

HOW YOUTUBE ASSIST TEACHERS IN DEVELOPING MATERIAL?

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ABSTRACT

In a technology revolution period, all of the activities of humans also relate to the use of all of the technologies. Thus, using technology will hopefully help them to make easier work. However, in the educational world, it is also needed by the teacher to make the teacher or students feel at ease during the teaching and learning process. The purpose of this paper is to show how technology can help teachers during the teaching and learning process, especially through the use of YouTube. The methodology used in this paper is based on a literature review of several journal articles that relate to how YouTube assists teachers in developing material during the teaching and learning process that is appropriate for a foreign language context.

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1. INTRODUCTION

English is the only universal language recognized worldwide. English is a universal language and a global language. It is an official language and a means of international communication. Since it is widely used all over the world, it must be competitive. Since the 17th century, modern English has expanded worldwide due to the global influence of the British Empire and later the United States. English may not be the most commonly used language in the world, but it is the official language of 53 countries and regions around the world, and English is spoken by about 400 million people. By learning English, you will also get a lot of entertainment opportunities and be able to have a deeper cultural awareness. It is the foreign and official language of many Asian countries, such as Pakistan, Bangladesh, and India (Ud Din & Akhlaq, 2020). You must learn English nowadays because it is used in all aspects of life.

Every aspect of our lives has been influenced by technology (Colbert, 2016; Sathish et al., 2020). Furthermore, today's teaching and learning are no longer limited to physical schools and classrooms. Furthermore, today's teaching and learning are no longer limited to physical schools and classrooms. For our digitally-oriented young adult university students, smartphones are either a direct source of information or a source of help when needed. As a result, it's not surprising that, in this digital age, practical solutions for providing feedback on students' performance or progress, particularly through the use of Web 2.0 tools, As

result, a language teacher's role now is to make the most efficient use of the tools, and technology in general, that are accessible. In language courses, movies are one of the most important resources. Students began spending more time with audiovisuals than with printed material in the early twenty-first century, and the use of films became widespread. YouTube will be used to provide videos. Balbay & Kilis (2017) found that YouTube was and continues to be the most popular video-sharing website since the internet's widespread adoption in the 1990s (Balbay & Kilis, 2017).

To comprehend how YouTube might aid in the learning process, it is necessary to first establish a clear understanding of what YouTube entails. YouTube is a video-sharing website that allows users to upload, share, and view videos (Lastufka & Dean, 2008; Weinberg, 2009). The wider revolution in social media and technological advances are highly relevant in educational contexts, where devices such as iPhones and iPads, as well as Android devices, offer a series of platforms alongside traditional ICT to assist the process of learning (Budgen et al., 2011; Riaz et al., 2010).

Information and communications technology (ICT) is an important part of most organizations these days (Zhang & Aikman, 2007). Computers began to be used in schools in the early 1980s, and several scholars suggest that ICT will be an important part of education for the next generation (Bransford et al., 2000). Uptodate technology offers many methods of enhancing classroom teaching and learning (Ghavifekr et al., 2016). Dawes (2001) stated that new technologies have the potential to upkeep education across the curriculum and deliver opportunities for efficient student-teacher communication in ways not possible before.

Integrating ICT into teaching and learning is a complex process and one that may encounter a number of difficulties. These difficulties are known as "challenges" (Schoepp, 2005). A challenge is defined as "any condition that makes it difficult to make progress or to achieve an objective" (Schoepp, 2005). The following are some of the key challenges that have been identified in the literature regarding teachers' use of ICT tools in the classroom: i) Inadequate access to schools and network connectivity, limited technical support, iii) Insufficient training, iv) Time constraint, and v) Lack of teachers' competency. The challenges related to the accessibility of new technologies for teachers are widespread and differ from country to country. For example, European study found that lack of access is the largest barrier and that different challenges to using ICT in teaching were reported by teachers, for example, a lack of computers and a lack of adequate material. Likewise, Korte and Hüsing (2006). In Turkey, Toprakci (2006) found that the lack of technical support was one of two significant barriers to ICT integration in science education in schools and might be considered "serious". Several recent studies indicate that many teachers have competence and confidence in using computers in the classroom, but they still make little use of technology because they lack the time. A significant number of researchers identified time limitations and the difficulty of scheduling enough computer time for classes as a barrier to teachers' use of ICT in their teaching (Schoepp, 2005). Current research has shown that the level of this barrier differs from country to country. In developing countries, research has reported that teachers' lack of technological competence is a main barrier to their acceptance and adoption of ICT (Ghavifekr et al., 2016).

