

STUDENTS' PERSPECTIVES OF YOUTUBE USAGE IN DEVELOPING AUTONOMOUS LEARNING IN ELT CONTEXTS

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Abstract

YouTube is a well-known platform that everyone can use in every context, including the educational field. Despite the enormous benefit of YouTube usage in the learning context, only a little has been discussed about how YouTube can be used in developing students' autonomous skills. This current research aims to explore students' perceptions of the role of YouTube videos in developing students' autonomous learning and English language skills. This research was examined using a qualitative design and a type of data collection using a closed-ended questionnaire distributed to students in the form of a Google Form. The research subjects include 11 students of 5th-semester English education majors at State Islamic University Syarif Hidayatullah Jakarta who utilize YouTube to study English outside of class. The findings showed that YouTube is effective in developing autonomous learning skills. Furthermore, a major number of students specifically identified listening and vocabulary skills as areas where YouTube may help their autonomous learning activities.

Keywords: *Autonomous learning, English language skills, English language teaching, technology, YouTube*

INTRODUCTION

For over a decade, the internet and technology have become more significant from time to time and influenced the human world. It is also widely known that the internet has played a big part in human daily life, including lifestyle, finance, and education. Kristiani and Pradnyadewi (2021) mentioned that in the education field, technology has many advantages, not only for teachers but also for students. Technology generally benefits the learning process, especially in English Language Teaching (ELT). Talking about teaching and learning, many video platforms can be used to support ELT and the learning process, such as iTunes, TikTok, Discord, and Google Video, but the most famous one is YouTube. According to Kurniawan (2019), YouTube is a well-known platform that is highly recommended by Internet users. This is due to the rapid development of technology, which brings the world of education to the fact that YouTube videos can be used as learning sources (Fadhilah et al., 2020).

YouTube is considered to be a convenient social media platform that could help develop students' autonomous learning skills. This statement was supported by Rajendran and Din (2021), who said that YouTube is a technology that students find beneficial and adaptable to learning the English language, along with promoting autonomous learning. In addition, Kurniawan (2019) stated that YouTube usage encourages students to develop their autonomous learning skills along with creativity for them to take responsibility for their education. Many materials and online learning

opportunities are available on YouTube for students who want to improve their English language skills through autonomous learning. YouTube is an online educational platform that enables learners to effortlessly access and engage with knowledge, stimulating their motivation to learn using videos and images (Deng & Yuen, 2011). Students can use this access to supplement their classroom learning by learning independently.

As we know, YouTube has been a well-known platform for years; this platform is known to be very useful and easy to use in every context. In that case, YouTube is also suitable for learning and teaching English; Students can use this platform for personal needs or as an autonomous learning tool. Learner autonomy refers to the ability to take control of one's learning and to perform autonomous learning outside of the classroom (Elliott, 2013). In addition, it is worth noting that in cases where adequate technological resources are presently accessible, students tend to rely on online platforms that provide immediate, convenient, and storage-efficient functionalities, thereby facilitating their daily academic responsibilities and obligations within the university setting (Rajendran & Din, 2021). Therefore, students are expected or recommended to increase their learning autonomous skills apart from the task given by the teacher using technology facilities such as YouTube.

The effectiveness of YouTube videos tends to make students feel more comfortable when using them anywhere; they can play them easily using the playback feature on YouTube, where students can view online tutorials in English language learning, providing them with the ease to revise, recall, and re-learn. In research conducted by Fadhilah et al. (2020), students may feel a sort of enjoyment because, on YouTube, they also said that this kind of learning technique can help them maintain their interest in learning without any pressure. Furthermore, YouTube could also have a good impact on developing students' autonomous learning skills, especially in the English language.

