Lecturers' Challenges on YouTube Video as Media in Learning and Teaching English: A Descriptive Research at STBA Persada Bunda Pekanbaru

Nurwahidah[1*] and Sitti Fatimah[2]

[12]English Department, FBS Universitas Negeri Padang, Padang, Sumatera Barat 25131, Indonesia
[*]Corresponding author. Email: hidahnurwa33@gmail.com

ABSTRACT
YouTube has overtaken all other video-sharing platforms in terms of user traffic. Lecturers have access to a wide variety of video content on YouTube, which they can watch. This study examines the challenges are faced by the lectures' when using videos in YouTube as media in learning and teaching English at STBA Persada Bunda Pekanbaru. The aspects of students' challenges are dealing with a technical problem on the power failure and internet connection, choosing appropriate videos, and time-consuming material on selection. Those are found in the learning experiences of the lecturers in the classroom. The study sample comprised seven lecturers of STBA Persada Bunda Pekanbaru. The qualitative research method was used to collect the data through interview. Thus, it can be concluded that dealing with the challenge of choosing better videos from YouTube, the lecturers should evaluate all of the elements before doing that activity so that the most suitable media for learning and teaching English will be produced well at every level eventually.

Keywords: Lecturers challenges, YouTube video, Teaching and Learning media

1. INTRODUCTION

In today's world, technology is used in both teaching and learning. Technological improvements have altered the educational, research, and community service processes and created instruments for interacting with a broader audience, such as websites and e-mail. Therefore, our educational system's current task is to adapt to new teaching methods through technology[1].

A process of communication involving students, educators, and teaching materials is called as learning. Without media delivering messages in communication cannot catch well. Many advantages can be taken by using media, especially teachers who use the media in teaching students in the classroom. Ten types of media classified by Anderson's [2] are *Print, Audio, Audio Print, Visual Silent Projection, Audio Visual Projection Silent, Visual Motion, Physical Object, Audio Visual Motion, Human and Environment and Computer*. Those media are used in the classroom as teaching and learning activities for delivering the materials in the classroom.

Talking about the use of media, social media are one of media used for communication and interaction. Clearly, in education field, social media are acknowledged as tools for learning and teaching to discuss, participate in, and share numerous types of content (text, audio, video, and image). Thus, it can be said that social media have become valuable sources of information for students in every course, particularly in studying language and make the teaching and learning activities easier. Social media include Facebook, Instagram, Twitter, WhatsApp, Line, Skype, YouTube and so on[3]. Among them, as one of the most popular internet-based learning platforms used, YouTube is able to supplement learning that students may find challenging due to reading.

Nowadays, YouTube is very popular used in sharing websites in the form of videos [4]. It shows the combinations of sound and images of particular topics or circumstances. Because the expectations of internet generations tend to want different learning, rather than lectures and reading books, they prefer watch videos as one of other ways of learning. By using YouTube as a learning medium, it is possible to create circumstances for an interactive learning environment. Definitely, incorporating YouTube into educational activities is a user-friendly and straight forward technique to increase collaborative skills and integrate technology into teaching activities. It can assist in the faster and more efficient creation, analysis, and production of information and ideas. It also has a lot of fun and innovative elements that may be utilized as a teaching and learning tool.

In addition, YouTube provides an opportunity to learn about new technology, which will be beneficial once students graduate [5]. Moreover, for students, YouTube is possible to encourage them to become more independent and more accustomed to grow their critical thinking [6]. Then, it can improve their learning outcomes. Mohammed et al.   [7] pointed out that students will be accustomed to gathering knowledge from a variety of sources to study.

Several studies have been conducted related to the Youtube effects in the process of learning for students. Prasetianing's [8] studied about the uses of YouTube tutorial videos to improve the oral skills of of junior high school students in procedure texts in Jombang regency, East Java. The findings showed that the students have improvements on the three aspects: *accuracy, fluency, and performance*. For the accuracy, YouTube provides rich vocabulary and it is used as a model for speaking. For the fluency, it helps students to pronounce well and provides more vocabulary learned in that time. Hence, it builds students' confidence to perform the text. Then, for the performance, it gives a model to perform the text in a public situation. Not only that, eye contact and body gesture when presenting something can be learned through YouTube videos.

Rachmawati and Cahyani investigated the effects of YouTube videos on the pronunciation skills of the non-English department students [9]. It showed that the direct Pronunciation Learning Strategies (PLS) are applied by the students in three ways: *imitating, practicing, and saying aloud* modeled in YouTube videos. These videos affected positively the pronunciation skills of the students. Thus, it can be concluded that, YouTube for non-English department students gives better advantages for their pronunciation skills.

