



Students' Interest in Learning English through YouTube (A Case Study in Senior High School of *Sekolah Alam Cikeas Bogor*)

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Abstract

Technology advancement, including YouTube, enables various media easily integrated into the teaching and learning process and supports the students' digital media literacy. However, in the implementation, some teachers find difficulties in engaging the students' interest in using YouTube to support the teaching and learning process. This study was conducted to investigate why YouTube is considered the prominent media in Sekolah Alam Cikeas to engage students' interest in English learning. A case study was used to analyze the phenomenon while questionnaires and interviews were used in collecting the data. Likert scale was used to analyze the data by using 5 aspects. The result illustrated Strongly Agree as the dominant answer from students. YouTube can help them in learning English and it plays a useful and meaningful role in the learning process. Most of the students agree that the usage of YouTube in the classroom is appropriate and can engage students' interest in learning English in the classroom. Besides, YouTube also can help students to train in digital media literacy. Thus, YouTube is one of the media that supports students' interest to engage in the learning process.

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INTRODUCTION

As time goes by, many sophisticated innovations have been developed and invented. One of them is the advancement of technology that facilitates the needs of human beings to get information as one of its benefits. Through technology, the latest information about any topics such as science, entertainment, politics, health, language, education, etc. can be retrieved easily and comprehensibly anytime and anywhere.



In terms of the education field, UNESCO encourages human beings through education to comprehend how technology works and utilize it to fulfill any daily needs. It is even stated that the illiterate is the one who cannot operate technological devices, other than the inability to write and read. Education is expected to boost people's ability to utilize technology and to make or create any digital media products, therefore, digital literacy can be obtained by people for a better life and to catch up with the updated era.

However, some schools, as one of the institutions of education, find difficulties in integrating technology and improving the student's digital media literacy. It relates to Oddone's (2011) study saying that the utilizing of video as digital media literacy in the class is not really suitable for students because it is hard for students to understand those authentic materials, so it restricts them to be attentive and interested in learning what is in the video.

On the contrary, an English teacher in Sekolah Alam Cikeas (SAC), utilizes technology and its digital media literacy to teach, especially the uses of YouTube as the media in teaching, especially for the introductory part and confirming teaching materials. Based on the preliminary study, the teacher showed and shared the video from YouTube to engage students to know the new material and to confirm what they should know about the material. The teacher speculates that the students love to learn through YouTube, and he thinks his students as digital natives can operate YouTube without any difficulties. It is in line with Higgin's work (2018) revealing that 91 percent of teens use YouTube. For those reasons, considering his students' excitement and familiarity with YouTube, the teacher always uses YouTube as the media in his teaching and learning process.

In agreement with the opinion of that teacher in Sekolah Alam Cikeas, the study from Alwehaibi and Nour (2015) showed that YouTube has a positive impact as an effective instructional tool for enhancing content learning of EFL students and as an important teaching resource for a better classroom interaction among students. Even the research from Kohle and Cueva (2010) showed that YouTube is the media that is accessible to any students that can support students' academic experience. Based on these studies, the conclusion derived from the positive impact of utilizing YouTube as a digital media literacy booster in teaching and learning is to make both students and teachers become critical users of digital devices and media. Since teaching is fundamentally a process, the planning, implementation, evaluation, and revision as the teaching stages should be taken into account to achieve the goals of the teaching and learning. The consideration of the activity in and out of the classroom and its media should be prepared by the teacher.

Therefore, in this study, the researchers want to investigate why YouTube is considered the prominent media in Sekolah Alam Cikeas which helps engage students' interest in learning English. The result of this study can prove that utilizing YouTube has a positive impact in terms of establishing students' interest to learn a new language, making YouTube one of the prominent media to engage students' interest in teaching and learning the English language in Sekolah Alam Cikeas.

A. *YouTube*

Nowadays, technology plays an essential role in people's activity in day-to-day life and can be used effectively in various aspects of education. YouTube is one of the results of the advancement of technology. Many people employ and utilize YouTube in any situation or need. YouTube is a very



attractive social media website that contributes to global education (Bonk, 2009, in Lakhali, 2021). It is being increasingly used by teachers to teach many subjects, including the English language since it provides various sources of online materials that can support the teaching and learning of English in the classroom (Duffy, 2008). Existing since the year 2005, this website is used to upload videos on each user's YouTube channel, enabling the process of sharing information about something. According to Terantino (2011, in Stognieva, 2019), "*it offers fast and fun access to language and culture-based videos and instruction from all over the globe*". In other words, YouTube can be used as an attractive tool or media by the teachers in the teaching and learning process because it provides many sources of information related to the English language.