In terms of promoting autonomous learning and English skills, Rajendran and Din (2021) stated that the availability of online materials and tutorials on the YouTube video streaming platform is an essential tool, particularly for university students seeking to exercise learner autonomy to improve their English language competence. This includes many language aspects such as macro skills like speaking, reading, writing, listening, grammar, and some others skills (Watkins & Wilkins, 2011). Many interactive activities would help students generate fascinating ideas during the learning process, as well as develop students' creativity, curiosity, and motivation during the learning process (Purwanti et al., 2022). These particular advantages encourage students to put in more effort to easily learn English.

According to Kurniawan (2019), every student has a YouTube account, and they use it every day for a variety of purposes, including watching current events, listening to music, watching movies, and even learning new material. In that case, it is also appropriate for us to analyze whether YouTube could also trigger and foster students' autonomous learning. As mentioned in the study by Balbay and Kilis (2017) have

suggested that future researchers also need to analyze the effectiveness of online learning platforms to develop language skills and students' willingness to engage in self-directed learning. Therefore, this current research explores students' perception of the role of YouTube videos in developing students' autonomous learning and English language skills. With this aim, this study revolves around two research questions which are (1) What is students' perception of YouTube usage to develop their autonomous learning skills? and (2) Which English skills have the most significant improvement because of the use of YouTube?

METHODOLOGY

Method and Design of the Research

This research used the case study qualitative design to investigate the answers. Based on Creswell (2012), qualitative research is concerned with investigating phenomena via the perspectives of individuals. Creswell and Creswell (2018a) also reveal the qualitative research approach is used to collect data that is expressed in words rather than statistics. For the answer researchers' question in qualitative design, the first question is "What is students' perception of YouTube usage to develop their autonomous learning skills?" and the second question is "Which English skills have the most significant improvement as a result of the use of YouTube". The qualitative design is used by researchers because it is a fundamental interpretative analysis to comprehend a phenomenon, a process, or a specific point of view from the persons involved (Creswell & Creswell, 2018b). The participants' point of view is to investigate assertions from students' experiences while using YouTube as an English online learning medium for enhancing autonomous learning.

Participants

The participants of this research were purposively selected, namely, 11 students majoring in English education in the 5th semester of English education students at Syarif Hidayatullah University Jakarta who studied predominantly English-based courses. The participants were chosen because all eleven were already experienced with utilizing YouTube and had arranged their English study outside of class using YouTube.

Research Instruments

An instrument is a research implementation used to capture data explicitly, comprehensively, and systematically (Tampubolon et al. 2020 in Simanjuntak et al., 2021). The research instrument is a critical component in data collection and is used as a tool for gathering research data. To examine this research, the researcher adapted a questionnaire from research by Lai & Gu (2011) that focused on analyzing YouTube to develop speaking skills in the learning context.

Technique of Data Collection

The questionnaire consisted of two parts. The first section asked about the Self-Language Learning Scale, which is based on the macro skill. The second section is the

learner's demographic information and access to YouTube. The instruments consist of a Likert-Scale with the criteria of 'Strongly Agree (SA),' 'Agree (A),' 'Disagree (D),' and 'Strongly Disagree (SD).' Then, it is shared through Google Forms, which consists of some aspects. The researcher formatted the questions as multiple-choice to make it easier for respondents to choose and answer the questions. After constructing the questionnaire, ensure it is straightforward and receives a good reaction from the respondents. The researcher will next provide an online questionnaire to responders, along with a short description of the study's aim. The researcher will assess the questionnaire when the student has completed and submitted it.

Technique of Data Analysis

Data analysis is a crucial stage in research studies, in which the collected data is systematically classified and interpreted to derive meaningful insights. This process involves the formulation of statements that are directly relevant to the research data (Pasaribu & Silalahi, 2019). The researcher analyzed the data using descriptive analysis, following several steps, including analyzing the data questionnaire collected from Google Forms and describing the insight interpreted by the data collected.

