

EXPLORING STUDENTS' EXPERIENCES OF USING YOUTUBE AS MEDIA IN LEARNING ENGLISH AS FOREIGN LANGUAGE (EFL)

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Abstract

Rapid technological advancements have resulted in an abundance of online learning resources. YouTube, which provides many various contents from various channels, is a resource learning that can be used for learning English. In this study, the writer explores students' experiences of using YouTube as media in learning English as foreign language (EFL). This study is qualitative research using case study. Five English Education Department students who had an experience in learning English as foreign language from YouTube participated in this study. The data was collected by conducting semi-structured interviews. The findings show that participants perceived the benefits of Using YouTube in their English learning. However, the participants also faced the challenge while learning from YouTube. Moreover, the participant showed their expectation towards using YouTube to learn English. This research can be a basis for developing further research.

Keywords: *Learning English, English as Foreign Language, YouTube, Students' Experiences*

Sari

Kemajuan teknologi yang pesat telah menghasilkan banyak sumber belajar daring. YouTube, yang menyediakan berbagai macam konten dari berbagai saluran, merupakan sumber belajar yang dapat digunakan untuk pembelajaran bahasa Inggris. Dalam penelitian ini, penulis mengeksplorasi pengalaman siswa dalam menggunakan YouTube sebagai media dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Lima mahasiswa dari Program Studi Pendidikan Bahasa Inggris yang memiliki pengalaman

belajar bahasa Inggris sebagai bahasa asing melalui YouTube menjadi partisipan dalam penelitian ini. Data dikumpulkan melalui wawancara semi-terstruktur.

Temuan penelitian menunjukkan bahwa para partisipan merasakan manfaat dari penggunaan YouTube dalam pembelajaran bahasa Inggris mereka. Namun, para partisipan juga menghadapi tantangan dalam proses belajar melalui YouTube. Selain itu, para partisipan juga mengungkapkan harapan mereka terhadap penggunaan YouTube untuk belajar bahasa Inggris. Penelitian ini dapat menjadi dasar untuk pengembangan penelitian lebih lanjut.

Kata kunci: *Pembelajaran Bahasa Inggris, Bahasa Inggris sebagai Bahasa Asing, YouTube, Pengalaman Siswa*

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Introduction

The rapid development of technology is very helpful in everyday life including in the education field. It becomes more crucial because of the COVID-19 outbreak. Learning is conducted online, where utilizing the internet and electronic devices, including English language learning. Because of technology, mobile devices are routinely used in a variety of academic disciplines, including foreign language study (Kuimova, Burleigh, Uzunboylu, Bazhenov (2018). Moreover, as advances in media technology affect more and more aspects of our daily lives, online learning is becoming growingly crucial in terms of encouraging and empowering English as a Foreign Language (EFL) learners in their second language (L2) practice (Eisenlauer, 2020).

There are many online learning resources for English language learning in this digital age, which range from general search engines, information search, gaming sites, watching YouTube videos and movies, international communication via social media, or participation in online forums, to the use of language study apps (Lamb & Arisandy, 2019). Those online learning resources are helpful to support language learning both inside and outside the classroom.

YouTube is one of the social media that can be used to learn English. One of the most popular online activities is watching videos, and YouTube videos have been acknowledged as a helpful learning resource that can be recontextualized for language

learning purposes (Eisenlauer, 2020). YouTube has various contents that can be suitable for everyday English use, including vlogs, product reviews, travel diaries, and tutorials, as well as soap operas, comedies, and films (Eisenlauer, 2020). Aside from having various learning resources, students can find an attractive method to learn English and they can get cultural knowledge (Liu, Spitsyna, Zubanova, & Vekilova, 2020). The other reason YouTube has become the most popular social media platform to learn English is that YouTube offers a wide variety of English learning videos. This makes it easier for students to memorize English learning videos when watching videos on YouTube (Hanim, 2021).

