Students Response on Using Kampung Inggris LC Youtube Channel as the Media for Learning English Grammar

Afri Nida Aniasih 1*, Laela Andes Wardani 2, Zuhrotul Latifah 3, Irma Widyawati 4

1 UIN Prof. K.H Saifuddin Zuhri Purwokerto, Indonesia
2 UIN Prof. K.H Saifuddin Zuhri Purwokerto, Indonesia
3 UIN Prof. K.H Saifuddin Zuhri Purwokerto, Indonesia
4 UIN Prof. K.H Saifuddin Zuhri Purwokerto, Indonesia

Corresponding author’s email: irfaadin698@gmail.com, laelandeswardani@gmail.com, zuhrotullatifah05@gmail.com, irmaw03862@gmail.com

Abstract

Technology is developed day by day. During covid-19 pandemic era educational system in every stage of school from playground until university already change their study system. English learning is one of the subjects that will not be accepted by Indonesian student without any direct explanation from the teacher. The media is one of the solutions for English learners to help them get more understanding on it especially for Grammatical subject. Kampung Inggris LC also well-known as the largest English language course in Indonesia. This study aims to determine students’ perceptions of learning grammar through Kampung Inggris LC YouTube channel. We carried out this study with qualitative method through questionnaire that will be shared to our classmates using google form and analyse the viewers comment of some video. Then, we explained the result using description. The result of this study described about perception by students on employing Kampung Inggris YouTube channel as a media to learning grammar. In conclusion, this study investigated about the students’ perspective on learning grammar using Kampung Inggris LC YouTube channel.

Keywords: Keywords: YouTube, Kampung Inggris LC, students and viewers’ perceptions

INTRODUCTION

Nowadays, in this very modern era, media has great influences on people in daily life. Media already spread quickly and used by many people to make their work easily or just for having fun on it. The media that being discussed by the public is media related to Information and
communication technology (ICT). ICT is highly used in many sectors of human’s life. ICT has many important roles on increasing many sectors such as economy, social, culture, and also education. In education, ICT has very significant advantages especially for students who are asked for having autonomous learning in their home.

This research is necessary conduct to know the students’ response on using YouTube as the media for learning English especially for learning grammar with Kampung English LC YouTube channel. We choose this topic because we want to know how about their response on this channel that well-known as the biggest Learning English Course in Indonesia. Is this channel having big impacts on their process of learning English grammar or not.

We are comparing other previous research with our research. The first previous research is The Use of YouTube Media In Improving The English Ability Of Students In Class Xi Ipa Sma Negeri 9 Rejang Lebong. The differences between our research and that research are the focus of that research is improving English skills without the perceptions of the students of employing YouTube media and not describing the specific things of what skills that will be improve. While our research is focus on students’ responds and describe a specific thing (Grammar). The similarity of our research is on the media that we use.

The second previous research is Students’ Perceptions of Using YouTube as English Online Learning Media During Covid-19 Pandemic. The similarities of our research are: the goals are to analyse students’ perceptions of using YouTube as the media for learning English and using qualitative method. While the differences between our research are: they don’t specify the aspect that will be researched and they only research it for pandemic era.

The third previous research is Students’ Perceptions Toward Grammar in English Classroom. Here, we are getting the similarities and differences of our research. The similarities are they are focus on students’ perceptions about learning grammar and use qualitative methods. The differences are they don’t use YouTube as the major media to teaching English.

YouTube (http://www.youtube.com) is a Web 2.0 site primarily based on video sharing, commenting, and viewing. Viewers can upload their own videos, leave comments, and create appropriate tags with the uploaded videos. Video creators can add titles and descriptions to videos. There is an option for everyone to create their own video channel on a specific issue and they can upload a large number of videos on the channel. Creators can share channel links on social media as well to facilitate other viewers to watch videos uploaded on the channel. Even students feel motivated when they learn through YouTube videos, their affective filter is lowered and cognitive load is reduced, and therefore, learning occurs faster (Dinh, 2018 & York, 2011). Based on the description above, considering that learning on YouTube tends to be easier students to remember the researcher will provide other references for student learning media in this digital era to learn through YouTube videos. One of them is learning media regarding grammatical.

