



Exploring of Online Learning Using Youtube in English Vocabulary During The Covid-19 Pandemic

Rini Yulianti Putri

Universitas Singaperbangsa Karawang, Karawang, Indonesia



DOI: <https://doi.org/10.53621/jippmas.v2i1.133>

Informasi Artikel

Riwayat Artikel:

Diterima: 23 Mei 2022

Revisi Akhir: 09 Juni 2022

Disetujui: 12 Juni 2022

Terbit: 29 Juni 2022

Kata Kunci:

Online learning

Vocabulary

Youtube media

Online Learning

Covid-19 Pandemic



ABSTRAK

Since the Covid-19 pandemic, all activities have been hampered, from work to school which hampers the conventional learning process or face-to-face learning. The objectives of this research aims to discover the positive things taken from YouTube for online English learning media during this covid-19 pandemic. This research is qualitative research in which the author uses the literature study observations taken from previous researchers. Currently, schools have implemented online learning, where teachers are required to use a monotonous lecture method. This is one of the problems that will cause students to be unenthusiastic and unfocused when studying. Therefore, this study shows that utilizing Youtube media can improve vocabulary and student understanding in English lessons, increasing student achievement. However, there must be disadvantages every time there are advantages: the lack of optimal supervision of students, poor signal or internet network, and high quotas are the obstacles to using YouTube as a learning medium.

INTRODUCTION

During the pandemic that has lasted for several years, everything has changed, especially learning in schools which should be face-to-face but is currently implementing an online learning system. Online learning is a learning activity that is carried out outside of school or not face to face with the teacher. This learning was implemented because the Covid-19 pandemic situation made learning activities that should be at school but are now carried out from home with the aim of minimizing the spread of the Covid-19 pandemic (Uli S.S, Dumaris E. S, Partohap S. R. S, and Lydia P., 2021). Actually, in the era of covid-19, it causes problems or obstacles in the teaching and learning process because students or teachers feel that online learning is less effective, such as infrastructure, media used or learning models as well and there are still many more obstacles that cannot be mentioned one by one. As we know that in learning English there are Reading, Listening, Speaking, Writing, Grammar/Tenses and others. Learning is a process of communication between students, educators, and teaching materials. Communication will not work without the support of media or media messages. Learning media is anything that can be used to convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning.

In English education, students need vocabulary to communicate effectively. Vocabulary is the center of language; he stated that grammar is considered as the house of language, hence vocabulary is its foundation. Learning vocab has many strategies so that students can easily understand it. Technology can be a suitable tool for obtaining strategies to help students acquire their targets in vocabulary. There are so many

technologies in the form of applications that are used by teachers and students in learning. The combination of multiple apps makes for a perfect learning project. The purpose of this paper is to understand and learn how Information Technology is involved in the implementation of online vocabulary learning during the Covid-19 pandemic. In the online teaching and learning process, the use of technology is an alternative for this online learning. Especially at this time, the era of globalization and social media technology has become more modern in people's lives today (Muhammad Yusi K, & Erma L., 2019). Technology in education also plays a very important role in students' learning and helps them achieve different cognitive goals (Stošić, 2015). Because technology provides many opportunities to improve the quality of online education and learning. The use of this technology can help students complete their assignments and this technology can also help students learn English and improve students' knowledge (Azurawati Z, Farahidatul A.A, Rafidah A.K, Nurul C.G, Muhd Syahir A.R, dan Nooraileen I., 2018).

Because now they have implemented online learning, teachers are required to use a monotonous lecture method. This is one of the problems that will cause students to be unenthusiastic and unfocused when learning, students will not respond quickly during the English learning process carried out in the WhatsApp Group (WA) or Google Classroom application. Applications on mobile phones today is one of the technology media that is often used. The results showed that students who interacted a lot with applications on their cellphones could more easily understand the contents of reading texts (Gheytsi et al., 2015). Teachers certainly have to find the right way so that students are able to adapt and get used to all conditions in the learning process in the classroom. The solution is to use efficient learning methods and media for the continuity and success of learning. The online learning process has not actually been carried out optimally because teachers and students have not prepared anything so they need to be adjusted first. There are many limitations that students have in facilities to support online learning (Sun Astini, 2020).