B. Students Interest

The term "interest" in teaching and learning activities in this study focuses on the students. Positive interest can encourage the students to learn some new things and thus helps achieve the goals of learning itself. However, it becomes a problem for the teachers in the classroom when the students show a low level of learning interest which will influence the students' engagement during the learning activities in the class. Losing interest in participating in classroom activities can make the situation and atmosphere of the classroom uncomfortable.

According to Tan Bee Tin in his book (2016), interest is an essential component to be considered in the domain of language learning and teaching. The component itself can include any kind of non-language content (content in a general sense encompassing materials, activities, topics, and texts) and be embedded in our language curriculum with the differences in their potential for stimulating students' interest.

Besides, it is stated that interest is defined as people's "willful engagement" with a specific object, activity, or event (Schunk, Pintrich, & Meece, 2008). The engagement focuses on attention and concentration. Tan Bee Tin (2016) also stated that interest in the literature can be experienced as a psychological state. In other words, it can be experienced as a person's reason for engaging in a specific task, object, or event. According to the explanation above, the term interest focuses not only on the content and activity but also on the object or media of learning. The specific objectives of this research focus on YouTube as a medium for teaching English and learning.

C. Students' Interest in YouTube

Since the term interest relates to the psychological phenomenon, raising students' interest requires a teaching and learning process that focuses on the students' interaction with a specific object; in this case, YouTube. It means that it relates to the activity of the students when using YouTube in their learning process. The process of interaction between a wide variety of language learning tasks or activities and real-life activities in the classroom by using YouTube are potential to raise personal significance and interest for the students to interact.

Many studies stated that when the students are interested, they think harder, employ better learning strategies, process information in a deeper and more elaborated manner, pay attention to the storage of knowledge, and establish more cross-references (Tin Bee Tan, 2016). In other words, when the process of learning English using YouTube is enjoyable and attracts the students' attention, it



contributes to their willingness to re-watch the videos, give attention to the video, and process the information deeper.

Tin Bee Tan (2016) mentioned two components made up students' interest: they are feeling-related valence (emotion/ effect) and value-related valence (Cognition). Feeling-related valence relates to the effect or emotions of students in learning by using YouTube while value-related valence relates to the knowledge which is derived by students. Those two components relate to the three-dimensional view of interest: value, feeling, and knowledge. Those three components relate to one another and the emphasis people put on each component may vary based on the stage of interest development.

The three components above can be classified into two different categories: individual interest and situational interest. In measuring individual interest, affect-related interest was measured using a personal tone. It means that the object gives the benefit to the students so that they feel the effect of it, as an example, "I feel very excited.....", "I like....." or "..... are exciting to me". In contrast, value-related interest is usually measured using an impersonal tone. As an example, "YouTube makes the students understand the material easily". It indicates the significance of the interest object in a general sense "it is important" rather than in a personal sense "it is important for me". Then, perceived competence (knowledge) relates to the process of students processing the knowledge. As an example, "I got caught up in the story without trying to".

They are the components to identify the students' interest in the object, event, or activity. Then, the items are classified into effect, knowledge-seeking, and attention. It is as the reference in making the items of questionnaire and interview in identifying the students' interest through YouTube.

RESEARCH METHOD

This case study was employed as the design of the research. Specifically, the researchers analyzed the phenomenon of students' interest in YouTube in English learning. Creswell (2008) defines the case study research method "*as an empirical inquiry that investigates a contemporary phenomenon within its real-life context or setting*". Based on the research, the researchers investigated a case study of the students' interest in YouTube in which the teachers use YouTube in the classroom as a supporting tool or media in teaching English in the class. In *Sekolah Alam Cikeas*, the teacher uses YouTube in the teaching and learning process. The implementation of YouTube is done in some stages of teaching such as the opening part, the closing at the end of teaching activities, and/or as a confirmation process. It can be inferred that in the process of learning the students are introduced to the discussion of material by watching the video. Then, the students analyze it, while the teacher supports them with an explanation, and the students directly confirm themselves after the explanation given by the teacher as the confirmation stages.

The student's interest in the use of YouTube in learning English was the data of this research, More specifically, ten students of eighth grade in *Sekolah Alam Cikeas* were involved as the data source. The data collected focused on the object used in the teaching and learning process. A specific object here is defined on YouTube as an object for students learning English. (Schunk at. al.2008, p.



210). The term interest referred to that Tan Bee Tin (2016), which stated that interest is people's “willful engagement” with a specific object, activity, or event.