According Aline Fay de Azevedo and Juiana Matia in tittle” Teaching English Through YouTube: Grammar Video Analysis of Three Brazilian YouTube Channels Dedicated to EFL
Teaching”. The objective of this research is to analyse grammar lessons of three Brazilian YouTube Channels of English as a Foreign Language. It compares the approaches applied by each teacher in their videos and investigates if the lessons approach the explanation of meaning, use, and form of the grammar. It also aims to find out if the lessons are hackneyed regarding the online learning environment. The analysis consisted of watching two videos of the YouTube channels English in Brazil, Inglês Compartilhado and Mairo Vergara. The results showed that out of the six videos, five contained a grammar explanation that addressed meaning, use, and form of the language. They also adopted the deductive approach to grammar teaching. Only one video did not explain the grammar (quantifiers), but a trick to memorize the use of quantifiers. As for technology, the main tool teachers used was captions to illustrate example sentences of the grammar. Future research is needed to understand what current students respond to teaching on YouTube and whether it is mandatory to review and to adapt the pedagogical practices for language learning through YouTube videos. In the past, lecturers provided material through books, but along with the times, teaching materials were provided through online media, it could be in the form of e-books, digital classes, or learning videos.

According to (Andriani, Yuniar, Abdullah, 2021) English grammar has a fundamental locus in language learning. It is also considered the basis of a series of language skills (listening, speaking, reading, and writing). English grammar is a rule that describes the structure of expressions in English, including the structure of words, phrase, clauses and sentences (Debata, 2013). If previously lecturers used to give material through books, now teaching materials are given through online media. However, it can be in the form of e-books, digital classes, or learning videos. Technology allows teachers to familiarize schoolroom activities, thus augmenting the language learning process. Technology remains to grow in prominence as apparatus to help teachers facilitate language learning for their learners (Ahmad and Reza, 2018). The theoretical basis that will be used is the using kamung inggris LC YouTube channel as the media for learning English grammar. Lutfia (2021) stated that found that not all of the students have well-intentioned awareness toward English learning using video. Video gives them broadmindedness and easiness to enhance their English skills especially in English grammar.

LITERATURE REVIEW

According Aline Fay de Azevedo and Juiana Matia in title “Teaching English Through YouTube: Grammar Video Analysis of Three Brazilian YouTube Channels Dedicated to EFL Teaching”. This aims of this research is to analyse grammar lessons of three Brazilian YouTube Channels of English as a Foreign Language. It compares the approaches applied each teacher in their videos and investigates if the lessons approach the explanation of meaning, use and form of the grammar. It also aims to find out if the lessons are hackneyed regarding the online learning environment. The analysis consisted of watching two videos of the YouTube channels English in Brazil “Inglês Compartilhado and Mairo Vergara”. The results showed that out of the six videos with five videos contained a grammar explanation that addressed meaning, use and form of the language and adopted the deductive approach to grammar teaching. Only one video did not explain the grammar (quantifier), but a trick to
memorize the use of quantifiers. Future research is needed to review and adapt pedagogical practices for YouTube video language learning.

According Fatima Rahim Almoswai and Bushra Ni’ma Rashid in title “The Effectiveness of using YouTube Video on EFL Iraqi College Students’ Performance in Grammar at Missan University”. This study aims to identify and classify the effectiveness of using YouTube video on EFL in Iraqi college students’ performance in grammar at Missan University. The study is restricted to all students of the third year EFL Iraqi College students during the academic year 2014-2015. A questionnaire for students and a grammar test have been constructed to be the main instruments used. The result shows that there is statically significant between the pre- and post-administration of the questionnaire and in favour of the post administration of questionnaire. The research concludes that using YouTube for watching English video can be a helpful tool for developing English skills. However, its usage can be useful for learners who do not have enough time to study language courses or those who would like to expose themselves to the English language surroundings.