FINDINGS AND DISCUSSION

Findings

This current study intended to find the students' perception of the role of YouTube videos in developing students' autonomous learning and English language skills in ELT contexts. This research showed the majority of the eleven participants from the Department of English Education at Syarif Hidayatullah University Jakarta had a positive response to each perception given in the questionnaire. In general, this result shows that students majorly agree that YouTube usage is useful for developing autonomous learning skills.

Table 1. Students' Perception towards YouTube

No.	Statements	Total			
		SA	A	D	SD
1.	YouTube is a useful learning platform	6	5	0	0
2.	YouTube provides a lot of English learning material	9	2	0	0
3.	I can access YouTube videos easily from anywhere and everywhere.	10	1	0	0

Table 1 shows that students majorly agree that YouTube is a useful platform for their learning and teaching. This can be proven by the result, which shows that 11 participants chose "Strongly Agree" and "Agree" for these questions. The high score of these results conclude that students have a positive perception toward YouTube usage.

Tabel 2. Students' Perception towards Learning Using YouTube

No	Statements	Total			
		SA	A	D	SD
4.	YouTube media makes the English learning becomes more comfortable	6	5	0	0
5.	I use YouTube to increase the time I spend learning the language	10	1	0	0
6.	When I feel I need more learning resources in the language, I use YouTube to expand my learning resources	3	6	2	0
7.	YouTube helps me achieve my language learning goals more quickly and efficiently	1	10	0	0
8.	Using YouTube videos in my own learning time improves my learning productivity	4	6	1	0
9.	Using YouTube videos in my own learning time gives me greater control over my studies	1	8	2	0
10.	YouTube media in English learning motivates me to study English well	4	7	0	0

Quite different from the last table, this table shows a more variable perspective. As shown in this table, most of the students tend to choose "Agree" rather than "Strongly Agree." this table also shows that a few students chose "Disagree" for some questions. From this table, it can be concluded that students majorly have a great opinion of YouTube usage for their Learning activity. However, for questions 6, 8, and 9, there is also a participant who disagrees with these questions.

Tabel 3. Students' Perception of YouTube Usage to Develop Autonomous Learning

No	Statements	Total			
		SA	A	D	SD
11.	Using YouTube makes me want to learn more and more	2	7	2	0
12.	Learning using YouTube triggered me to learn without anyone asking me to	4	7	0	0
13.	I find myself making notes or practicing the materials I learn on YouTube	3	6	2	0
14.	YouTube recommendation features make me keep open and learn new material	4	7	0	0
15.	Generally, YouTube is effective in developing my autonomous skills	7	4	0	0

According to this table, the participants highly agree that YouTube can be used to develop students' autonomous skills. Of 11 students who joined in this research, only

two students disagreed with questions 11 and 13. Aside from that, all the other participants are proven to have a great perspective of YouTube as a tool for developing students' autonomous skills. The participant confirmed that YouTube is very helpful in increasing their interest in learning more and more without anyone asking them to.

Tabel 4. Students' Perception of YouTube Usage to Develop English Language Skills

No	Statements	Total			
		SA	A	D	SD
16.	YouTube helps me improve my listening skills	9	2	0	0
17.	YouTube helps me improve my speaking skills	5	3	3	0
18.	YouTube helps me improve my writing skills	0	6	5	0
19.	YouTube helps me improve my Reading Skills	2	5	4	0
20.	YouTube helps me improve my Grammar Skills	4	7	0	0
21.	YouTube helps me improve my Vocabulary Skills	10	1	0	0

The previous table mainly discussed which skills are most enhanced with YouTube usage. This table conveys that YouTube usage is effective in developing English language skills, including listening, speaking, writing, reading, grammar, and vocabulary skills. Moreover, listening and vocabulary skills have seen the most significant improvement as a result of using YouTube. On the other hand, the skill that has the least significant result is writing.

