

Students' Engagement on English Learning through YouTube Video for Primary Teacher Education Study Program

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ABSTRACT

Synchronous online instruction is a tool to provide learning source for the students and educators in 21st century. YouTube as synchronous online instruction is used not only for entertainment but also in teaching English for students. This research has purpose to explain students' Engagement in English learning through YouTube channel to deliver their opinion and idea. The data was collected by observing teaching and learning process and students' engagement checklist. This research used descriptive case study to explain the result. It found that what the lecturer taught through YouTube video, it had given beneficial references for students because the lecturer used YouTube as media in teaching English. Moreover, the students used YouTube video to practice English skills such as they practiced to conversation with friends, discussion, sharing idea, describing and giving opinion. Besides that, the students can listen the several videos in YouTube related to the topic. Therefore, it indicated that three aspects of engagement presented on this study such as emotional, cognitive, and behaviour engagement had answered.

Key words: Students' Engagement, English Learning, YouTube Channel

INTRODUCTION

The students' engagement in learning process is the purpose to answer the learning aims and to require learning assessment. The teachers have taught in modern learning such as face to face through technology, blended learning and hybrid learning inviting the students to communicate and learn through information communication and technology (ICT). It means that all the activities of teaching learning process are done through technology. Stack (2008) revealed that ICT has additional application in teaching and learning process. It provides teachers with a range of new tools to facilitate traditional pedagogies. It also presents to develop new teaching methods in modern way for the teacher. For the student, ICT grows up students' excited to have learning opportunities in developing their knowledge widely.

In this occasion, the lecturer uses synchronous as online instruction in teaching English for students to deliver material by using YouTube. It has aim to change the learning situation as such the students can engage in learning process cognitively, emotionally, and behaviourally. Firdaus and Fatimah (2021) revealed that students' engagement consists of four aspects such as

behavioural/skills, emotional, participation/interaction, and cognitive engagement. It is different with Susanti (2020) stated that there are three kinds of engagement theory such as cognitive, emotional, and behaviour. This research will observe kinds of engagement that perform in learning English in higher education. The reason is the students used their smartphone to find out their curiosity and develop their knowledge. For instance, online instruction through YouTube invites the students to use their smartphone in learning process. It means that, the students will learn and practice English skills hence the students will be easier to learn through YouTube. The lecturer is purposeful to use YouTube as students' reference in learning English. It is supported by Susanti (2020) affirmed that students' engagement is the crucial in leaning process whether in traditional classroom or in online classroom. It will show the students attention in learning process by performing students' participation, students' emotional in responding toward the learning process, and students' ability in learning process. Therefore, the students who engaging in learning process make easier the teacher to assess them in personally such as practicing, giving feedback in learning process, and excited to learn achieving in learning process.

The important of engagement theory is used in higher education because the most people try to engage in higher learning because the teaching and learning process have been conducted through technology. Ahmadi (2018) stated that the use of technology has become an important part of the learning process in and out of the class. Therefore, this research tries to find out what kinds of students' engagement present in learning English through YouTube as an online instruction.

LITERATURE REVIEW

Previous Related Study

Several platform such as Google classroom, Google form, Google meet, e-learning and YouTube are used as tool in teaching process. This case has happened in some researches that learners remember and understand better when they see, hear and do. The level of a students' understanding of a subject when they see, hear and produce materials during instruction is higher (75%) compared to students who only see during instruction (20%), and see and hear only (40%) Learning with multimedia elements, such as videos, has been shown to be effective for learning activities. Learners are able to see, hear and produce the required behaviors. These platforms help the students to engage in learning process. The students can ask question; give opinion and respond teacher and students idea (Dorothy DeWitt et al, 2013; Krauskopf, Zahn & Hesse, 2012; Zahn, Pea, Hesse, & Rosen, 2010).

Furthermore, YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with

people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. From YouTube video, the students can be faster to comprehend the material and the students can practice directly following the YouTube video. It means that the students are interested to learn English by using YouTube. They can find appropriate reference to learn (Almurashi, 2016).

Learning Engagement

Learning engagement divides into three aspects. They are behavioral engagement, emotional engagement, and cognitive engagement. Each aspect has indicators that are used to observe the students engagement in the classroom. First, behavioral engagement focused on four indicators such as attention, effort, classroom participation, and responsibility. The second, emotional engagement consists of two indicators such as students' interest and worried. Then, cognitive engagement reveals three indicators such as comprehension, shared ideas, and preview knowledge. However, these aspects have sub-indicators becoming direction to measure students' engagement. The explanation of sub-indicators is revealed in detail in the table below.