According to Dewi Kurniawati in title “The Effectiveness of Using YouTube Video in Teaching English Grammar Viewed from Students’ Attitude”. This research is aims at investigating the effect of using YouTube video in teaching English grammar. The research was conducted at the English Education Program in Lampung on 2012. The population was all of the first semester students of English Education Program. The sample of the study consisted of 72 students distributed randomly on one experimental class who was taught by using YouTube video and one class as control class who was taught by using textbooks. The instruments for collecting the data were a questionnaire on students’ attitude to find out the students who have positive and negative attitude, and a grammar test to find out the students’ achievement in learning grammar. Analysing data using ANOVA or analysis of variance and Tukey test leads to the conclusion that: (1) YouTube video as media (= 27.75) is more effective than textbooks (=24.41) to teach grammar; (2) the students who have positive attitude have higher achievement (=29.11) than those who have negative attitude (=23.05); and (3) there is an interaction between teaching media and students’ attitude.

From the previous research finding, the similarity is YouTube as media online and there are some differences between those previous studies in this research. All of previous studies focus on analyse, identify and investigating the effectiveness on teaching grammar on YouTube. In this research, the researcher wants to describe about the student’s perception of employing Kampung Inggris YouTube channel as a media to learning grammar.

METHOD

The research is classified as qualitative descriptive method, because it analyses the data in the form of utterances descriptively. A qualitative research design is used in exploring of data analysis in this research. Creswell (2007) said that qualitative method is research method that aims to examine the complicated details of a unit, involves collecting and analysing non numerical data. Experimental research in principle can be defined as a systematic method to build relationships that contain casual-effect relationships (Sukardi, 2011). Therefore,
experimental research in education is a research activity that aims to assess the effect of an educational treatment/action treatment on individual behaviour or test hypotheses about whether or not the action has an effect when compared to other action. Consequently, this study was conducted to see how the effect of using learning videos on understanding English Grammar as a medium in delivering material to students.

This research explores the results of data analysis in the form of statements. The researchers will use a questionnaire to collect data that will be shared via Google Form regarding the experiences of students who have studied grammar through YouTube Kampung Inggris LC. The data will analyze with collecting data form regarding the experiences of students who have studied grammar through YouTube Kampung Inggris LC, then describing results and summarize.

FINDINGS

This research conducted in order to find out the students’ response on using Kampung Inggris Lc YouTube channel as the media for learning English grammar. The subject of the research were students from Senior High School and College students. There were five questionnaires such as about Kampung Inggris Lc YouTube channel, about the teaching grammar videos in that channel, the channel impact for students understanding in grammar, ease of understanding video, and the problem when understanding the video. The result showed that most of the respondents gave positive responses of that channel. Based on the data of the respondents, it can be seen that Kampung Inggris Lc YouTube channel is appropriate to be used as a medium for learning grammar.

Here are the results based on the questionnaire:

1. **Do you know about Kampung Inggris Lc YouTube channel?**
   Based on the answers given by the respondents, most of them know the YouTube channel Kampung Inggris LC. Several respondents said that they not only knew, but also followed the lessons on the Kampung English LC YouTube channel. A small number of respondents said that they knew little about the Kampung Inggris LC YouTube channel. Based on this response, it can be concluded that most of the respondents know and are enthusiastic about learning on the Kampung Inggris LC YouTube channel.

2. **What do you know about Teaching Grammar videos in Kampung Inggris Lc YouTube Channels?**
   Based on the answers from several respondents, the author can conclude that most of the respondents already know about Kampung Inggris LC YouTube channel. It turns out that videos about the Kampung Inggris are not only spread on the YouTube channel, but on Instagram there are also many short videos related to the Kampung Inggris. So that, it is possible to get clearer insight, they open the YouTube channel. Most of the respondents also often find videos about grammar, which learn about tenses. Not only about tenses, one respondent also said that the channel also often provides learning about vocabulary, pronunciation, tips and tricks on easy ways to learn grammar and so on.
3. **Does the grammar teaching video on the Kampung Inggris Lc YouTube channel have an impact on your understanding of grammar? Include an example of video title!**

   Students’ response when using Kampung English LC as the media for teaching grammar already get many good influence especially for those who have interest in learning English. From the respondents that we already surveyed they feel easy to get their understanding on learning grammar with that channel. Most of the respondents said that the tutor who deliver the material really attractive, the material is acceptable, simple, easy to be understood, and the use of the instructional media especially on the way they create the display of the material is interesting and attractive. The use of the language also did not make the viewer confuse to get the point of the material.

