



THE USE OF YOUTUBE-BASED INTERACTIVE LEARNING MEDIA IN LEARNING ENGLISH IN THE NEW NORMAL ERA

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Abstract:

The research objective is to determine the use of interactive learning media based on YouTube and also to see the response of educators and students regarding the use of YouTube. This study used a qualitative research method with a phenomenological approach to see the response of the use of YouTube. In order to get accurate results, the researchers used interviews and observations. The subjects of this study were 7th semester English education students who are familiar with the YouTube. The data analysis technique used in this research is thematic data analysis techniques with instruments in the form of observation and direct interviews with students. Based on the results of the study, it was concluded that the use of interactive multimedia learning media based on YouTube for English language education students of UMN AW was mainly for accessing information media. Educators and students' responses in using YouTube also showed how YouTube has become as an alternative media in learning English, both with positive and negative sentiments. The implication of the study is hoped to motivate lecturers and students to develop interactive media based on YouTube in learning English.

Keywords: interactive learning media, new normal era, YouTube

1. Introduction

The development in the new normal era expects all educators to be proficient in information and technology and innovate in order to create a more interactive education in all fields. Facing the world of education which is increasingly affected in the new normal era requires educators and teaching staff to be at home only or work from home (WFH). This makes it an obligation to form interactive multimedia for lecturers to be

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more creative and innovative. Guidelines for the Prevention and Control of Coronavirus Disease 2019 (COVID-19) is a reference for the Central Government, Provincial Governments, Regency / City Governments, health service facilities, health personnel, and all related parties in making efforts to prevent and control Coronavirus Disease (COVID-19).

So that it makes teachers and students meet in a non-face to face learning. YouTube is one of the learning media in English in the form of videos and social media which are often accessed by students in seeking information. On the other hand, learning is a process of communication between students, educators and teaching materials. Many people think that the current generation quickly experiences boredom and laziness in learning. Various studies have shown that the generation known as the internet generation actually has a high learning orientation and enthusiasm. However, the difference is only on the varied way they get information.

The formulations of the problem in this study are:

- 1) How do educator and students use interactive learning media based on YouTube in learning English in the new normal era?
- 2) How do educators and students respond to YouTube as an alternative media for interactive learning in English learning in the new normal era?

The use of Interactive Learning Media as an instructional media is a topic that is always discussed from time to time. This issue always arises when people talk about things related to education using learning media. Learning development is a process of designing learning logically, and systematically in order to determine everything that will be carried out in the process of learning activities by paying attention to the potential and competence of students.

The Latin word of *medius* (*media*) is derived which literally means middle, intermediary, or introduction. In Arabic, the *media* is an intermediary or messenger for messages from the sender to the recipient of the message. *Media* when understood in broad terms is humans, materials, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. The word *media* is the plural form of the word *medium*. *Medium* can be defined as an intermediary or an introduction to the occurrence of communication from sender to receiver. *Media* are the tools used to convey information so that the information reaches the recipient of the information. The term learning media is also often identified with teaching (Sirait, D. & Handayani, 2019).

It is also seen in the editorial statement that learning process planning includes the syllabus and lesson plans, teaching materials, teaching methods, learning resources, and assessment of learning outcomes and objectives. These are set in advance before the process is carried out and controlled. Social media According to Mandibergh (2012) is media that facilitate cooperation between users who produce content (User generated content). According to Rulli (2017) social media has the following characteristics:

- a. The message conveyed is not only for one person but can be various many people, for example, messages via SMS or the internet.
- b. Messages that are delivered are free, without having to go through a Gatekeeper.

- c. The messages conveyed tend to be faster than other media.
- d. The recipient of the message determines the interaction time.

YouTube Launched in May 2005, YouTube has made it easy for billions of people to find, watch and share videos. YouTube provides a forum for people to connect with, inform and inspire others around the world, and acts as a distribution platform for original content creators and advertisers, both large and small. YouTube is a company owned by Google.

Learning English in the New Normal Era said learning is often seen as a translation of the term "instructional" which is the process of interaction of students with educators and selected learning resources in a learning environment. Learning is explained, as an effort of people whose goal is to help people learn. Therefore, there are five assumptions that support learning, namely (1) learning must be planned in order to facilitate student learning, (2) both short and long-term phases are included in the learning design, (3) learning planning should not be arbitrary and not solely to provide a foster environment, (4) learning efforts must be designed with a systems approach, and (5) learning must be developed based on knowledge of how the person learns. In the new normal era, learning English should be internet-based to support the implementation of this learning. Seeing the current development of education, teachers need learning media to help teaching and learning process. Technological developments have a positive impact on education. Wigati, Rahmawati and Widodo (2019) employed the teachings of Ki Hadjar Dewantara, namely Tri N. (Niteni, Nirokke, Nambahi) in developing YouTube for Ki Hadjar Dewantara based learning on the material. Niteni means observing the media existing learning, Nirokke means imitating making learning media and Nambahi means added so that the learning media is better. The activity of an Islamic school in Gresik resulted in increased teacher understanding of its importance in the use of YouTube as a learning medium and videos containing work learning materials for madrasa teacher.

