

YouTube in Dictogloss Technique for English Language Teaching (ELT) class

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Abstract

The use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English. Also, this paper found that YouTube could be a good material to incorporate English lessons and it can help with understanding the lesson as well. It should be considered by English teachers in the classroom since many of the learners' responses in this study were positive. In short, the study showed that the YouTube website can be an effective method in dealing with students' difficulties and barriers in understanding English. It is conceived to be more effective and successful than textbook-based English courses in promoting better learning of English.

Keywords: YouTube, ELT

I. INTRODUCTION

YouTube has become one of the most-popular websites in the world (Alexa, 2011 in Almurashi, 2016). It offers fun and fast access to instruction, culture-based videos, and language from all over the world (Terantino, 2011 in Almurashi, 2016). Albantani, Madkur (2017) mention that the trends of 21st-century learning that suggest the involvement of Information and Communication Technology (ICT) in educational actions can be realized by, among other ways, utilizing the social media in particular YouTube. The use of YouTube in teaching the English language plays a leading role in helping learners understand their English lesson (Almurashi, 2016). YouTube should be considered as an effective instructional tool for enhancing content learning of EFL college students and as an important teaching resources in classrooms (Alwehaibi, 2015). YouTube website could be an effective method in dealing with students' difficulties and barriers to understanding English (Alwehaibi, 2015 ; Wathin, Wilking 2011; Riswandi, 2016). Align with that Wathin, Wilkins (2011) mention YouTube both inside or on the outside of the classroom can help students in their speaking, listening and also pronunciation.

Riswandi (2016) found that there was an improvement in the students' speaking skill in aspects of fluency, vocabulary, pronunciation, grammar and content. He also assumes that the use of YouTube can help students to improve their speaking skills and also can give them the motivation to learn more about English. In addition, Muna (2011) also found YouTube Video can improve students' speaking skill in aspects of fluency, vocabulary, grammar, pronunciation and students' idea related to the content of the topic. Qomar (2016) proves that YouTube can improve students' speaking skill which includes pronunciation, grammar, word choice, maintaining conversation and organization of the ideas. In the same line, Heriyanto (2018) assumes that the finding in his article clearly shows that YouTube offered statistically significant effects on the students' vocabulary acquisition. He also found that YouTube has significant improvement in the students' vocabulary achievement. Jati, Saukah, & Suryati (2019) which analyzed about the teaching using YouTube tutorial video to improve students' speaking skill. The aim of the study was to find out how tutorial video in YouTube can help students to improve their speaking skill performance in performing procedure text. The study involved junior high school in Jombang regency, East Java. The result of the study showed that students' speaking ability was improving when they taught by using

the tutorial video from YouTube. Several aspects of students' speaking ability that were improved were accuracy, fluency, and performance. First, the accuracy aspect was improved because tutorial video from YouTube was a source to increase their vocabulary and show a good speaking model. Second, fluency aspect was improved because the video provided the pronunciation for the students and also more vocabulary that could be learnt at the same time which made them become more confident in presenting their procedure text. Third, performance aspect was improved because tutorial video from YouTube was a model of how to perform in public. Students were also able to learn about eye contact and body gesture when presenting something. Meinawati, Harmoko, Rahmah, & Dewi (2020) conducted a study about increasing speaking skill through YouTube. The aim of the study was to investigate the use of YouTube in improving students' speaking skill. The subject of the study were 10th grade students of SMA IT Rahmadiyah. The result of the study showed that YouTube was a good alternative teaching media, especially in teaching language. The score of students' speaking test was improved when they were taught by using YouTube in which the average score of students' speaking test

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before using YouTube as the learning media was 64 and 77 after using YouTube as the learning media. The researchers also found that students were able to speak expressively and confidently. They were able to imitative the pronunciation that they heard in the video of the native speakers.