According to several previous studies, the students responded positively to the use of YouTube. It indicates there are various benefits of learning from YouTube. In English language learning, YouTube videos motivated the students to study English outside of the classroom, and it helps them complete their course assignments and study tasks Zaidi, Awaludin, Karim, Ghani, Rani, and Ibrahim (2018). Moreover, the use of YT makes English classes more fascinating, the YouTube material used is relevant to what is being studied in the classroom, the application is helpful to the participants' English language, and it encourages students to study English not only in but also outside of the classroom (Fernández-Carballo, 2021). In line with Fernández-Carballo (2021), Kim & Kim (2021) also mentioned that one of the potential benefits of using YouTube is students can improve their English skills and knowledge.

Besides the benefits of using YouTube to learn English, there are some challenges. Fernández-Carballo (2021) stated the challenges are a lack of control over the students, technical issues that may occur, the presence of distractions, a need for internet access, and a lack of communication between students and teachers.

According to Hakim (2019), YouTube has met students' expectations in terms of vocabulary learning because it provides a variety of interesting videos. In other study, Arif (2019) discovered that students expect ICT, such as YouTube, to make English learning more effective and entertaining. Besides that, Novawan, Alvarez-Tosalem, Ismailia, Wicaksono, and Setiarini (2021) found that there is an expectation regarding the quality of online English language teaching via YouTube, which is related to lecturers' expertise in creating and managing their teaching via their YouTube channels.

Therefore, this present study attempts to explore the students' experiences of Using YouTube as Media in Learning English as Foreign Language (EFL)". The experience of the EFL students is important to know in order to give information about the benefits, challenges, and expectation of using YouTube in English language learning.

Methods

In this study, the writer intends to find out students' experiences of using YouTube as media in learning English as a foreign language (EFL) by using a qualitative method. According to Taylor, Bogdan, and DeVault (2016, p. 8), qualitative researchers empathize and identify with the persons they study in terms of understanding their experiences. The research design used in this study is a case study. A case study is a method that attempts to systematically investigate an activity or a group of related activities with the specific goal of describing and explaining these phenomena (Bromley, 1990; Lurn & Berg, 2017).

The writer uses five undergraduate students in a private university in Cirebon, Indonesia as participants. The participants were selected according to the purpose and research question of this study, which are English department students and who have experience in learning English from YouTube, to be involved in interview sessions. This study applied semi-structured interviews as a data collection technique. The interviews were conducted and recorded through zoom application. The interview sessions were conducted using Bahasa Indonesia or Indonesian. The interview data were transcribed in written form and translated into English.

The writer will analyze data by using thematic analysis. According to Braun and Clarke (2006), there are six steps of thematic analysis. The writer followed the six steps in the thematic data analysis. The writer familiarizes the interview data with transcribing and reading the data, coding the data, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Results and Discussion

There are benefits, challenges, and expectations of using YouTube as media in learning English as a foreign language. In order to make it easier for the readers, the

writer provides the following code, P1 as participant 1, P2 as participant 2, P3 as participant 3, P4 as participant 4, and P5 as participant 5. The interview data was translated from Bahasa Indonesia or Indonesian to English.

Benefits of Using YouTube in Learning English

According to the interview data, the participants reported that by using YouTube in learning English, they got various benefits. They also explained their feelings which refer to the benefits they get.

They found YouTube as media that easy to access and use because YouTube is a free application. Therefore, the participant feel enjoy learning English from YouTube.

P1 : "I feel happy because YouTube really makes it easier for me to learn English, and the YouTube application itself is easy to use and access"

P3 : "When using YouTube, I enjoy it because it is easy to access."

P5 : "...YouTube is an easily accessible and free application, so I do not have to take English course outside the campus."

The participants stated that watching videos on YouTube helps to improve their English knowledge and skills. This is because YouTube provides countless videos to support and practice their English to be better.

P1 : "I get a lot of knowledge from various and unlimited sources of information which is not same as learning in the classroom."