In addition, some previous studies related to the present research focus on using YouTube in the classroom. [8] [10] [12] investigated the non-English students's anxiety in YouTube video projects. The study revealed that students mostly felt the anxiety and preferred producing these projects than doing the oral activities: storytelling, presentation, and speech. Mustafa's [13] studied about EFL students' oral skills by using YouTube, Skype, and WhatsApp and he found that these three applications affect students' oral skills. In contrast, with Aboudahr [14] investigated the effect of YouTube on the non-native Arabic speakers' listening skills in Malaysian universities. The study revealed that YouTube can improve the ESL students' listening skills significantly.

Moreover, some previous studies are related to the perception of YouTube usage in learning a language. Kabooha and Elyas [15] examined the foreign language female students' improvement in Saudi English vocabulary comprehension and retention. They studied the students' and teachers' perceptions of using YouTube for vocabulary development. It revealed that this platform develops students' vocabulary especially related to *recognition, comprehension and retention* of the vocabulary learned.

However, using YouTube in learning and teaching English is still a new thought, but it is useful in facilitating language learning in the classroom effectively even though an improvement is still needed for the better results. Therefore, it is important to investigate the lecturers' challenges in using YouTube videos as media in learning and teaching English at STBA Persada Bunda Pekanbaru.

2. METHOD

The data of this research was analyzed by using the qualitative research design. This design explains the data in words [16]. Therefore, the data analysis results of this research were in statements. For that, understanding an event, process, or certain thought of the sample is the primary interpretive analysis [17]. The lecturers' perceptions in using YouTube as the media in learning and teaching English were put in statements. Then, the different perspectives were provided by the lecturers as the data analysis.

In the data collection, the one of the important parts is the use of the instruments. Those are used for the data collection. [18]. Clearly, it will be easier for the researchers to collect the research data more clearly, completely, and systematically.

In analyzing the interview, the data were analyzed by some steps suggested by Huberman, Michael and Saldana [19]. The first step is data reductions. Summarizing, defining the subject, focusing on the significant things, and looking for the themes and patterns is the data reduction. The data reduction done by selecting the essential things related to the purpose of this research and grouping them based on the indicator criteria of the lecturers in choosing YouTube videos as learning and teaching English its challenges. The next step is *displaying data.* After categorizing the data is done, in displaying data, the narrative text was used. Then, the data were *presented and explained in tables*. The last step are *conclusion and verification*. The data about the interpretations of the results of the study were done and put in a document. The last step was checking the interpretation validity. Finally, the process and the presented data were rechecked again for reducing any mistakes that may appear.

3. RESULTS AND DISCUSSIONS

Based on the research, the results show that the analysis of the answers given by each participant. This research concerns the lecturers' challenges when teaching English using YouTube videos. There were third findings results to answer those questions. Based on the interview, the teachers' challenges when teaching English using YouTube videos were videos dealing with a technical problem on power failure, choosing appropriate video, and the duration of the video. Hence, for more detailed information explained in the following paragraph.

1) Technical problem in power failure and internet connection.

The first challenges that faced by the lecturers in using YouTube Video related to technical problem in power failure and internet connection, it can be seen as follow:

Lecturer 1 :" *Sometimes I have prepared a video that I will show later in class. However, it does not support the computer's ability, and sometimes the LCD does not connect".*

Lecturer 2 :*"For example, the technical problem was that audiovisuals sometimes did not connect to VGA and remote control."*

Lecturer 3 : *Sometimes the internet connection isn't stable. When it is stable and good, the sound will be clear, but some of my students complain that the video sound cuts in and out.*

Lecturer 5 : *"Then electricity turns out and bad signal troubles" Sometimes, the problem in the class can solve by downloading the video, but the facilitation technology does not support it."*

Based on the lecturers' statements above, the research found that many lecturers inforrmed the need Internet connection that more stable and better for classroom equipment to make video viewing more reliable. Therefore, the teacher must be the one who knows very well how to use the device facilities during the teaching and learning process. Based on the interviews above, it was found that most of the responses in this research reflect that they faced technological difficulties. The problems can be specified into bad sound, bad connection, and computer not working due to connection.