Tabel 1. Indicators and Sub-indicators of Learning Engagement

Learning Engagement		
Behavioral	Attention	Pay attention on teachers' instruction
	Effort	Active in the classroom and practice out of classroom submit the task on time
	Classroom Participation	participate actively
	Responsibility	be responsible follow the lesson on time
Emotional	Interest	eager to join the class do the classroom activities
	Worried	be afraid to make mistake keep silent
Cognitive	Comprehension	response to the teachers' questions do the teacher's task
	Share ideas	communicate ideas to the classroom help each other to do the tasks.
	Preview knowledge	answer the teachers questions related to the last materials

Susanti (2020)

However, learning engagement also focuses on students' participation engagement. According to Firdaus and Fatimah (2021) stated that students' learning engagement consists of behavioral or skills engagement, emotional engagement, participation or interaction engagement, and cognitive engagement. Each aspect has indicators that are same with the learning engagement theory of Susanti (2020). All sub-indicators of engagement show improvement and positive engagement in learning process.

METHOD

Design and Samples

This research was qualitative research design to get the source of data related to the scope by analysis the aspects and description the data. This research used descriptive qualitative to present the data. Descriptive qualitative design analyzes the situation and students' activities in the classroom (Miles et al, 2018). The subject of this research was the second semester students from primary teacher education program of Universitas Pendidikan Muhammadiyah Sorong. There were 20 students in the second semester.

Instrument and Procedure

The researcher used students' engagement checklist and classroom observation to get the data every meeting. The students learn English used YouTube and the researcher observed the teacher and students' activities in the classroom. The students' engagement checklist described each student's engagement in learning English through YouTube channel and the classroom observation described what the students discuss consisting of mention the idea, opinion and answer the questions. The researcher observed the teacher's explanation and students' activity in the classroom. The teacher played a YouTube video that was helped by a projector. The students focused on listening and discussing the video. The researcher used engagement checklist and classroom observation to get the data every aspect of engagement from classroom discussion.

Data Analysis

The researcher used the analysis data by following (1) data condensation, (2) data display, (3) conclusion or verification (Miles et al, 2018). The data condensation was gathered from the engagement checklist and classroom observation. Data display was found by coded and identified the students' engagement and classroom observation. The researcher found specific the data that related with the aspects of engagement. The conclusion provided each data following the aspects of students' engagement.

RESULT AND DISCUSSION

The result shows that the students of primary teacher education study program that learn English through YouTube showing their learning engagements that divided into three aspects:

a. Behavior Learning Engagement

The students learn six topics for eight meetings. At every meeting, the lecturer shows video through YouTube and asks the students to listen to the video and several of them read the text on video. The lecturer gives instructions to write new words that they find on video then find the synonym and antonym. After the students watch the video, the lecturer asks them one by one to read aloud what new words they found on video and mention the synonym and antonym. All the students take their turn to read aloud their result. The students mention all the synonyms and antonyms from their new words. It means that their behavior learning engagement visible on students' attention, effort to find the synonym and antonym, participate and have responsibility to take turn of showing their result. Batan (2017) revealed that the students show their learning engagement by consistent focus on teacher's instruction and verbal participation (answer the questions, opinion, and idea). The higher behavior engagement is visible on individual attention to do the task, and performance in front of classroom.

b. Emotional Learning Engagement.

During teaching English by using video YouTube, the total number of students never decreases to present in the classroom. The students feel interested to learn English such as reading the text on video YouTube, writing the new words that found from video YouTube, doing all teaching instruction related to the topic. They have high self-confidence, happy, and sense of belonging to learn English by watching the video YouTube and discussing together. Marcus et al (2021) affirmed that students' emotional engagement identified by online platform. The students learn using online platform helping them to understand easily and the students motivate to learn English. They are interested in doing reflection as the requirement in E-Service learning. They use E-service learning to write what they want to give reflection of their activity.

c. Cognitive Learning Engagement

The students are responsible to do thee teaching instruction as long learning English through YouTube. The students do discussing with the lecturer and all students, giving opinions, pairing correction, respond the lecture's questions, and suggest to another friends regarding the video. The researcher gives the example to describe video or retelling toward the students watching from

video. Moreover, the students give arguments toward the video. Susanti (2020) found that the most students who learn English in EFL online classroom they can response the teacher's question and do the task. They do not feel obstacle to learning through several online application. They are more understanding of teacher's explanation and the topics.

CONCLUSION

The aim of this research is to describe kind of students' engagement in learning English through YouTube. The result found that students engage in learning process can be created by several medias that lecturer used. Teaching English by helping Video YouTube make students easily to engage in learning process. They can engage behaviourally, emotionally, and cognitively. All the teaching instruction can be followed by the students and the learning aim is achieved. This research affirmed that all students' activities can be conducted well related to learning engagement in learning English through video YouTube. The lecturer teaches through YouTube video, it had given beneficial references for students because the lecturer used YouTube as media in teaching English. Moreover, the students used YouTube video to practice English skills such as they practiced to conversation with friends, discussion, sharing idea, describing, and giving opinion. Besides that, the students can listen the several videos in YouTube related to the topic.

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