2. Methodology

The research method at this stage is by using qualitative research that is aimed at describing and analyzing phenomena, events, social activities and beliefs. Departing from the existing problems, this research will try to use YouTube-based Interactive Learning Media in English Language Learning in the New Normal Era, and then researcher started from interviews and observations. This research emphasizes the use of interactive learning media based on YouTube (Creswell, 2010).

3. Result and Discussion

There were six students who were willing to be informants. The researcher asked the willingness of six informants in collecting this data through the WhatsApp application. The researcher made an appointment with the six informants who were willing to be interviewed in person. From 15 to 30 October 2020, researchers collected data through in-

depth interviews with informants to obtain the information needed. Researchers asked questions about the use of YouTube, and researchers also made observations of informants during the interview process.

3.1 Interview Result of the Informants

Informant 1 uses YouTube to search for videos of famous and Korean artists. *"I think YouTube functions as an entertainment tool in my spare time."* Meanwhile, informant 2 is more functional in learning activities and suppresses the effectiveness of YouTube in viewing new videos that are available. *"I think the motive for using YouTube is to see the latest lessons and the latest videos from well-known artists"*. While the informant 3 motives for using YouTube as an application tool that can see whatever we want, *"I think the motive for using YouTube is to see all the applications we like."* Informant 4 said that the motive for using YouTube is as a tool to watch famous Indian actresses or their favorite songs, *"I think the motive for using YouTube is seeing famous Indian artists and their favorite songs on YouTube."* And informants 5 and 6 argue that the motive for using YouTube as a medium of entertainment and learning media, *"I think it puts more pressure on learning and entertainment media."* Meanwhile, informant 6 stated, *"in my opinion the motive is to apply the instructional entertainment video."*

3.2 Positive and Negative Responses in Using YouTube

In Learning English, there are positive and negative responses to the use of YouTube in learning. It is also part of the assessment of media content which can only be assessed by students themselves. Every student can feel and make a response when using YouTube in learning, both positive and negative replies. The positive response of YouTube that was felt by every informant in general was that YouTube was useful in learning activities on campus.

For Informant 3, the positive response is to provide that YouTube is a tool for pouring creativity into himself and others with the help of YouTube. *"In my opinion, YouTube has a positive response because I can make my creative videos on YouTube and share information well with my mates and outside of community learning and become a means of channeling my hobby in learning."* Whereas for Informant 4 the positive response is that YouTube is a source of seeking knowledge that we want by accessing it, *"I think with YouTube I can access the knowledge I want easily and quickly, and I don't have to search for long and can understand it easily."* Whereas for Informant 5 the positive response was as motivation and inspiration for English education students, *"I think that by watching YouTube videos I can be motivated and inspired to do what I saw in the video and can easily put it into practice."*

Whereas for Informant 6, who is an English education lecturer, found YouTube as a medium of information and learning both hard and soft skills for students. *"In my opinion, YouTube has a positive response as information and learning media in English and can easily understand the existing speaking and vocabulary with ease and fun in the activities carried out by each lecturer."*

The findings show that the use of YouTube for students has some specific motive, namely the most frequently found motive for using YouTube is to seek information for students. This is aligning to the notion as stated by Hanson & Haridakis (2008) who stated that there are four motives used by YouTube viewers, namely entertainment and relaxation motives, seeking information, personal needs and friendship. Here it can be seen from informants 1,2, 3, 4, 5 and 6 that they prefer to use it as a way to seek information. Apart from that, the result of the study found that there is another motive which has not been found before. It is as a matter of fact argued as adding to the new findings in the motive used in the use of YouTube, namely the use of the application is considered as in ease (easiness aspect).

4. Conclusions

Based on the results of research and discussion on the use of interactive multimedia learning media based on YouTube in learning English in the UMN AW English education department, the researchers concluded that: 1. The use of interactive multimedia learning media based on YouTube for English education students of UMN AW is used as a way in accessing information and entertainment media for the application can be used to open the YouTube video feature for English education students which is effective and interesting. 2. Educators found that the students in using YouTube can be deemed as an alternative media in learning English. This has resulted in both positive and negative sentiments for students and lecturers. A positive response includes as a means of information to access interactive multimedia learning for students, especially students of English language education and a means of showing their creativity to be given while the negative response is the lack of timeliness in using YouTube as an interactive multimedia learning medium for students and lecturers. Suggestion From the above conclusions is that the researcher needs to give are: the effectiveness and features of YouTube as a learning medium in English are more used by students for positive things and can increase their credibility. So that it not only fulfills the need for information, communication and entertainment, but the channel can also be used as a portfolio for students' works and positive hobbies in the form of written works, photos, poetry and videos and so on.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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