2) Choosing appropriate videos

The next challenges faced by the lecturers in in using YouTube Video related to choosing the appropriate videos, it can be seen as follow:

Lecturer 1 : *Sometimes we think it is easy in our opinion, but when it has conveyed to students, some say they do not understand the language, so we have to choose a video that matches the student's level and the video contained impolite language must be avoided"*

Lecturer 2 :" *Sometimes we have chosen the right video, but understanding the video's core meaning is still difficult even though the video is only animated and has subtitles."*

Lecturer 4 : *"The problem is that we want to choose the easiest one for the students to understand. So we have to select again"*

Lecturer 5 : *"Content is not related to language standard; language is not ideal." Sometimes I did not have time to edit the video, so students saw rude words in class"*

Lecturer 6 : *"It was easy for me to understand when I downloaded it and tried to figure it out. But it is hard for students to understand when it is given to them."*

Lecturer 7 : *"We don't always have time to watch the whole video, so sometimes there are rude words like that. However it's hard for us to figure out what's appropriate in a video"*

Based on the lecturers' statements above, the second challenge that lecturers face is choosing appropriate videos. There were several choosing appropriate videos, including that the videos contained impolite language and level of difficulty in student's proficiency. The challenge teachers face when choosing appropriate videos is that the content of the video is not relevant, and the language is impolite. Impolite language means that the language has rude language or is not standard language. For example, the lyric has rude language, or the scene must be censored. Based on the result of the statement, the respondent argued that the unwanted language   like swearing and unworthy language that may be used and heard in school were frequently found in the short videos from the Internet. In other words, the lecturers have a problem with inappropriate classroom language—the challenges of choosing appropriate videos also deal with the level of student proficiency. The lecturers thought the topic was easy, but the student felt that the topic was difficult. As a result, the teachers need to choose appropriate videos at the level of students' proficiency because it will help them understand the topic.

3) Time consuming on material selection

The lecturers also had challenges related to the time consuming on material selection. See the transcribed below:

Lecturer 1 : *"The suitability of choosing video content with the theme of learning objectives takes a considerable amount of time because it is always checked beforehand for the suitability of the video from the opening to the ending".*

Lecturer 3 : *"It is time-consuming because it needs the right selection and matches the videos. If something is lacking, we must replace it again, sometimes browsing for only an hour to find a suitable material."*

Lecturer 4 : *"Trying to find videos takes much time because I have to make sure that the videos that I use are appropriate for the classroom".*

Lecturer 5 : *"The most common problems are the time it takes to set up and the time it takes to find good videos"*

Lecturer 7 : *"Filtering appropriate video content means you have to look at every part of the video to see if there is anything that shouldn't be there, like lyrics from a song that won't be used or images that shouldn't be shown. Also, this can be challenging because it takes a long time"*

From the teacher's statement above, the third challenge that lecturers face when utilizing YouTube videos as a learning and teaching English medium is the time commitment required in the selection of resources. Regarding this obstacle, the lecturer requires some time to select the appropriate movie because the video needs to be in sync with the actions involved in the learning process. About the findings of the interviews, the difficulty of using YouTube videos requires lecturers to have patience and search for the appropriate videos. Since the lecturers only have limited time to spend with their students, they may only show part of the video.

Discussion

Based on the findings above, there are three statements that draws the lecturers' challenges faced by the lecturers in utilizing YouTube Video as the learning and teaching English media. The first challenge faced by the lecturers in using the videos in learning and teaching English was dealing with the technical problem on the power failure and the internet connection. The problems of using technology have been faced by many teachers in using videos in YouTube in the process of teaching and learning. The problems were poor Internet connection and unclear sound faced by the teachers in using short videos. They found that this condition spent much time and made students unfocused in the teaching and learning process. This findings is relatable with Liimatta [20]. He found that during the teaching and learning activities, technical problems appeared, such as the quality of the videos Learning from the videos with the bad quality was difficult to do. Then, selecting the suitable videos was also challenging. Some lecturers believe that finding the suitable material for their EFL students is also difficult. As stated by Rackaway [21], finding the videos for the teaching materials is done by many teachers unwillingly. They tend to use traditional textbooks.

The last challenges were related to the time-consuming material selection. The lecturers also found that the long videos made the students felt bored. In this kind of education, instructors will have their pedagogical content preselected for them, along with an official stamp of approval indicating that it is of a high quality [22]. As a result, the time-consuming guessing associated with locating appropriate content will be removed, and time will also be saved.

4. CONCLUSION

From the explanation above, it can be concluded that the lecturers had challenges using videos on YouTube in the learning and teaching English. The lecturers got challenges dealing with technical problems on the power failure and internet connection, choosing appropriate videos, and long video duration. Thus, the lecturers should evaluate all the elements in choosing the suitable videos to assist the learning and teaching English well at every level eventually.

5. ACKNOWLEDGMENTS

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