II. LITERATURE REVIEW

According to Bonk (2009), YouTube is considered an attractive social medium that contributes to global education. YouTube is being increasingly used by instructors to teach the English language (Duffy 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino 2011). In other words, the increasing demands of learning through YouTube can change the learning ecology positively (Kwan et al. 2008). Seilstad (2012) investigated using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out that using YouTube videos is a relatively simple strategy to create relevant and specific teaching material. Results from the learners' surveys,

comparison to students' final grades in previous semesters, and forms of personal reflection shed light on the efficiency of using YouTube videos. Nasution (2019) states that YouTube is not only providing fun videos to entertain, but also can be used as a learning media to find many educational videos from the beginner level, intermediate level, and advanced level. Sari & Margana (2019) also states that YouTube is the learning platform that provides the wider space for the students to practice their speaking skill and get more feedback from many people.

III. METHOD

This study use a traditional dictogloss acitivity with two cycles. The steps or one cycle consists of listening stage, noticing stage, activity stage, checking stage, and writing stage.

IV. RESULT

In this study the activity involves:

1). Preparation stage: the teacher explains the activity that will be done by introducing the topic and important vocabulary. Learners and teacher involve in the branstorming vocabulary but before that the teachers give ice breaking for warming up.

- 2). Dictation Stage: the learners try to write the sentences that appear in the video or the words that pronounced by the people in the video.
3. Reconstruction stage: learners work together in small groups to reconstruct the text. And after that, the group presents their works in front of the class and the others will give comments or suggestions. It is at this point where teachers may choose to show the video. The reason being that at this point, students are undertaking the most demanding part of the activity meaning that motivation towards completing the task can start to decrease. Showing students a video that they have just heard is an excellent source of motivation as they can compare their stories to the visual, as well as their notes. The visual clues in the video can also be a good prompt to things they have missed out of their dictation.
4. Closing stage: in this stage, reviewing the material that is given to the learners and ask students to conclude it.

The result showed that most of the respondents gave positive responses to the implementation of YouTube videos as teaching media in the class. Therefore, this positive response can be indicating that the teachers understand how to implement YouTube videos in the class as a medium of Teaching English as a Foreign Language. Based on the data of the respondents, it can be seen that the teachers were ready to implement a YouTube video in the class from preparing the lesson plan, implementing the technique in the class, and assess students. Moreover, the school was ready to support the implementation of YouTube videos in the class as a teaching medium. It can be seen from the availability of the supporting equipment needed in teaching activity in the class. The data also explained more about the way teachers implemented YouTube videos in teaching English as a foreign language by targeting several specific skills in English such as for teaching speaking, listening, and vocabulary. As mentioned in Watkins & Wilkins, (2011), teachers can use YouTube videos to explore students' speaking and listening skill since YouTube can only be enjoyed with sight and hear. Furthermore, YouTube videos can be a media to give an example of role play activity because students can imitate the role in the video given by their teacher. The respondents stated that the implementation of YouTube video in the class was made the learning process became more efficient because teacher implemented this method in interesting and fun way which decreased the flatness in learning English. In addition, a respondent explained that by implementing YouTube video in learning English in the class, it can be a media in learning English and increase the students' critical thinking. The statement was supported by the findings of the previous research which conducted by Rahayu &

Putri (2019) which mention that the implementation of YouTube video in learning English increased students' creativity, critical thinking, and motivation.

V. CONCLUSION

To sum up, this paper has shed some light on one of the most used social media tools in the learning field. The paper discusses the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms. This paper found that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English.

Also, this paper found that YouTube could be a good material to incorporate English lessons and it can help with understanding the lesson as well. It should be considered by English teachers in the classroom since many of the learners' responses in this study were positive. In short, the study showed that the YouTube website can be an effective method in dealing with students' difficulties and barriers in understanding English. It is conceived to be more effective and successful than textbook-based English courses in promoting better learning of English. However, the study does not intend to detract from the role of textbook-based English courses. It suggests that YouTube can be integrated into traditional English courses as a supplementary tool. Future research in the efficient use of YouTube videos in teaching and learning English is essential, specifically to investigate learners' attitudes towards the use of YouTube and negative concerns that learners may have while learning new languages by using YouTube or tutors' experiences with using YouTube videos. Such studies will help researchers to optimize the use of YouTube in teaching and learning English language.

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