Discussion

This research showed that students' perceptions toward YouTube have four major findings. According to the results of the questionnaire, students agree that YouTube is a very useful platform that can be used not only for entertainment but also for learning activities. These findings are in line with research by Jaffar (2012), who found that most of the students confirm that YouTube is very helpful for their learning. Based on the students' perceptions, YouTube can be used for learning activities due to its privilege of being accessible to everyone from everywhere. This is also supported by (Rahila & Batubara, 2023) who mentions that YouTube can be accessed easily, which makes it a flexible platform.

The second perception found in this research is that YouTube has a lot of functions for learning activities. As found in research Wang and Chen (2020), the main purpose of using YouTube for learning English is to explore more English learning material. For the same reason, this research also found that students tend to like using YouTube to find English material to support their learning process. Putri (2019) mentioned in her research that more than half of the participants stated that whenever they needed extra materials for learning English, they usually relied on YouTube because, with YouTube, they could find the material they needed easily. This research discovered that YouTube

may help students to achieve their learning goals better as well. This statement was supported by Lai and Gu (2011), who said that students have positive engagement towards YouTube, which is effective in achieving their learning goals. Additionally, this research also mentions that with its function and features, YouTube is useful in enhancing students' motivation to learn. Based on Buzzetto-More (2014), the utilization of YouTube has the potential to enhance students' interest and motivation in learning English material, facilitate greater comprehension of English materials, and elevate students' satisfaction levels with educational resources in higher education.

The third aspect found in this research is that YouTube can be used to develop students' autonomous learning skills. As has been analyzed in this study, students highly agree that using YouTube as their learning supporter makes them want to learn more and more independently. Suspendra and Amilia (2021) explain in their research that most of the respondents claim that they often use YouTube to learn and understand the course material without anyone asking them to. Shariff and Shah (2019) conclude from their research that YouTube videos are very related to English learning; they also give students greater control of their learning process, which helps them develop their autonomous skills. Generally, YouTube, with its features, accessibility, and diversity of content, is very helpful to encourage students to do self-regulated learning and develop their autonomous skills.

The last aspect of this research is that YouTube usage is effective in developing English language skills. In addition, YouTube supports the learning process in English classes. As Nofrika (2019) stated YouTube can increase students' English skills, such as listening, writing, speaking, and reading skills. However, in skills that show each other the positive side of using YouTube as a learning media based on the results of our research, the skills that look more significant are listening skills and vocabulary. The results of our research show the same results as Safitri, (2021) and Nissak et al. (2023) with the results of their research showing that students' impressions of using YouTube as a listening learning media are very positive because the pronunciation is quite clear and the graphics are attractive. Then Nissak et al. (2023) also found that the results of listening included an increase in students' vocabulary. According to Alqahtani (2014), It is also generally thought to be an inspiring factor that drives English as a Foreign Language students to improve their listening comprehension skills and get a better grasp of the target language.

The key findings of this research emphasize that to develop autonomous and English skills, YouTube can be an alternative supporting tool that is highly recommended. The results of this study offer teachers a pedagogic decision to promote students' autonomous skills using YouTube continuously. Nevertheless, this research employed a closed-ended questionnaire that provided a superficial range of answers. Therefore, future research could try to get deeper information by adding an interview or using an open-ended questionnaire to elicit richer and more nuanced information from the learners. This would help to gain a deeper understanding of how YouTube can

support autonomous learning and English proficiency in different contexts and situations.

CONCLUSION

This study examines how YouTube usage can develop students' autonomous learning skills in the context of English language teaching in the Department of English Education at UIN Syarif Hidayatullah Jakarta. According to this research, the result shows that there are some specific benefits to using YouTube for learning. It emphasizes that YouTube genuinely affects students' learning skills. This result highlighted that using YouTube helps students in their learning process, including getting a better understanding, more learning material, and flexibility, which leads to learning productivity. The usefulness of YouTube is that it offers students an opportunity to learn independently. Using YouTube outside the classroom can help students develop their autonomous learning skills. As found in this research, with YouTube, students can provide all the materials they intended to learn by themselves and instantly get attached to learning more and more without any command.

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