2. METHOD

This study is an applied literature study (research library) that uses journal articles and other literature as the main sources that relate to the arguments in this paper. It discusses how YouTube can assist teachers in developing material, especially for teaching English in

EFL classrooms. It is also related to how YouTube can develop materials, the usefulness of YouTube in developing materials, and also how it can be utilized to assist teachers in developing materials. All the articles that discuss using YouTube in English teaching can be accessed online. Additionally, those relevant articles relate to English as a Foreign Language.

The following research questions were asked of participants in this study:

1. How can YouTube develop English learning materials?
2. What is the usefulness of using YouTube in developing material?
3. How can YouTube assist in developing learning materials?

3. DISCUSSION

3.1. Terminology of Keyword

YouTube

YouTube is an American online video sharing and social media platform launched by Steve Chen, Chad Hurley, and Jawed Karim in February 2005. Its users watch more than one billion hours of videos each day. YouTube content creators, popularly referred to as "YouTubers," upload over 500 hours of content per minute.

Assist

To take action to help someone or support something: However, according to the Cambridge dictionary, "to assist is to help someone, typically by doing a share of the work.

Material

A material fact is an occurrence, event, or information that is sufficiently significant to influence an individual into acting in a certain way, such as entering into a contract. In formal court procedures, a material fact is anything needed to prove one party's case, or tending to establish a point that is crucial to a person's position.

3.2. How YouTube Can Develop the Learning Material?

In spite of the fact that this paper considers the recognition of a course-specific YouTube channel to serve as a talking course, the writing alludes to its benefits in creating other aptitudes, as well. Styati (2016) analyzed the impacts of YouTube coaching on creating students' writing abilities and found out that there's a critical contrast between the understudies who were instructed by utilizing YouTube recordings and those who were instructed by utilizing pictures. According to this investigation, the video-tutored understudies were found to have a lower composing execution. Clearly, visual and speech abilities are directly pertinent to recordings and can be improved through YouTube. However, the same may not apply to other dialect aptitudes, depending on the context and the practice. Different YouTube videos can accommodate different learning styles, too. Depending on the abundance of strategies they are used with, they can appeal to students who have an infinite number of individual differences from one another. Duffy (2008) explores how instructors can incorporate YouTube-like tools into the shifting pedagogical paradigm by emphasizing the changing nature of students as stakeholders. Duff defines students today as absorbing information quickly as he does, even at "twitch speed." YouTube meets the need for on-demand access to the media of the "Nintendo generation", accommodating different learning styles in its social space because repetition of viewing the videos, using the free-frame technique,

or developing listening or note-taking techniques at one's own pace is possible with online videos.

The "sound off" technique lends itself to a focus on body language, gestures, and visuals, as the videos can be "segmented" and used to draw attention to the pronunciation of particular words; that is, varying teaching techniques are possible to address different needs. These techniques sit well with the understanding of the profile and context of the younger generation in the digital age. Hwang (2010), too, dwells on the most and least used strategies by students when note-taking while watching YouTube videos. In Hwang's study, the videos were mostly used to empower students' listening proficiency. The results revealed that pause and rewind buttons on YouTube sites serve as functional and effective tools for learners when they need to make use of the concrete facilities in order to pick up particular details in a video. Clearly, the positive consequences of ever-changing innovative advancements are not a novel concept. However, within the writing, the investigation centering on planning a channel to supplement a course is uncommon. Kelsen's (2009) investigation is really one of those uncommon ponders. Kelsen (2009) reports that within the college English dialect course, the supplementary materials utilized from YouTube were found to be curiously relevant and beneficial. In any case, the understudies in Kelsen's considered YouTube supplementary materials less stimulating when utilized in the course compared to when utilized outside of the lesson. Whereas the supplementary utilization of YouTube recordings is constrained, alluding to these recordings for substance is more common. YouTube has proven to be extremely viable in terms of meeting the growing demand for learning assets. Alwehaibi (2015) in his inquiry compared the contrast between giving traditional substance instruction within the classroom and giving it through YouTube, exploring "the effect of integrating YouTube innovation into EFL instruction on upgrading EFL college students' substance learning." He concluded that the outcomes of the group of students who were instructed through YouTube recordings were promising for the incorporation of video innovation.