   One thing that maybe another channel does not have is the tutor who are get easy to defrost the atmosphere of the study that will not make the viewer feel bored when they use Kampung English LC to study English Language especially in grammar.

4. **Are the grammar learning videos on the Kampung Inggris Lc YouTube channel easy to understand? Give your reasons!**

   Based on all respondents’ answers, the researcher can conclude that the grammar learning videos in the English Kampung Inggris YouTube channel are easy to understand. The tutor delivered the grammar material to the point. They also thought that the explanation in the grammar learning video was quite short but explained the topics discussed in detail. They also give the opinion about the language used is very easy to understand. Kampung Inggris tutors deliver videos in a fun way so it’s not boring. Thus, it can be concluded that the respondents easily understand the grammar learning videos in the Kampung Inggris LC YouTube channel.

5. **Did you found any problems when understanding grammar teaching videos on the Kampung Inggris YouTube Channel?**

   The obstacle experienced by respondents is that there are several explanations that are still not to the point, but they can still be handled with an understanding of the related books. Sometimes, the videos they watch also have to be replayed in order to be understood. in other words, they do not understand what the tutor is saying just by watching the video once. The new vocabulary is also a bit of an obstacle for them to understand what the tutor is saying. Overall, the respondents did not experience very difficult obstacles in understanding the learning videos on the Kampung English LC YouTube channel.

   In conclusion, researchers spread a questionnaire to the respondents. The results obtained are that many students and college students know about Kampung English LC YouTube channel. A small number of them know little about the learning videos on the Kampung English LC YouTube channel. Those who already know about the channel are very enthusiastic about learning English, especially learning English through learning.
videos on the channel. In fact, most of them also know that on other social media, such as Instagram, there are short videos about learning English made by Kampung English LC. Respondents often watch videos on the channel related to tenses, vocabulary, pronunciation, tips and tricks in an easy-to-understand way.

The learning videos watched by respondents on the channel also affect their understanding of grammar, especially for respondents who are already interested in learning English. Most of them think that the learning videos on the channel are easy to understand. This is because the tutor who delivers the material is not complicated or can be said to be to the point. The videos presented are also not too long but the contents are detailed and use language that is easy to understand. In addition, the tutor delivered the material in a fun way so that the respondents were not bored and easily understood the material presented. Respondents also only found small problems in understanding the learning videos on the Kampung English LC YouTube channel.

**DISCUSSION**

In this step the researchers provide the result and findings according to data collection techniques. The data is analysed using the steps which served in data analysis such as showed in the previous stage. Using media, particularly YouTube video, is to attract students' attention and heighten their curiosity while the teacher is delivering the message. The students are invited to think aloud and analyse the grammar that are used by actor and artist in the video. Scrivener (1998:350) in the learning teaching find out that the use of video would have a positive effect on the learners' performance and participation; (1) it will be a great starting point for communicative activities for introducing discussion topic area, (2) there is a much clearer fast-play or fast-rewind facility, allowing students to watch the images while the teachers wind, (3) a teacher can also pause a single image more clearly, (4) many videos have isolated sounds cues and music available, (5) videos can provide interesting discussion matter.

Harmer (2002:282) stated that one of main advantages of video is that learners do not just hear the language, they also see it too. As such, these videos may be used for inspiring or motivating students to learn so that students can enjoy the materials. Consequently, they will get better achievement. Therefore, it can be concluded that YouTube video as teaching media is more effective. Ellis (1994:293) refers to attitude as sets of beliefs possessed by learners about such factors as the target language culture and the learners’ own culture. The more positive language attitude is owned by someone, the higher attention and behaviour he/she will give to such activities. Attitude in learning can also be viewed as the way learners feel about learning a given language especially as this influences their learning ability.