P2 : "Actually, because I often listen to people who speak English, I have become more agile than before in understanding English speakers. Because I often watch videos related to daily conversations, for example, daily vlogs, I also become more daring to speak English in daily conversations. So it affected me in my speaking skills."

P3 : "The advantage I get from learning English using YouTube is that I have a place to practice my English skills and helps me in improving my English skills, such as listening, speaking, and reading."

P4 : *“Through learning English from YouTube, I can increase my knowledge and skills in English.”*

P5 : *“Learning English using YouTube allows me to improve my writing skills.”*

According to the participants’ statements, learning English from YouTube videos is understandable. With numerous relevant English learning videos that can be watched, it makes the participants understand the English material they are learning.

P4 : *“In addition, videos on YouTube help me overcome problems when there are English materials that I did not understand while studying on campus. There are also lecturers who provide learning resources sourced from YouTube so that it helps to better understand English materials.”*

P5 : *“By watching English learning videos on YouTube, I understand more material that I didn't understand at first.”*

YouTube is also interesting media for learning English. Participants claimed that learning through YouTube is interesting because YouTube is an audio-visual media, and makes learning more fun, entertaining and enthusiastic. It showed that learning English through YouTube is not monotonous. From a participant’s statement, the participant did not only focus on learning but also enjoyed it because he learned English from entertaining contents.

P2 : *“I am definitely happy with learning English on YouTube because a lot of content I need such as the content that keeps me entertained while learning. It is because I learn English by watching vlog and tutorial.”*

P3 : *“When using YouTube as a media inside the classroom, classroom learning becomes very interesting which increases my learning motivation.”*

P4 : *“I feel enjoy because YouTube provides audio and visuals which makes videos related to English contents that are more interesting and detailed.”*

“...the delivery of materials is more interesting which makes me keep watching YouTube videos related to what I am studying.”

P5 : *“For me, learning English using YouTube is fun because it is more interesting. I also understand the English material because YouTube has visualization that makes more interesting to learn materials than I have to read the full text for example from Google.”*

Some participants admitted YouTube motivates them to study either in the classroom or outside the classroom.

P1 : *“For me personally, the advantage I get is that YouTube motivates me to learn English so that I am more enthusiastic about learning outside the classroom.”*

P3 : *“YouTube also provides many English learning resources that help me learn English independently. When using YouTube as a media inside the classroom, classroom learning becomes very interesting which increases my learning motivation.”*

P4 : *“Watching on YouTube also motivates me to study by myself outside the class...”*

The other benefit of using YouTube for learning English is a participant stated that using YouTube helps to solve or finished their English assignment from their lecturers on campus.

P5 : *“...YouTube helps to do college assignments.”*

Challenges of Using YouTube in Learning English

From the interview data, all participants stated that they faced internet problems.

P1 : *“I think the challenge is an unstable internet connection.”*

P2 : *“I also have problems learning through YouTube, such as internet connection problems, and no subtitles.”*

P3 : *“Learning through YouTube requires a stable internet connection, so I have also experienced internet problems, for example when the weather was not supported.”*

P4 : *“The challenge I faced was related to the internet connection which sometimes unstable.”*

P5 : *“Because accessing YouTube requires the internet, sometimes I experience internet connection problems and learning from YouTube consumes a lot of internet data.”*

A participant claimed that device problem is also included as one of the challenges.

P3 : *“In addition, the device also has problems, for example when I use a laptop to study via YouTube, the laptop that I used was not working properly because it had been used for too long.”*

Moreover, a participant felt challenged when there is no mentor if studying outside the classroom. The comment column on YouTube did not have enough to be a place for her to ask questions related to the material.

P4 : *“If it is in the context of learning outside the classroom, the challenge is that a mentor is still needed because I cannot directly ask questions if I still do not understand.”*

Some participants faced a challenge that they need to be aware of in sorting out the relevant video about learning English. It is because to prevent the irrelevant videos so they can learn English with the videos that they want.