According to several studies, technology has many positive effects in learning, especially English, such as listening, reading, using videos (Gheytsi, Azizifar, & Gowhary, 2015). The internet has been integrated as a tool to complement language learning activities (Martins, 2015). One of the technological media that is often used today is an application on a cellphone, namely Youtube. Youtube is a website that is used to share videos online. Youtube is very popular among internet users all over the world. Youtube can be used by many people, ranging from teenagers, children to adults. Youtube can be an alternative to video-based skills learning, as an educational tool to create positive learning experiences that increase knowledge (S.D. P.sari, 2015).

Youtube media can be used to learn English while studying online. This media is able to lead students to reach the functional level, namely communicating both verbally and in writing to solve problems in everyday life (Rasman, 2021). Teachers can use this media so that teaching does not feel monotonous because a lot of interesting material is presented through videos on Youtube. Monotonous learning is very influential on students, students will feel unfocused and difficult to understand the material. Students need different things or interesting things when learning takes place, for example the teacher tries to convey the material by showing an interesting video from Youtube after which the teacher can explain again in detail. With that students will feel interested in what the content of the video is and will try to understand what is conveyed in the content of the video because it is something new according to students.

The purpose of using YouTube as a learning medium is to create a teaching and learning atmosphere that triggers students' interest in participating in the learning process from beginning to end, fun and communicative, good interaction. There are lots of learning videos on YouTube that teachers can take and use for fun learning activities, especially during this pandemic period, both students and teachers are learning from home. Teachers can provide YouTube links for students to study and understand curriculum materials. Youtube can be used as a learning medium and can be used anytime without restrictions. Students can reopen the youtube link if they do not understand the material. During this covid19 pandemic, YouTube media can be used to explain, understand and study every material. This can create an interesting and enjoyable learning environment. The author describes the use of youtube during the covid19 pandemic as a learning medium to increase students' vocabulary and understanding in learning English independently at each student's home and to find out what positive things can be taken from youtube for online English learning media in the midst of a pandemic. this covid-19.

RESEARCH QUESTION

Based on the problems that exist in this study, among others,

1. How do teachers apply Youtube media as an online learning medium during this pandemic?
2. How are the responses or benefits obtained by students? Can it increase students' vocabulary in using this media in online learning?

RESEARCH METHODOLOGY

Background

Based on a literature study related to online learning using YouTube media in students' English vocabulary, it shows that during this pandemic, there were obstacles in the process of face-to-face English learning activities in schools. Therefore, a solution is needed, namely, by doing online learning and using Youtube as a medium for learning English and increasing the development of English vocabulary in students. CNN Indonesia also said that the most popular application in Indonesia is the YouTube application (Ayuwuragil, 2018).

Samples / Participants / Groups

This research is a type of library research and literature study that is used as a method of writing this paper, where researchers collect information relevant to the topic through various books, websites, and journals. Literature review can be done by looking for references from several previous studies and then collected to draw conclusions (Hartanto & Dani, 2020).

Instruments and Procedures

The type of research data obtained is secondary data which is the second party who receives research data that is relevant to the topic. According to Zed, (2014) one of the characteristics of library research is that researchers directly use text or numerical data and are not directly involved in the field. And in this case the existing data is then analyzed.

Data analysis

The analysis used is descriptive analysis, namely the data collected in the form of words, pictures, learning videos and not numbers. This is due to the application of qualitative methods. In addition, all the data collected becomes the key to what has been researched. Thus, the teacher's role in improving effective student learning outcomes and data processing to provide an overview of the presentation. Researchers examine the main information discussed in the references, associated with each language, and conduct concept mapping in the form of comparison tables. The end result of the research is a comprehensive distance learning service framework that aims to develop students' academic independence and improve student learning outcomes through YouTube videos.

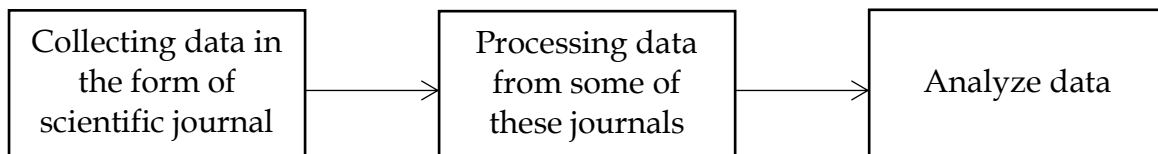


Figure 1. Data analysis method flowchart

FINDINGS AND DISCUSSION

According to [Rasman](#) (2021) this research shows that videos on Youtube can be classified into two categories. First, videos in the form of lectures or lectures can be used as a source of learning English. In addition, other English-language videos, such as video interviews, can be used as a data source for language variations. This study also shows that students have a positive perception of using Youtube in English lessons. According to [Sistadewi](#) (2021) the use of Youtube has advantages and disadvantages in this learning activity. The advantages and disadvantages of using YouTube media are:

