Learning English by Using YouTube Shorts Experienced by The Second Semester of English Department Nusa Cendana University in The Academic Year 2023/2024

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ABSTRACT

One such innovative method is learning English by using YouTube Shorts. This research was conducted at Nusa Cendana University by students of second semester. The research used a descriptive qualitative approach, the subject of this research 60 students on second semester of English Study Program at Nusa Cendana University. The research used technique of data analysis were identify and describing. Data was collected through interviews and surveys with students who regularly use YouTube Shorts as part of their language-learning routine. Survey results reveal that YouTube Shorts is a highly effective and popular educational tool due to its accessibility, ease of use, and engaging content, which collectively contribute to high levels of user satisfaction. However, limitations such as insufficient content depth and inconsistent video quality present opportunities for improvement. Addressing these challenges could enhance its educational potential and provide a more comprehensive learning experience.

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1. Introduction

YouTube, as Buzzetto-More (2014) notes, provides access to a substantial library of educational content, making it an attractive option for learners.

The concept of learning English through YouTube Shorts emerged from the intersection of two powerful trends: the rapid growth of digital content consumption and the increasing demand for English language proficiency. YouTube, the world's largest video-sharing platform, recognized the potential of its platform to serve as an educational resource. In response, it launched YouTube Shorts,

a short-form video feature that allows creators to produce engaging content in under a minute. This format has proven to be highly popular among users, particularly younger generations who are accustomed to quick, visually appealing content.

There are reasons why learning English by using YouTube Shorts has gained traction as a language learning method. First, accessibility: YouTube Shorts is accessible to anyone with an internet connection and a smartphone or computer, making it a versatile tool for learners across the globe, regardless of their geographical location or financial means. Second, engagement. YouTube Shorts are designed to be engaging and visually stimulating. Short, snappy videos capture learners' attention and maintain their interest, increasing the likelihood of information retention. Third is variety. Content creators on YouTube Shorts produce a wide range of English language content, including vocabulary lessons, pronunciation guides, grammar tips, and even engaging storytelling in English. This variety allows learners to choose content that suits their specific needs and interests. The fourth is community. YouTube Shorts fosters a sense of community among learners. Users can comment, ask questions, and interact with content creators and fellow learners, creating a supportive learning environment. The fifth is practicality. The short format of YouTube Shorts allows learners to fit language learning into their busy schedules. Whether waiting for a bus, having a coffee break, or winding down before bed, learners can access quick English lessons at their convenience. The sixth is visual learning. Many language learners benefit from visual aids, and YouTube Shorts leverage this by providing visual context through videos and animations, aiding comprehension and retention. The seventh is real-life English: YouTube Shorts often showcase real-life conversations, accents, and colloquial expressions, helping learners adapt to the practical use of English in daily communication. The eigth reason is native speaker exposure: Through YouTube Shorts, learners can expose themselves to various native English speakers, helping them develop a better understanding of different accents and dialects.

Despite the abundance of YouTube-related research, there remains a dearth of concrete evidence establishing causal links between YouTube usage, student perceptions, and educational outcomes. Therefore, this study aims to address this gap in the literature by providing fresh insights into the phenomenon.

Based on the background above the researcher conducted to study a topic entitled: **'Learning English by Using YouTube Shorts'.**

A. English as a Foreign Language

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives. Some people prefer to call the former learning English as a foreign language and the latter learning English as a second language. Not all people agree with the distinction between second language and foreign language. Dulay, et al (1982) state that second language acquisition includes learning a new language in a foreign language context.

B. Method of Teaching EFL

Teaching English as a Foreign Language (EFL) requires effective methods and strategies to help learners develop their language skills. The choice of teaching methods can depend on factors such as the learners' age, proficiency level, learning objectives, and the teaching context. There are some commonly used methods for teaching EFL as follows :

1.   Grammar-Translation Method: This method has its roots in the classical education tradition. However, there are various contributors who have contributed their thoughts on this approach, such as Johann Seidenstücker, Karl Philipp Moritz, and many others.

2.   Audio-Lingual Method: This approach is influenced by behaviorism and psychology. Experts like B.F. Skinner and Charles C. Fries played a role in developing the theories and concepts underlying this method.