As can be gathered from the writing audit over, YouTube could be a reasonable instrument in education, and it appears to have entered into the classroom of the dialect instructor already as a motivational and inspiring tool both to develop procedures and to communicate content. There's no ponder within the writing which has analyzed the recognitions of the students of a course-specific YouTube channel with supplementary fabric recordings for a scholarly talking aptitudes course. In this manner, this thought is anticipated to form a significant commitment to the writing, finding students' encounters and perceptions towards the utilization of the aforementioned channel. Furthermore, by activating considerations on the possible outcomes of using recordings in the English classroom, this concept opens up previously unexplored avenues for analysts, teachers, and instructors.

3.3. The Usefulness of YouTube in Developing Material

Developing materials for teaching English has already become the most crucial subject to be discussed because the development of technology is an inevitable aspect these days. In this case, information technology has been an important part of education, especially in teaching English in Indonesia. The internet offers information search sites such as Google, YouTube, online news, and other online sites that can be utilized for obtaining authentic materials or references for teaching material. Sejdiu (2017) regarded the kinds of multimedia tools such as audio, video, computers, software, and internet material as effective and original tools that can assist EFL learners to achieve success

in a real-life context (Sejdiu, 2017). The most important help teachers can provide in providing online material is authentic material, which can undoubtedly be obtained from YouTube. Whether some video clips are related to English learning or are entertaining videos, there can be several varieties in English classrooms. It may be a fun source for teaching material, especially for English learners who want to improve their English skills and gain background knowledge from native speakers on YouTube. According to Johansson (2006), authentic teaching materials are the essential element for English teachers in developing teaching materials. Besides, it can assist the students in better obtaining knowledge as much as possible and improving their skills, both of which increase their interest in learning English. Safitri (2020) reported that the most frequently used social media to improve the English skills of students was YouTube, accounting for 83 percent of the total. This is due to the abundance of English-language learning videos available on YouTube. It indicates that video clips are well received and much appreciated by the people who utilize them.

Many prior researchers conducted studies on YouTube as an online application. The research conducted by Baron (2020) aims to describe the suitable online applications for learning and speaking English that suit the students' needs. He applied the descriptive qualitative method and had 20 participants who were postgraduate students in the English Language Program at Universitas Indraprasta Jakarta, who also received the speaking course. The result showed that the website YouTube was chosen as an interesting online application for learning English orally. Besides, the speaking practice can be performed as a monologue on YouTube. The students create video monologues on certain themes, and the video is uploaded on YouTube. According to YouTube media, it is also known as a well-known online application among students these days, according to YouTube. Moreover, the teacher can utilize YouTube for teaching English. According to the results of this study, the positive impact for teachers is helping the learning process. Furthermore, the teacher can upload a video to YouTube as a learning material; it is established that online video can be useful for learning speaking skills through visuals for students in promoting speaking competence (Lee & Liang, 2012).

In addition to the preliminary study conducted by Zulfah et al. (2020), this study aimed to assist English teachers in designing English listening materials in the form of audio and textbooks through YouTube video editing training. The result of this study revealed that YouTube editing training is helpful in developing teachers' knowledge and skills, especially in preparing English listening materials such as audio material and textbooks, to resolve the possible difficulty in teaching listening skills. Before having the training, the teachers ignored teaching listening because they faced difficulty determining suitable material. After following the editing training, they can improve their materials whenever they need enhancement because they have already had basic knowledge and skills in designing English listening material professionally. In fact, listening is the input for a receptive skill that is also integrated with speaking skills (Osada, 2004).

YouTube is highly recommended for teaching English, both outside and inside a classroom. It also helps the students improve English skills, such as reading, writing, listening, vocabulary mastery, and pronunciation. The visual aspect of using video in language learning is the most popular. Because it offers another enjoyable environment, for instance, the listeners only focus on hearing the whole conversation on a radio show, and then they can also concentrate on speech, accent, intonation, and stress. On the other hand, the video clips provide the visual aspects of non-verbal communication, which has the same significance. Other benefits of watching the video include gestures, facial expressions, eye contact, posture, and close proximity or appearance; these benefits can

definitely help English learners understand what the speaker or native speaker has said. Additionally, learners are able to recognize how to use some English expressions in contexts that can be considered in the nonverbal communication aspect. For instance, gestures may be misunderstood by non-native speakers because of a lack of knowledge about the culture of the appropriate country (Allan, 1996). It means that the available YouTube videos can be used as learning material in a classroom that provides authentic material without charging anything, and that both the teacher and the student can access them at any time and from any location.