Using YouTube video in the classroom associated with indicators of attitude, especially cognitive and affective aspects. Learning a language is closely related to the attitudes toward languages. Video are effective teaching tools, with positive outcomes in both academic and affective learning. The affective one refers to the feeling and emotion. Memory is, in turn,
strongly influenced by emotion, with the result that educational video has a powerful ability to relay experience and influence cognitive learning Cox (2011) cited in Kabilan, Muhammad (2012:528), he states that YouTube videos combines visual context with spoken language, and provide students with better understanding to keep the events in the memory for long time. It is regarded as a source of interactive language learning. YouTube video is more effective to teach grammar for the students having positive attitude.

The results we found from various previous studies and the existing reality is that today's learning media cannot be separated from technology. With technology in education, it makes learning or student learning processes more varied and easier to understand learning materials. We can certainly see this in the current era where most people, especially students, have relied on digital technology to access various things in life. So, the use of YouTube media is a small part of the access they need. We also found that students were more interested in using YouTube as a learning medium compared to traditional learning media. However, in this case we still want to know the perceptions of students from various points of view regarding learning grammar by using YouTube media, especially on the LC English village channel.

CONCLUSION

During covid-19 pandemic era educational system in every stage of school from playground until university already change their study system. English learning is one of the subjects that will not be accepted by Indonesian student without any direct explanation from the teacher. The media is one of the solutions for English learners to help them get more understanding on it especially for Grammatical subject. Kampung Inggris LC also well-known as the largest English language course in Indonesia.

There are some differences between previous studies and this research. All of previous studies focus on analyse, identify and investigating the effectiveness on teaching grammar on YouTube. In this research, the researcher wants to describe about the student’s perception of employing Kampung Inggris YouTube channel as a media to learning grammar.

This research conducted in order to find out the students’ response on using Kampung Inggris Lc YouTube channel as the media for learning English grammar. The subject of the research were students from Senior High School and College students.

REFERENCES

Dinh, H. (2018). Teachers’ Uses and Beliefs in the Integration of YouTube Videos into English Language Teaching: A Comparison Between ESL and EFL Contexts. In Application of CALL Theory in ESL and EFL Environments (pp. 94-110). IGI Global.
Nur Mirazna, Mirna dan Nur Hikmah. 2019. Students’ Perceptions Toward Grammar in English Classroom. *Project (Professional Journal of Education)* Volume 2, No. 5, September 2019 pp 682-686.

Nurlaili, Teguh Satria Amin, & Zulfitri. (2021). The Effect of Learning Videos on Students’ Understanding to English Grammar Materials in the New Normal Era for English Education Students UMN Al-Washliyah Medan, Indonesia. *Electronic Research Journal of Social Sciences and Humanities.* 3(4).

Uli SylphiaSimanjuntak, Dumaris E. Silalahi, Partohap S. R. Sihombing, & Lydia Purba. *JOLLT Journal of Languages and Language Teaching*, April 2021. 9 (2). DOI: https://doi.org/10.33394/joltt.v%vi%i.3567.

York, J. (2011). Reasons for Using YouTube in the Language Classroom Including Practical Usage Examples. *The Jalt Call Journal*, 7 (2).

Zulhijah. The Use Of Youtube Media In Improving The English Ability Of Students In Class Xi Ipa Sma Negeri 9 Rejang Lebong. *Journal of Education, Linguistics, Literature and Language Teaching*. e-ISSN: 2723-1623 p-ISSN: 2723-1615. p1-10.

Creswell, John W., (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. California: Sage Publication Inc.

Sukardi. 2011. *Metode penelitian pendidikan*. Jakarta: Bumi aksara.

Ellis, R. (1994). *The Study of second language acquisition*. Oxford: Oxford University Press.

Harmer, Jeremy. (2006). *How to Teach Grammar*. London: Longman.

Kabilan, Muhammad. (2012). The Use of YouTube in Teaching English Literature: The Case of Al-Majma’ah Community College, Al-Majma’ah University (Case Study). *International Journal of Linguistics* 4(4). Retrieved from: http://www.questia.com/library.

Scrivener. (1998). *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Macmillan Heinemann.