3.   Communicative Approach: This concept has evolved from theories of linguistics and psycholinguistics, with important figures such as Dell Hymes, H.H. Stern, and Marianne Celce-Murcia contributing to the development of the communicative approach.

4.   Task-Based Teaching: This approach is influenced by theories of learning and cognitive psychology, with key figures involved in its development including David Nunan and Rod Ellis.

5.   Content-Based Instruction: Education experts like James Asher and Stephen Krashen have contributed to the development of ideas related to content-based learning.

6.   Skill-Based Approach: This method is also influenced by various experts in the fields of learning psychology and applied linguistics, such as Steven Pinker, Noam Chomsky, and many others.

It is important to remember that many of these contributions are not isolated, and most language learning methods draw inspiration from various sources and traditions in language education.

C.   Strategy in Teaching EFL

Teaching English as a Foreign Language (EFL) requires a well-thought-out strategy to help learners effectively acquire and use the language. Here are some key strategies for teaching EFL as follows :

1.   Communicative Language Teaching (CLT): This approach emphasizes the importance of communication and interaction in language learning. Experts like Jack C. Richards and David Nunan have contributed significantly to the development and promotion of CLT.

2.   Task-Based Language Teaching (TBLT): TBLT focuses on the completion of meaningful tasks as a way to promote language learning. Michael H. Long and Rod Ellis are among the experts who have researched and advocated for TBLT.

3.   Content-Based Instruction (CBI): CBI integrates language learning with the study of content subjects, such as science or history. Fredricka Stoller and William Grabe are prominent researchers in this fiel.

4.   The Lexical Approach: This approach emphasizes the importance of learning vocabulary and phrases in chunks rather than focusing solely on grammar rules. Michael Lewis is a leading figure in promoting the lexical approach.

5.   Cooperative Learning: This strategy involves students working together in groups to achieve learning goals. David W. Johnson and Roger T. Johnson have extensively researched and promoted cooperative learning techniques.

6.   Differentiated Instruction: This approach involves tailoring teaching methods and materials to meet the diverse needs of individual learners. Carol Ann Tomlinson is a recognized expert in the field of differentiated instruction.

These are just a few examples of strategies in teaching EFL, and there are many other approaches and techniques recommended by experts in the field. The choice of strategy often depends on factors such as the learners' needs, learning context, and teacher preferences.

D.   Media in Teaching EFL

According to Weidenmann in Mouton (2011), understanding media in education is divided into two aspects based on its forms. The first is hardware media, a physical tool used in the learning and teaching process, such as a projector, audio speaker, book, flashcards, mobile phone, and many more. It means literally as equipment to sustain the classroom activities. The second is software media; it means the program is forwarded through the hardware, such as applications and video films.

Meanwhile, in proposing a conversational framework for language learning and teaching in a pedagogical dialogue between teachers and students, Laurilard in Mouton (2011) states that some teaching media could support and contribute to the pedagogical activities and processes through a conversational framework, as follows :

1.   Narrative media (refers to linear presentation tools that are non-interactive and noncomputer-based, such as printed books, audio cassettes, television, or film).

2.   Interactive media (is defined as a teaching delivery tools system that provides video, images, text, animation, and audio sound materials with computer control to the students who hear and see and provide active responses and respond to it to determine the presentation's speed sequence).

3.   Adaptive media or computer-assisted language learning (CALL) (is computer-based media that can adapt to user responses. Adaptive programs use a computer program's modeling capabilities to receive input from users, transform the state of the model, and display the resulting output according to user responses and behavior).

E.   YouTube as An Educational Tool

YouTube serves as a valuable educational resource in modern tertiary education (Jackman, 2019). The platform's popularity has prompted its use in various academic contexts (Smith, 2011; Schaper, et al., 2014). Medical education, in particular, has seen significant YouTube utilization (Green, et al., 2018). Research suggests that YouTube content can supplement case teaching resources in health management and policy (Green et al., 2018). Furthermore, YouTube has been advocated for its potential in enriching traditional lecture-centered classrooms (Hund & Getrich, 2015).

YouTube has become a prominent tool for educators across the globe. In the realm of medicine, YouTube has been extensively employed to enhance learning experiences (Clifton & Mann, 2011). Librarians have used YouTube to create information literacy courses and enhance students' accessibility to educational content (Su & Kuo, 2010). YouTube's accessibility and ease of content sharing have made it a valuable platform for educational purposes (Topps, et al., 2013). The integration of YouTube into educational practices reflects the growing significance of modern communication tools In academia (Ferrer, et al 2011).