In the procedure of collecting the data, the researchers observed the classroom activity in the class to see students’ activity in using YouTube in the learning process. Then, the researchers gave the questionnaire to the students inquiring about the information related to their interest in learning English by using YouTube and then interviewed the students and the teacher to know more about their experience and interest in using YouTube in the learning process.

In collecting the data, there are two instruments the researchers employed: they are questionnaires and interviews. The questionnaire is the statements devised on a 5-point Likert scale by using a close-ended questionnaire. It covered the information about students’ interests in using *YouTube* in classroom activities. In conducting the interview, the researchers employed one on one interviews by using open-ended questions, enabling the researchers in getting a personal response from each respondent.

A. Interview

The unstructured interview is used to get the data. The researchers conducted a one-to-one interview which is recorded. The question list of the interview is mentioned below:

- List of Questions for Students
1. Since when do you know and use YouTube?
 2. What is your opinion about the implementation of YouTube in the class?
 3. Do you like learning English by using YouTube?
 4. Do you think learning English through watching YouTube videos is interesting?
 5. Do you use YouTube outside class hour?
 6. Do you think learning English by using YouTube in the class help you understand the content better? How and why?
 7. Do you think learning English by using YouTube can help you to improve your English understanding?
 8. Do you like to re-watch the YouTube’ videos given in the class?
 9. Do you like to share and discuss something relate to English language by using YouTube?
 10. Do you like share the link of YouTube video with your friend?

B. Questionnaire

The close-ended questionnaire is employed by using a 5-point Likert scale. The questionnaire is as follows:

Questionnaire for Students

Gender : Male/ Female

Grade : _____

Please tick the closest response

No.	Statements	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
1.	I think watching YouTube videos is interesting.					
2.	I think watching YouTube videos is fun					
3.	I think I enjoy doing YouTube related classwork/homework					



4.	I think most people I know would be interested in YouTube					
5.	I think watching YouTube can add the extra information/ understanding about the materials					
6.	I think watching YouTube can help to improve my English understanding.					
7.	I think watching YouTube videos can help me learn more knowledge.					
8.	I share and discuss with my peers when I find some videos interesting.					
9.	I would like to re-watch the YouTube videos given in the class.					
10.	I look forward to doing YouTube-related classwork/ homework.					
11.	I have ever opened YouTube to 'voluntarily' study at home.					
12.	I would like to know more about why the creator makes the videos					
13.	I can understand learning through YouTube without trying to					
14.	Learning through YouTube is difficult to understand					
15.	Learning through YouTube is boring					

RESULTS AND DISCUSSION

A. Results

After collecting the data by using a questionnaire, students' interviews, and teacher interviews, the researchers analyze and review the result of the data compiled.

According to the result of the teachers' interview, the teacher agrees that YouTube can support the process of teaching and learning but its use must be placed in certain stages of teaching appropriately. Based on the teacher's experience, the introduction and at the end of teaching activities or as confirmation process are most suitable for teachers to apply YouTube as media for the teaching and learning process. It can be inferred that the students directly confirm themselves after the explanation of the teacher but initially they are introduced to the topic and vocabulary by using YouTube.

In this case, Sekolah Alam Cikeas often time uses YouTube as media for teaching and learning and the usage of technology has been experienced by students in the present. Most of the students agree that the role of technology especially YouTube is useful and meaningful for them. Based on the result of the students' interview, most of the students agree that the usage of YouTube in the classroom is appropriate and can engage students' interest in learning English in the classroom. They are interested in learning English by using YouTube videos which they will find fun and enjoyable when the activity in the class is employing technology rather than only listening to the teacher's explanation in the classroom. In this case, the students also think that the implementation of YouTube is useful in the learning process. The students agree that YouTube can visualize their imagination about the discussion or material through video. It can help them understand the content better when they can not catch the explanation of the teacher, and as an evaluation way for them in which they

can confirm what is already explained by the teacher in the classroom by watching the YouTube video.

Moreover, the students are familiar with using YouTube not only in the classroom but also outside the class. They have already known and used YouTube since the seventh grade in Junior High School. Even though they did not look for the videos that discuss the English language on purpose, they still watched the videos that use English which could expand their knowledge in general and gradually improve their understanding of the English language. For example, some students always watch a movie on YouTube using English subtitles and based on the experience they could train their listening and get more knowledge by doing so. Thus, besides learning they enjoy watching YouTube videos.