The next study, conducted by Kaboocha & Elyas (2018), aims to investigate the perceptions of two insights from teachers and students regarding the addition of YouTube to the development of vocabulary. The finding of this study stated that the group who watched the video clips on YouTube could perform better than those who were not exposed to any videos in the post-test. A specific improvement in the students' vocabulary achievement was related to vocabulary mastery. Most of the students from this study strongly agreed that the incorporation of YouTube into the classroom could offer a catchy and interesting environment, especially in learning new vocabulary. In this regard, it motivated them to learn better. In addition, watching YouTube videos can be a precious input and opportunity for them, in which they can obtain a lot of information and relatable instructions that come from all over the world for target language mastery. 71% of students believed that YouTube was a helpful multimedia instruction tool in learning. Likewise, the teachers also considered that YouTube could boost students' capability to maintain and understand the target vocabulary. The vocabulary development can be obtained with the available pictures while watching video clips and including texts. It is applicable to improving students' reading and writing skills.

3.4. YouTube Assists Teacher in Developing Material

A teacher is a person who can develop the material. Development is essential to improving the quality of schools. However, in developing materials, teachers need to know how they will develop the material and what apps they will use, thus what kind of platform they will teach and use in order to make an effective learning process and help the teacher develop their skills in using technology more effectively.

In line with the idea above, teachers also provide an overview of what we have learned as a field about effective professional development programs and their impact on teacher learning. Furthermore, it also gives benefits to pre-service teachers since they are expected to be able to use digital in the teaching and learning process. According to Perifanou et al. (2021), "The COVID-19 crisis revealed the necessity for teachers to have digital skills in order to effectively teach online." Teachers should be able to exploit, use, and apply digital technologies in all educational activities.

Thus, there is a need for teachers and pre-service teachers to know about the usage of ICT tools and YouTube for teaching during their teaching practicums. According to Szeto & Cheng (2014), multiple data sources, including interviews, observation of class sessions, a questionnaire, and relevant materials, were collected at a teacher education institution in Hong Kong. The results reveal that their ICT usage is high and that YouTube is useful for teaching at all three school levels: kindergarten, primary, and secondary. The constraints and affordances of YouTube for teaching were identified, namely "information," "demonstration," and "open-ended constructivist." However, the pre-service teachers have not fully utilized these ICT tools as part of the constructivist approach. Implications for educators are discussed.

According to Kustati et al. (2020), states that English is a foreign language which they must master, namely writing, speaking, reading, and pronunciation. Development of technology in the learning process requires using media during teaching and learning, not only focusing on their textbook, which by using technology in their learning process will make the students able to use, face, and utilize the development of technology. By knowing students' needs in the learning process and their habits towards the use of technology or media in the teaching and learning process, one of the platforms or media that students are familiar with is YouTube. According to Kurniawan (2019) stated in his journal about students' perception of the use of YouTube as a learning medium, the finding considered it can help students' speaking skills. The use of YouTube in speaking classes can trigger them to become much more confident in speaking English in front of a camera and the public. The last considered improvement in students' speaking quality as well So it can be concluded as a medium in a speaking class that can improve students' speaking skills (Kurniawan, 2019).

Based on the explanation above, it can be concluded that YouTube is a medium or platform that assists teachers in developing materials, especially in developing materials in second and foreign language teachers'

3.5. How Can YouTube Assist Teachers in Developing Material for Specific Purpose?

1. Developing material for listening skills

In developing teaching materials, especially in English listening, just focus on students' needs or students' outcomes. These statements are also supported findings by Yavuz et al. (2015), who demonstrate the importance of assigning tasks that are familiar to the student and appropriate for their level of study.

Moreover, according to Gilakjani & Sabouri (2016), in order to learn listening skills, teaching material must be tailored to the needs of the student's authentic material so that they will clearly understand the learning material and naturally imitate the native speaker's language or pronunciation. In short, teachers should design and develop the materials that spark students' interests and will motivate them naturally by using a framework in order to design the students' materials.