- 1) teachers can more easily discuss material in class because students already have prior knowledge regarding the material from their results watching youtube before class learning takes place,
- 2) the teacher becomes faster in explaining the material and automatically the achievement of basic competencies becomes more leverage even though in a shorter period of time than before due to face-to-face learning,
- 3) the teacher becomes more enthusiastic about teaching than usual because the students are very enthusiastic and eager to learn,
- 4) Students feel they have initial provisions related to the material,
- 5) students feel valued and proud by the teacher because they are able to meet the achievement of the basic competencies of the material,
- 6) students feel comfortable and eager to learn.

Weaknesses in using YouTube as a learning medium come from teachers and students, both limited by signal problems and data packages. The signal at home when watching videos on Youtube may be a bit unstable and there is a problem with data packages that cannot be purchased at any time due to different student abilities or economic conditions. However, it is not a significant obstacle or obstacle as it can be overcome with some very useful solutions. For signal problems, students sometimes leave the house to look for the nearest signal or wifi and can look for wifi during class hours, of course, when students are in class, they have taken the time to watch and listen to youtube videos and they are also very proactive in recording important things

related to material obtained from YouTube videos. Because of this, students do not feel it becomes a significant obstacle or obstacle because it can be overcome with very helpful solutions.

Most educators seem to see it only as a tool to integrate it into language lessons. Therefore, there is little discussion in the literature about YouTube as a potential tool for teaching English. In fact, there is still a lack of research on English education on this platform. This can be dangerous in part because it can upload videos that misexplain English, or may not provide enough input for students to understand the content (Aline Fay & Juliana M., 2019). Therefore, teachers must continue to supervise their students and direct or provide videos that according to the teacher are worthy of being used as teaching materials.

The results of the research, according to Devy Handayani (2020) the implementation of English learning activities through YouTube media is very significant. Many students were silent and answered the questions incorrectly, but after the learning materials were broadcast through youtube media, many students filled in and answered the questions correctly and correctly. Students do not feel confused or hesitant when understanding the explanation of YouTube material. Besides being fun, the language used is easy to understand because it is accompanied by pictures or animations, so that even though they use English, students can guess the intent or content of the English subject matter. Vocabulary skills and students' understanding increase and increase indirectly. Study time can be used as efficiently and effectively as possible. The following are the results of student assessments after understanding the explanation of the learning material on YouTube.

By using youtube media, interaction between teachers and students no longer takes place only through face-to-face relationships. Teachers can provide services without having to deal directly with students. Similarly, students can obtain information from various sources through YouTube by using a computer or the internet. The latest is the development of YouTube-based learning, namely the teaching process carried out with the help of the internet. Another term that is increasingly popular today is e-learning, which is a learning model using media and information technology, especially YouTube media (Isniatun Munawaroh, 2010).

According to Research from Dini, Anandha, and Hernofika (2020) have conducted an analysis of the increase in students' English vocabulary, in their research found an increase in students' vocabulary by 5-10 additional vocabulary in each given theme. In this study, researchers conducted the learning through the Zoom application, students learned English using the online face-to-face CLT method. A Communicative Language Teaching (CLT) approach is one of the main teaching methodologies in which preservation teachers must be educated. The teacher meets with students three times with a different theme for each meeting. It is proven in increasing students' understanding through this CLT method that can be used by teachers in teaching in the classroom. Students can be motivated in learning English and can continue to increase the amount of vocabulary they master.

CONCLUSION

The shift from face-to-face to online learning has a major impact on education. Likewise in the field of English language education, this provides an opportunity for teachers to better utilize information technology in every learning activity. Findings showed that there are many Information technologies platforms that are used as innovative media in

online teaching and learning vocabulary during the Covid-19 pandemic. Through information technology, teachers can be more creative in varying learning, so that learning is not monotonous and makes students bored in the learning process.

Based on the explanation above, it can be concluded that learning English using YouTube media is very effective for use during online learning as it is today. YouTube also has many different facilities so students can choose according to their wishes. Teaching aids for English lessons are also widely available and can be accessed easily and quickly. Youtube can increase students' interest and motivation and can improve learning English through YouTube. With this learning media, students no longer feel bored during English vocabulary learning activities because students can search for more vocabulary through interesting videos from YouTube and the teacher also becomes faster in explaining the material, becoming more enthusiastic about teaching the teacher faster. explain the material and automatically achieve the basic competencies to be maximized even though in a faster time period than before due to face-to-face learning. Although all of these have weaknesses such as signal problems and data packets owned by students, they have their own solutions.