Furthermore, interviews with the students revealed that most of the students agree that using YouTube can engage students' interest in which they directly learn and train their English skills in listening and speaking and learn about the vocabulary based on the video. Then, some students learn grammatical structure on YouTube by watching the video which discusses grammatical structure. In other words, it can be a reason why YouTube can come into consideration to engage the students' interest in the teaching and learning process and it can be inferred that students have already known and been interested in YouTube for a long time and the teacher used YouTube in the classroom.

Since YouTube enables people to find and access any video easily, students can enjoy watching videos on any topics in English uploaded by anyone around the globe. The nice display it offers can attract viewers' attention to know more about what is being talked about.

The result of the questionnaire shows that most of the students are interested in using YouTube in the classroom to support the teaching and learning of English in the class. The detailed result can be seen in the diagram below.

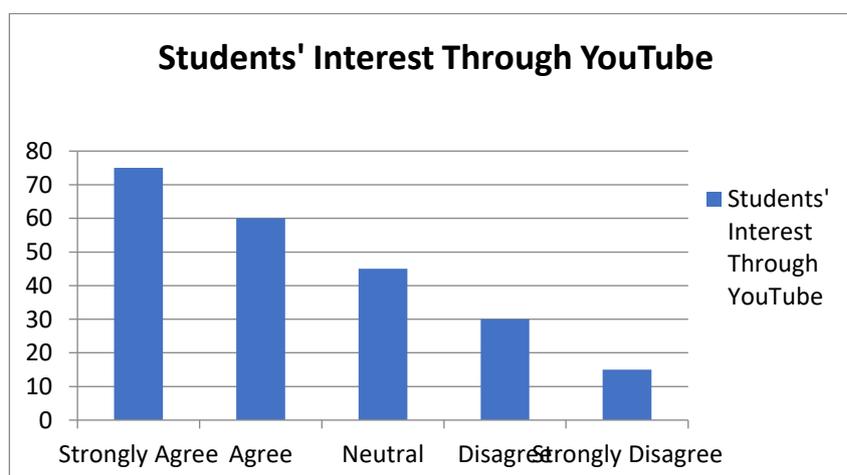


Figure 1. Students' Interest in Learning through YouTube

B. Discussion

The study proved that the use of YouTube as the media in learning English in *Sekolah Alam Cikeas* can engage the students' interest in the teaching and learning process. Some experts agree that students' interests are important points in the teaching and learning process and can be categorized



into three aspects: the specific objects, events, and activities. The term the students' interest in this study focused on how YouTube affects the students' knowledge seeking and attention.

It was confirmed by the previous research by Darren Linvill (2014) that students' interests have something to do with the psychological and motivational variables of having an affective reaction and attention to particular content or particular classes of objects, events, or ideas. This content has both a cognitive and affective effect on an individual. It can support students learning due to its influence on the students' interests. A greater interest leads to greater persistence (Ainley, Hidi, & Berndorff, 2002), intrinsic motivation (Weber, 2003), and levels of learning (Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000) and academic achievement (Rotgans & Schmidt, 2011). The research findings illustrated that students' interest in using YouTube can encourage their intrinsic motivation, their engagement in the learning activity, and their academic achievement. YouTube provides interesting videos to support the students' comprehension of materials discussion.

The questionnaire results showed that the students strongly agree that YouTube helps them to comprehend the materials more easily. Furthermore, the interview confirmed that the majority of students think that technology, particularly YouTube, is beneficial and significant to their language learning. They feel that using YouTube in the classroom suits their teenage life and can draw their interest in studying English in the classroom. They can have more fun and enjoy the learning process in the classroom better than by listening to the teacher's explanation all the time. These results are in line with the previous theories and research.

CONCLUSION AND RECOMMENDATION

In conclusion, the research findings illustrated that the usage of media technology can contribute to students' interest in learning. In this current technology era, various media can be used by teachers to support their teaching and learning activities. One of them is the usage of YouTube. YouTube is a fun and interesting medium for watching videos that makes the students easily understand the gist of the materials. Students are more interested in learning English by watching YouTube videos in which they can have fun and enjoy what they are doing in the classroom rather than listening to the teacher's explanation only. In this scenario, the students believe that incorporating YouTube into the learning process is beneficial. Students agree that YouTube allows them to visualize their ideas about the topic or material through video. It can assist pupils in better understanding the topic when they are unable to hear the teacher's explanation, as well as serve as an assessment tool in which they can validate what the teacher has already explained in the classroom by watching a YouTube video. This research confirmed that students' interests can be boosted by using appropriate media for learning such as YouTube.

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