2. Research Method

The research design used was a descriptive qualitative method. Researchers used tools like interviews and observations to understand the subject deeply. This approach helped explore new areas, generate ideas, and understand people's experiences. By focusing on rich descriptions, descriptive qualitative research laid the groundwork for further study. Several techniques/instruments were used to collect data, as follows: 1) Focus Group Discussion (FGD) were conducted with groups of students to facilitate conversations on the positive and negative aspects of using YouTube Shorts for English language learning. The discussions explored satisfaction levels, learning outcomes, challenges faced, and suggestions for improvement. 2) Semi-structured interview was used to obtain in-depth insights into students' perspectives on online teaching and learning activities using YouTube as a medium.

The data were analyzed by identified the positive implications of using short YouTube videos and the negative aspects of using short YouTube videos for language learning, and described the satisfaction level of students learning English through short YouTube videos, the positive implications of learning English by using YouTube Shorts, and the negative aspects of learning English by using YouTube Shorts.

3. Research Findings and Discussion
Research Findings
1.   Satisfaction with YouTube Shorts

Respondents rated their satisfaction levels with using YouTube Shorts for learning English. The results are summarized below:

Satisfaction Level	Number of Respondents	Percentage
Very Satisfied	18	30%
Satisfied	24	40%
Neutral	12	20%
Dissatisfied	4	6.67%
Very Dissatisfied	2	3.33%

Analysis: The majority (70%) of students expressed satisfaction, with 30% reporting neutrality or dissatisfaction. This suggests that YouTube Shorts are generally well-received as a learning tool, which aligns with multimedia theories indicating that engaging content boosts learner satisfaction. The results highlight the potential of YouTube Shorts to enhance student engagement and learning outcomes.

2. **Positive Implications of Using YouTube Shorts**

Respondents identified several positive features of using YouTube Shorts for English language learning:

Positive Feature	Number of Respondents	Percentage
Engaging Content	42	70%
Accessibility	50	83.33%
Variety of Topics	38	63.33%
Ease of Use	46	76.67%

Analysis:

- **Engaging Content:** Students found the content engaging, which maintains their interest during the learning process. Engaging visuals and creative presentations make complex topics more approachable. This aligns with Mayer's multimedia theory, which emphasizes that visually appealing content enhances learning by reducing cognitive load.
- **Accessibility:** Accessibility was the most frequently cited positive feature. Since YouTube Shorts is available on smartphones and requires minimal technical resources, students can access lessons anytime and anywhere. This supports digital learning theories that stress flexibility as a key factor in effective learning.
- **Variety of Topics:** The variety of topics ensures learners can explore different aspects of the English language, such as vocabulary, pronunciation, grammar, and cultural nuances. This variety helps cater to diverse learning needs and preferences, aligning with Gardner's theory of multiple intelligences, which emphasizes the importance of personalized learning paths.
- **Ease of Use:** The platform's user-friendly interface makes it easy for students to navigate and find relevant videos. This simplicity eliminates barriers to learning and accommodates students at varying proficiency levels.

3. **Negative Aspects of Using YouTube Shorts**

Respondents also noted some drawbacks to using YouTube Shorts:

Negative Aspect	Number of Respondents	Percentage
Short Duration	20	33.33%
Inconsistent Quality	15	25%
Lack of Depth	18	30%
Distractions	12	20%

Analysis:

- **Short Duration:** The short format, while engaging, limits the depth of the material presented. This may hinder the exploration of complex topics. Mayer's cognitive theory of multimedia learning warns against superficial content that may fail to support deep learning objectives.

- **Inconsistent Quality:** The variability in the quality of educational videos across different creators can confuse learners, especially if inaccurate or poorly explained content is encountered. This highlights the importance of curated and verified resources in digital education.
- **Lack of Depth:** Some students felt that the brevity of videos didn't allow for comprehensive coverage of topics. This suggests a need for supplementary learning tools to achieve mastery of advanced language skills.
- **Distractions:** The platform's algorithm often recommends unrelated content, which can divert learners from their educational goals. This issue aligns with challenges in maintaining focus in environments designed for entertainment

Discussion

1. Analysis of Satisfaction Levels

The results show that a majority of the respondents (70%) were satisfied or very satisfied with using YouTube Shorts as an English language learning tool. This high level of satisfaction aligns with the growing popularity of digital tools that combine accessibility, engagement, and ease of use. As Mayer (2009) suggests in his cognitive theory of multimedia learning, multimedia tools that are engaging and visually appealing can enhance student motivation and satisfaction, which is evident in the results of this survey. YouTube Shorts seems to meet these criteria effectively, with students appreciating the platform's engaging content and the flexibility it provides for learning.