REFERENCES

- Anggraheni, D., Anandha, A., & S, H. L. T. (2020). Enhancing English Vocabulary Using Clt Method Toward Slb D Students Via Zoom Application As Interactive Learning Media. *ETERNAL (English Teaching Journal)*, 11(2), 10-21. <https://doi.org/10.26877/eternal.v11i2.7559>
- Anggrarini N., & Faturokhman I., (2021). Students' Perception On The Use Of Youtube In English Language Learning During Pandemic In Wiralodra University. *JELLT: Journal of English Language and Language Teaching*. 5(1), 86-99. <https://doi.org/10.36597/jellt.v5i1.10029>
- Aqilah, F. & Ardina, M. (2021). YouTube Approach Sebagai Media Pembelajaran Komunikasi Digital Preschool di Masa Pandemi Covid-19. *Jurnal Audiens*, 167-173. <https://doi.org/10.18196/jas.v2i2.11863>
- Ayuwuragil, K. (2018). Youtube Jadi Aplikasi Media Paling Populer di Indonesia. CNN Indonesia. <https://www.cnnindonesia.com/teknologi/20180406202852n213288967/youtube-jadi-aplikasi-media-paling-populer-di-indonesia>. 9 Juni 2022. 12:40
- Fay, A. A., & Matias, J. (2019). Teaching English through YouTube: Grammar video analysis of three Brazilian YouTube channels dedicated to EFL teaching. *English Review: Journal of English Education*, 8(1), 1-10. <https://doi.org/10.25134/erjee.v8i1.2351>
- Gheytsi, M., Azizifar, A., & Gowhary, H. (2015). The Effect of Smartphone on the Reading Comprehension Proficiency of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 199, 225-230. <https://doi.org/10.1016/J.SBSPRO.2015.07.510>
- Handayani D. (2020). Pemanfaatan Media Youtube Pada Saat Pandemi Covid 19 untuk Media Pembelajaran Bahasa Inggris Dalam Meningkatkan Vocabulary dan Pemahaman Siswa. *Jurnal Pendidikan*. 4(2), 12-18.
- Hariyono, T. C. (2020). Teaching Vocabulary To Young Learner Using Video on Youtube At English Course. *Language Research Society*, 1(1), 41-46. <https://doi.org/10.33021/lrs.v1i1.1038>
- Hartanto, R. S. & Dani, H. (2020) Studi literatur: pengembangan media pembelajaran