2. Developing material for speaking skills

According to Albahlal (2019), YouTube is a valuable source for teaching and learning English. Due to the important features used in YouTube, learners comprehend what they listen to and what they speak without hesitation and anxiety, just as if they were speaking in front of a class.

By using YouTube, they can also repeat the correct pronunciation, and they can also slow the video in order to comprehend carefully the topic or theme of the YouTube video (Albahlal, 2019).

3. Increasing vocabulary material

Acquiring a second or foreign language requires some competencies. One of them is vocabulary. Vocabulary is an essential component of language. English language learners cannot comprehend written texts, nor can they convey messages to others. Language learners cannot communicate effectively without vocabulary.

According to Harmer (2004), vocabulary is the core of language; he further suggests that if grammar is considered the skeleton of language, then vocabulary is the flesh (Harmer, 2004). However, in Kaboocha & Elyas (2018), the result of this research states that the group who viewed the YouTube clips outperformed the group who was not exposed to YouTube videos in the posttest. The results clearly show that YouTube provided statistically significant effects on the students' vocabulary acquisition (Kaboocha & Elyas, 2018).

4. Stimulator for critical thinking development

The importance of critical thinking has received the attention of many parties in Malaysia, ranging from educators to future employers (Ismail, 2011; Shah, 2011; Eldy & Sulaiman, 2013). Having a good grade alone does not promise employment for students and graduates in Malaysia. Some studies have shown that in order for Malaysian graduates to be employed, they must possess a good command of the language along with sound analytical thinking, intelligence, independence, leadership, communication, computer skills, and work experience (Ismail, 2011).

In line with the idea above, June et al. (2014) stated in their study about using YouTube as a medium to stimulate students' critical thinking as a stimulator. They found that YouTube videos were fun and interesting, increased students' participation and engagement, and enhanced their critical thinking skills. The students were able to participate actively and demonstrated a strong interest in the learning process as they were able to understand lectures better by visualizing the content and relating it to their real workplace (June et al., 2014).

4. CONCLUSION

Technological developments in the learning process require using media in the teaching and learning process, not only focusing on textbooks, where using technology in the learning process will make students able to use, deal with, and take advantage of technological developments. By knowing the needs of students in the learning process and knowing their habits towards the use of technology or media in the teaching and learning process, One of the platforms that can be accessed by teachers and students in developing material is through the use of YouTube media. So it can be concluded that YouTube is a medium in a speaking class that can improve students' speaking skills, and the results clearly show that YouTube has a statistically significant effect on students' vocabulary mastery. It is stated that learning about YouTube as a medium stimulates students' critical thinking as a stimulator. Videos are fun and engaging, increase student participation and engagement, and improve their critical thinking skills. Students are able to actively participate and show a strong interest in the learning process because they are able to understand lectures better by visualizing the content and connecting it to the real world of work.

In spite of the fact that this paper considers the recognition of a course-specific YouTube channel to serve as a talking course, the writing alludes to its benefits in creating other aptitudes, as well. In any case, the understudies in Kelsen's considered YouTube supplementary materials less stimulating when utilized in the course compared to when utilized outside of the lesson. Alwehaibi (2015), in his inquiry, compared the contrast between giving traditional substance instruction within the classroom and giving it through YouTube, exploring "the effect of integrating YouTube innovation into EFL instruction on upgrading EFL college students' substance learning." He concluded that the outcomes of the

group of students who were instructed through YouTube recordings are promising for the incorporation of video innovation.

Authentic material is the most fundamental in learning English through YouTube. It is reasonable to use it both inside and outside the EFL classroom. Teachers can utilize YouTube as the primary source to improve students' background knowledge of English in a real-life context and obtain information about English-speaking countries. Moreover, YouTube can assist teachers in teaching English as a supplementary material. Besides, teachers can upload their teaching videos as learning materials. This online application promotes speaking competence. The most useful aspect is that it empowers teachers to find suitable material in English subjects. Teachers can incorporate YouTube to improve students' English skills, such as reading, writing, listening, vocabulary mastery, and pronunciation. If the students miss explanations during the learning process, they can learn more by watching video clips. Moreover, it can be a motivation for them to learn English with catchy visuals and attractive circumstances.

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