However, the small percentage of dissatisfied respondents (10%) suggests that while YouTube Shorts is effective for many, it may not fully address the needs of all learners. The dissatisfaction could be linked to the limitations of the platform, such as its brevity or inconsistent content quality.

2. Positive Implications

One of the most significant benefits cited by students was accessibility (83.33%). For example, a student could watch a 30-second video on phrasal verbs during a bus ride, without needing a stable internet connection or the time commitment of a longer lesson. The convenience of being able to access educational content anywhere and at any time is a game changer, especially for students with busy schedules.

The ease of use (76.67%) of YouTube Shorts is another key positive. A student who is not familiar with complex e-learning platforms can easily navigate YouTube Shorts to find videos on topics like English pronunciation or vocabulary expansion. For instance, someone wanting to learn how to pronounce the "th" sound might watch a short, well-explained video on the subject without any technical difficulties.

The engaging content (70%) on the platform encourages students to return for more. For example, a student might be captivated by a vibrant and energetic video that explains slang terms used in everyday English. The fast-paced, visually appealing style of the content encourages students to watch multiple videos in one sitting, reinforcing language learning through repeated exposure to new words and phrases.

The variety of topics (63.33%) also stands out. A student might explore videos on vocabulary for business English in the morning and watch content about common idiomatic expressions in the afternoon. This wide range of topics ensures that learners can access materials tailored to their specific interests and needs. For example, a student interested in

preparing for a job interview might watch a series of Shorts about interview vocabulary, while another interested in travel might focus on videos about common expressions in tourist situations.

3.   Negative Implications

Despite its many advantages, the survey highlighted several drawbacks of using YouTube Shorts for language learning. One of the main concerns was the short duration of the videos (33.33%). While brief content can be appealing, it also limits the ability to cover complex language concepts in depth. According to Mayer's (2009) cognitive theory of multimedia learning, balancing content depth with brevity is essential for promoting effective learning. While YouTube Shorts excels in providing quick, digestible information, the brevity of the videos can be limiting when it comes to mastering more challenging topics.

Inconsistent quality (25%) of the content also posed a challenge. Not all videos on YouTube Shorts adhere to the same educational standards, which can result in some students encountering low-quality or misleading content. This inconsistency may impact the learning experience, as students may not always receive accurate or well-structured information.

Additionally, 30% of respondents mentioned that the videos lacked depth. While YouTube Shorts excels in providing an overview of a topic, it may not offer enough depth for students to develop a comprehensive understanding. This limitation underscores the need for content creators to find ways to balance brevity with the necessary depth for effective learning.

Lastly, 20% of respondents noted distractions as a problem. YouTube Shorts is designed to be attention-grabbing, but this can sometimes lead to students being distracted by unrelated content. This could reduce focus and hinder the learning process, suggesting that greater content curation may be needed.

4. Conclusion

The survey conducted among second-semester students in the English Study Program at Nusa Cendana University highlighted that YouTube Shorts is an effective tool for learning English. A significant number of students expressed satisfaction with the platform, especially appreciating its accessibility, ease of use, and engaging content. These features allowed students to learn at their own pace and at convenient times, which contributed to their positive experience. The platform was particularly useful for improving vocabulary, pronunciation, and listening comprehension, and its variety of topics allowed students to explore different aspects of the language.

However, despite its strengths, the study also identified several challenges. The short duration of the videos, inconsistent content quality, and the lack of depth in explanations were common concerns among students. These limitations suggest that YouTube Shorts, while beneficial as a supplementary tool, may not be enough for a comprehensive language learning experience on its own. In conclusion, while YouTube Shorts has proven to be a valuable resource, addressing these issues could enhance its effectiveness in language learning.Acknowledgment (bold, 12 pt)

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