- dengan software autocad. *Jurnal Kajian Pendidikan Teknik Bangunan*, 6(1), 1-6.
- Hikmah, D. (2019). Media For Language Teaching and Learning in Digital Era. *International Journal of English Education and Linguistics (IJoEEL)*, 1(2), 36-41. <https://doi.org/10.33650/ijoeel.v1i2.963>
- Ibrahim, A. I. (2010). Information & Communication Technologies in ELT. *Journal of Language Teaching and Research*, 1(3). <https://doi.org/10.4304/jltr.1.3.211-214>
- Ishtiaq Khan, R. M., Radzuan, N. R. M., Farooqi, S. U. H., Shahbaz, M., & Khan, M. S. (2021). Learners' perceptions on WhatsApp integration as a learning tool to develop EFL vocabulary for speaking skill. *International Journal of Language Education*, 5(2), 1-14. <https://doi.org/10.26858/ijole.v5i2.15787>
- Kabooha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72. <https://doi.org/10.5539/elt.v11n2p72>
- Karamina, S., Arsal, T., & Sunarjan, Y. (2020). The Role of Social Studies Teacher in the Use of YouTube Vlog-Based Learning Media. 443(Iset 2019), 186-190. <https://doi.org/10.2991/assehr.k.200620.036>
- Khabiri, M., & Pakzad, M. (2012). The Effect of Teaching Critical Reading Khusniyah, N., & Hakim, L. (2019). Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris. *Jurnal Tatsqif*, 17(1), 19-33. <https://doi.org/10.20414/jtq.v17i1.667>
- 33 Strategies on EFL Learners' Vocabulary Retention. *Journal of Teaching Language Skills*, 31(1), 73-106. <https://doi.org/10.22099/JTLS.2012.325>
- Ma'azi, H., & Janfeshan, K. (2018). The effect of Edmodo social learning network on Iranian EFL learners writing skill. *Cogent Education*, 5(1), 1-17. <https://doi.org/10.1080/2331186X.2018.1536312>
- Mai, L. T. (2020). Benefits and challenges to integrate ICT in EFL teaching and learning activities. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(3), 46-50. <https://doi.org/10.9790/7388-1003044650>
- Magfirah N. (2021). Peranan Video Youtube Sebagai Alternatif Media Pembelajaran Di Masapa Pandemi. *JRIP: Jurnal Riset dan Inovasi Pembelajaran*. 1(2), 5-58. <https://doi.org/10.51574/jrip.v1i2.29>
- Martins, M. de L. (2015). How to Effectively Integrate Technology in the Foreign Language Classroom for Learning and Collaboration. *Procedia - Social and Behavioral Sciences*, 174, 77-84. <https://doi.org/10.1016/J.SBSPRO.2015.01.629>
- Munawaroh, Isniatun. (2010). "Pemanfaatan Teknologi Informasi dan Komunikasi Untuk Menumbuhkan Kreativitas dan Kemandirian Belajar." Universitas Negeri Yogyakarta.
- Rasman. (2021). Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid 19. *Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 118-126. <https://doi.org/10.51878/edutechv1i2.442>
- Sari, L. (2020). Upaya Meningkatkan Kualitas Pendidikan dengan Pemanfaatan Youtube Sebagai Media Ajar Pada Masa Pandemi Covid-19. *Jurnal Tawadhu*, 4(1), 1074.
- Sari M. I., & Putri A.A., (2022). Exploring Online Learning Tools Used by EFL Teachers during the COVID-19 Pandemic. *Journal of Foreign Language Teaching & Learning*. 7(1), 61-76. <https://doi.org/10.18196/ftl.v7i1.13407>
- Simanjuntak, U. S., Silalahi, D. E., Sihombing, P. S. R., & Purba, L. (2021). Students' perceptions of using YouTube as English online learning media during Covid-19

- pandemic, *JOLLT Journal of Languages and Language Teaching*, 9(2), 150-159, DOI: <https://doi.org/10.33394/jollt.v%vi%i.3567>
- Sistadewi, M. A. (2021). Penggunaan Media Youtube Dalam Pembelajaran Bahasa Indonesia Pada Masa Sekolah Tatap Muka Terbatas. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*. 7(2), 186-194. https://doi.org/10.23887/jurnal_bahasa.v10i2.693
- Stošić, D. L. (2015). The Importance of Educational Technology in Teaching. (*IJCRSEE*) *International Journal of Cognitive Research in Science. Engineering and Education*, 3(1), 111-114. <https://doi.org/10.23947/2334-8496-2015-3-1-111-114>
- Suardi, S., & Sakti, J. E. (2019). Teacher Difficulties in Teaching Vocabulary. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2), 92-104. <https://doi.org/10.24256/ideas.v7i2.1026>
- Suni Astini, N. K. (2020). Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 241-255. <https://doi.org/10.37329/cetta.v3i2.452>
- Yusi Kamhar, M., & Lestari, E. (2019). Pemanfaat Sosial Media Youtube Sebagai Media Pembelajaran Bahasa Indonesia DI Perguruan Tinggi. *Inteligensi : Jurnal Ilmu Pendidikan*, 1(2), 1-7. <https://doi.org/10.33366/ilg.v1i2.1356>
- Zaidi, A., Awaludin, F. A., Karim, R. A., Ghani, N. F., & Ibrahim, M. S. (2018). University Students' Perceptions of YouTube Usage in (ESL) Classrooms. *International Journal of Academic Research in Business & Social Sciences*, 8(1), 534-545. <http://dx.doi.org/10.6007/IJARBS/v8-i1/3826>
- Zamil M. R. A., & Udyaningsih P. S. (2021). Profil Implementasi Model Connected Pada Pembelajaran IPA di Indonesia : Kajian Literatur 2012-2021. *Jurnal Inovasi Penelitian dan Pengabdian Masyarakat*. 1(2), 63-73. <https://doi.org/10.53621/jippmas.v1i2.9>
- Zed, M. (2014). Metode Penelitian Metode Penelitian. In *Metode Penelitian Kualitatif* (Edisi Ketiga). Yayasan Pustaka Indonesia.

Rini Yulianti Putri

Singaperbangsa Karawang University,
Jl. HS. Ronggo Waluyo, Karawang, West Java, 41361, Indonesia
Email: riniyputri020701@gmail.com
