

REVIEW JURNAL

Title : The Use of YouTube Based Interactive Learning Media in Giving English Subject Material for Middle School Students

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Abstraksi : presents a qualitative study aimed at understanding eighth-grade students' perceptions of using YouTube as an interactive learning medium for English language instruction during the pandemic.

OVERVIEW

The research highlights the increasing reliance on e-learning tools, particularly YouTube, as educators adapt to remote teaching environments. The study is grounded in the context of the COVID-19 pandemic, which necessitated innovative approaches to maintain student engagement and comprehension in learning.

METHODOLOGY

The researchers employed a qualitative approach, utilizing narrative inquiry and thematic analysis to gather data through questionnaires and interviews. The subjects were eighth-grade students from a junior high school in Karawang, Indonesia, who were familiar with YouTube as a learning tool. The data collection focused on three main areas: students' experiences, comprehension, and difficulties encountered while using YouTube for learning.

KEY FINDINGS

1. Student Experience:

The majority of students expressed positive sentiments towards learning through YouTube. They found the videos engaging and helpful in understanding English material. Specifically, 4 out of 5 students reported enjoying the video-based instruction, which they felt made the learning process more focused and comprehensible.

2. Comprehension:

The study found that students were able to grasp the material better when it was presented in video format. The use of visual aids and the ability to pause and replay videos contributed to enhanced understanding. Students indicated that the clarity of the content and the engaging nature of the videos facilitated their learning.

3. Difficulties:

Despite the overall positive feedback, some students reported challenges, particularly when videos lacked Indonesian subtitles. This made it difficult for them to fully comprehend the material. Additionally, students noted that the pace of the video explanations sometimes hindered their understanding, especially when they were not given adequate time to ask questions or clarify doubts.

DISCUSSION

The findings align with existing literature that supports the integration of multimedia resources in education. The use of YouTube as a learning tool not only caters to diverse learning styles but also enhances student engagement. The study emphasizes the importance of providing subtitles and allowing for interactive elements in video content to address comprehension issues.

CONCLUSION

The research concludes that YouTube serves as an effective interactive learning medium for teaching English to middle school students, particularly during the pandemic. The positive reception from students indicates that video-based learning can enhance engagement and understanding, although attention must be given to potential difficulties related to language comprehension and pacing.

RECOMMENDATIONS

For educators, the study suggests incorporating YouTube videos into lesson plans while ensuring that materials are accessible and comprehensible. Providing subtitles and opportunities for interaction can further enhance the learning experience. Future research could explore long-term impacts of video-based learning on language acquisition and student performance.

REFERENCES

The article includes a comprehensive list of references that support its findings, drawing from various studies on the effectiveness of multimedia in education, the role of YouTube in language learning, and the challenges faced by students in remote learning environments.

Overall, this study contributes valuable insights into the use of digital media in education, particularly in the context of ongoing global challenges such as the COVID-19 pandemic.