in macro skills. Fourth, YouTube enhances student comprehension of the subject

matter. Some students may struggle to understand if they only hear their teacher once in class or at a Google meeting. YouTube allows users to watch a video multiple times and find related videos to improve their understanding. Fifth, YouTube helps students increase their vocabulary. Watching English videos with or without subtitles might help students enhance their vocabulary mastery.

Finally, YouTube allows for real-world interaction. Users can communicate with video creators by leaving comments and asking questions.

Students' perspectives on the presence of YouTube in English classrooms. The study conducted by Nasution (2019) entitled "YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text" found that YouTube is a great medium in teaching English since it can motivate students and give more references. This is in line with the study done by Ilyas & Putri (2020) entitled "YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill" which also found that students treated with YouTube was more motivated and had better participation and confidence. Then, the other study done by Khoiroh (2021) concluded that in online learning

YouTube is helpful as well as accessible media because it provides many videos which can be used to learn English language skills. Meanwhile, a study about students' perspective on the use of YouTube done by Maziriri, et al. (2020) entitled "Students' Perception towards the Use of YouTube as an Educational Tool for Learning and tutorials" concluded that students received the use of YouTube positively in a formal environment. Furthermore, based on study done by Sylphia Simanjuntak et al. (2021) entitled "Students' Perceptions of Using YouTube as English Online Learning Media during Covid-19 Pandemic" claimed that YouTube is attractive and effective, can be relevant to the content of the course, and can push students' motivation to learn English.

METHODS

A qualitative method was used in this study, its study literature review. Post et al. (2020) stated that literature review is one of study methods that analyzes and synthesizes an existing body of writing by distinguishing, challenging, and creating the building pieces of a hypothesis through an appraisal of a body (or a few bodies) of going before work.

Research design

This research used descriptive research design to process the data and to draw conclusions. Khanady and Khanam (2019) stated descriptive research design is a theory-based research design in which researchers must gather, analyze and present collected data by implementing an in-depth research design. The implemented descriptive research design provided researcher to present the why and how Youtube can help students to get motivated.

Data collection and analysis

Researcher gathered data from collecting literature to describe the situation related to the use of Youtube to motivate students in learning English.

FINDINGS AND DISCUSSION

The research findings will be presented in the form of a description of how Youtube can motivate students in learning English. Furthermore, the results of data obtained will be presented in conclusions. The outcomes of the research are presented below.

Definition of YouTube

YouTube is a web-based platform that was founded in 2005 and offers users a public, free place to publish, view, and share videos (Martinho et al. 2012). YouTube is an

online platform that lets users make, share, upload, and view videos. With its short duration, mostly hilarious material, and accessibility, YouTube has emerged as the benchmark for online video content. Websites for mainstream media can also be noted to follow this pattern of brief video segments (Kim, 2012). One well-known international site that makes social media dissemination easier is YouTube. This is the reason YouTube has grown to be a highly well-known and widely utilized video-sharing website. Content creators post and share videos on the YouTube platform. An audio-visual network is YouTube. The public really likes the social media platform YouTube. According to Keong and Carol, YouTube is a social network that is frequently employed in the educational process now (Asnawi, 2016).

One of the most widely used social media platforms in the world is Youtube. YouTube has been employed as a teaching tool as well. The YouTube social page was selected as the video sharing page that got the most votes in "The Emerging List of Top 100 Tools for Learning" in 2009 and 2010. This is proof positive.

Benefit of YouTube in Learning English

There are several studies indicating the effect of using YouTube in learning English. Sari (2019) stated that YouTube is a platform that allows users to watch, create, and share videos of many genres online. These videos can offer reasonably priced resources that can be used to support language acquisition. Watching YouTube videos from other nations can help learners acquire knowledge about speaking, listening, writing, reading, grammar, vocabulary expansion, and even foreign cultures (Education & 2022, 2020). Youtube creates engaging and genuine content that can pique learners' interests and make them yearn for more to enhance their educational experience (Almurashi 2016).

Numerous studies have looked into the usage of YouTube and how helpful it is for learning English; these studies have produced encouraging results for various language skills and encouragement to use the said website (Kabooha & Elyas 2018). Dabamona and Yunus (2022) preliminary research findings indicate that Sorong State Islamic Institute (IAIN) students enrolled in the English Education Programs are aware of the use of technology, particularly YouTube, in the classroom. Students fight against using their own time at home to study English using YouTube since they are

accustomed to using the platform to locate and upload videos related to their English coursework outside of the classroom. These circumstances may cause students' learning processes in both formal and informal contexts to undergo significant change and adaptation. Therefore, considering YouTube's possible function, it is important for this study to investigate further and provide a useful justification for how YouTube is used as a new language learning aid in the context of autonomy using a technology-based approach.

Other studies focused on the perceptions of the teachers and learners in the use of YouTube for learning English. Utami and Wahyuni (2021) found that learners of the English language in Indonesia think that the use of YouTube can help in the development of their English-speaking skills. Lim and Tan (2022), in Malaysia, whose participants are primary teachers, believe that YouTube is a useful tool for teaching English writing skills. Some also studied the strengths and weaknesses of the use of YouTube for teaching and learning English. Many commend its effectiveness when used in teaching the English language. Qomaria and Zaim (2020) emphasized that the website catches their learner's attention to learn the language, and it

can also be used inside and outside of the classroom. It not only imparts knowledge but also makes learning fun and challenging and brings out creativity in the learners (Sari 2019). However, Atmojo (2022) elaborated that YouTube videos may not be accessible due to having no gadgets to use like computers or smartphones, no internet connectivity, and a small number of phones to save or download. Although there are impeding factors mentioned, his participants still deemed that YouTube videos are necessary because they are an interesting way of learning the English language. With the efforts of these various researchers around the world, this paper aims to have a systematic literature review of journal articles that use YouTube in teaching and learning the English language.

CONCLUSIONS AND SUGGESTION

YouTube is a well-known international site that offers users a public, free place to publish, view, and share videos. With its free accessibility, YouTube has become one of the most widely used social media platforms in the world. There are several studies indicate the effect of using YouTube in learning English. English learning video can be found easily on YouTube. These educational contents can contain

knowledge about speaking, listening, writing, reading, grammar, vocabulary expansion, and even foreign culture. YouTube English learning content can help in the development of English speaking skill. Many commend YouTube effectiveness when it is used in teaching English language.

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