P1 : *“In addition, because there are so many videos on YouTube, I have to be smart in sorting out the right keyword for looking out the material videos so I don't watch inappropriate videos.”*

P3 : *“The availability of many learning resources (learning videos on YouTube) can be a challenge in self-study, so I have to be more careful in sorting out which learning videos are relevant to what I am studying.”*

P5 : *“I have also found videos whose titles do not match the video content.”*

The last challenge that a participant stated is there is no subtitle in the video he was watching. Therefore, that makes him a bit confused sometimes.

P2 : *"I also have problems learning through YouTube, such as internet connection problems, and no subtitles. The unavailability of subtitles sometimes makes me confused, especially if the speaker is a native speaker."*

Expectations of Using YouTube in Learning English

Participants stated their expectations in learning English from YouTube. The data showed what participants' expectations are and whether their expectations are achieved or not. Participants stated that they expect YouTube to be fun and it met their expectation.

P2 : *"My expectations of learning on YouTube are related to my learning goals. Personally, I am the type of person who doesn't really like monotonous learning, so I expect to have a fun learning media that allows me to learn while looking for entertainment and YouTube has what I want."*

P5 : *"Through YouTube, my expectation is fulfilled because I hope for fun learning and YouTube have visualizations which different from learning from books or full texts that I find difficult to understand."*

Because learning English material videos through YouTube, a participant expected to increase her vocabulary knowledge and it fulfilled her expectation.

P1 : *"Besides that, the expectation that is achieved from learning through YouTube is related to vocabulary knowledge so I know more about new vocabulary."*

A participant expected to have a great understanding of certain topics such as TOEFL, but she felt that she has not been achieved it.

P4 : *"I hope to have a better understanding of the certain topic such as TOEFL questions by watching it from one of the YouTube accounts. However, that expectation has not been achieved because I have not taken the TOEFL test and have not known the result."*

The other expectation is about a participant expected to improve English knowledge and skill from watching YouTube videos and the expectations were achieved.

P3 : “I had expectations by learning through YouTube and my expectations were achieved because I felt it was helped to support my needs to understand and improve my knowledge and skills in English.”

Moreover, a participant expected an easy English material explanation. However, that expectation was not really fulfilled because there was also a confusing explanation.

P1 : “My expectation is that learning English through YouTube is easy in terms to understand the material. For example, if the explanation of the material in class is difficult to understand, then it is easy for us to find an explanation on YouTube because it is delivered by different people. However, there are also people who create English learning content that explains it in a complicated way that makes it difficult to understand and makes it even more confusing.”

The last expectation that was found in this research is expecting to solve and give a solution to their English problem and the participant’s expectation was fulfilled.

P4 : “...based on my experience, YouTube is fulfilled my expectation toward getting insight into the problems in learning English. That is because videos on YouTube that I watch almost all of them can provide insight and can provide solutions.”

Discussion

According to the findings, there are six benefits of using YouTube in learning English. First, P1, P3, and P5 stated that YouTube is easy to use and access so that it makes it easier to learn English so that they do not have to take an English course outside the campus. That is in line with Hanim (2021) that stated YouTube is not only a source of entertainment but also a tool for business and educational purposes because it is easy, fast, and free to access. Second, YouTube helps participants to improve their English knowledge and skills. All participants stated that learning from YouTube makes them improve either their English skills or knowledge. This is related to the finding from Fernández-Carballo (2021) that mentioned the application is helpful to the participants' English language. Kim & Kim (2021) also stated that one of the potential benefits of using YouTube is students can improve their English skills and knowledge.

Third, YouTube helps participants understand English material. P4 and P5 stated that they are helped in understanding English materials because YouTube provides materials that support the material learned on campus. That is related to a finding from Fernández-Carballo (2021) that stated the YouTube material used is relevant to what is being studied in the classroom. Fourth, YouTube is an interesting media for learning English. P2, P3, P4, and P5 claimed that YouTube contents make their learning more fun, and interesting. In line with Fernández-Carballo (2021) that stated the use of YT makes English classes more fascinating. Fifth, YouTube motivates students to learn either inside classroom or outside the classroom. P1, P3, and P4 claimed that YouTube helps and motivates them to be more enthusiastic in learning English not only inside the classroom but also outside the classroom. This is related to the finding of Fernández-Carballo (2021) that admitted it encourages students to study English not only in but also outside of the classroom. The finding from Zaidi, Awaludin, Karim, Ghani, Rani, & Ibrahim (2018) also claimed YouTube videos motivated the students to study English outside of the classroom. Sixth, YouTube helped to solve or finish their English assignment. P5 stated that she was helped by YouTube in order to solve and finish their English assignment from the lecturer. In line with Zaidi, Awaludin, Karim, Ghani, Rani, and Ibrahim (2018) that mentioned YouTube helps them complete their course assignments and study tasks.

There are five challenges of using YouTube in learning English. The first is the internet connection problem. All participants claimed that they experienced internet connection problems. This is in line with Fernández-Carballo (2021) that found one of the challenges of using YouTube in learning English is the need for internet access. The second is there is a device problem. P3 stated that she faced devices problem such as the laptop that she used was not working properly because it had been used for too long. This finding is in line with Fernández-Carballo (2021) that claimed technical issues may occur. The third is P4 stated that there was no mentor when learning outside the classroom or learning by herself. This challenge made the participant a bit confused because there was no person who will directly answer her questions. The fourth is P1, P3 and P5 stated that the challenge is when sorting out the relevant learning videos to prevent irrelevant videos. The sixth is P2 said there was no subtitle in the video so it was a bit confusing, especially when watching videos from native speakers. These last

three topics are new discoveries that the writer found because they did not exist in previous studies.

There are six expectations of using YouTube in learning English. The first is that P2 and P5 expected that learning from YouTube is fun and it fulfills their expectation. In line with the statement from Arif (2019) that discovered students expect ICT, such as YouTube, to make English learning more effective and entertaining. The second, P1 expected to get or know the new vocabulary, and her expectation was fulfilled. That is related to Hakim (2019) that claimed YouTube has met students' expectations in terms of vocabulary learning because it provides a variety of interesting videos, and students prefer to be taught in an interesting manner because it motivates them to learn vocabulary. The third, P4 expected to have a better understanding of certain topics such as TOEFL but her expectation has not been achieved. The fourth, P3 expected to improve her English knowledge and skill and she met her expectation. The fifth, P1 expected an easy English material explanation. However, that expectation was not really fulfilled because there was also a confusing explanation. The last, P4 also expected YouTube to solve and give a solution to their English problem, and her expectation was fulfilled. The third topic until the last topic is new discovery which the writer found because it did not exist in previous studies.

Conclusion & Recommendation

The conclusion of this study shows that from the experience of EFL students using YouTube in learning English, they get benefits, face challenges, and know whether their expectations are achieved or not. The benefits are YouTube is easy to access and use, YouTube helps participants to improve English knowledge and skills, YouTube videos help participants to understand the English language material, YouTube makes learning more interesting and fun, YouTube is useful to motivate participants in learning inside and outside the classroom, and YouTube helps to complete or solve the college assignment. The challenges of using YouTube in learning English are internet problems, devices or technical problems, still needing a mentor if learning outside the classroom, sorting out or finding out the relevant video related to the material that participants want, and sometimes still needing subtitles to avoid the confusion. However, not all of the expectations are fulfilled. The expectations that are

fulfilled are using YouTube for learning English is fun, getting a lot of new vocabulary, improving participant's English skills and knowledge, and getting new insight to solve the problem.

This findings suggest that to overcome the challenges of using YouTube in learning English, the learners should be able to organize their English learning if they learn outside the classroom. While English teacher should teach English with many variations of learning media and using YouTube is one of them.

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Conflict of Interest

No potential conflict of interest is reported.

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