DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra, Vol. 4, No. 3, 2024
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EFL Students' Perception of Using Youtube Videos to Effect Their Communicative Competence

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Abstract

This research uses descriptive qualitative method as the research methodology. This research is conducted to Identify EFL students' views on the use of YouTube videos in learning and Assess the extent to which the use of YouTube videos affects EFL students' communicative competence.The purpose of this study is to find out how students view the use of YouTube videos to improve communicative competence, which this study will focus on UMS Rappang (University of Muhammadiyah Sidenreng Rappang) students majoring in English language education semester four in the year 2024, 38 students' as the main population who will be the subject of research.The findings from this study show that it can be concluded that YouTube is very impactful in improving students' communicative competence. The respondents of this study use YouTube mainly for English language learning, and they prefer the video platform that is YouTube application because of its visual and auditory elements, accessibility, and convenience as well as its long duration and can also be accessed anytime and anywhere.

Keywords *: EFL students' perception, YouTube videos effect, Communicative Competence.*

Introduction

The integration of multimedia tools in language learning has gained significant momentum with the advancement of digital technologies. Among these tools, YouTube stands out as a prominent platform that offers vast resources for educational purposes. This study focuses on the perceptions of English as a Foreign Language (EFL) students regarding the use of YouTube videos to enhance their communicative competence. Communicative competence, a term coined by Dell Hymes in 1966, refers to the ability to use a language correctly and appropriately to accomplish communication goals. This concept encompasses grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In the context of EFL learning, developing communicative competence is crucial as it enables students to use English effectively in real-life situations. The

traditional methods of teaching English often emphasize grammar and vocabulary acquisition through rote learning and repetitive exercises. While these methods are essential, they may not fully address the interactive and practical aspects of language use. Consequently, there is a growing need for innovative teaching approaches that can

complement traditional methods and provide students with opportunities to practice and enhance their communication skills. YouTube, with its vast array of videos covering various aspects of language learning, offers an alternative and engaging medium for students to develop their communicative competence.

YouTube videos can provide authentic language input, exposing students to native speakers' pronunciation, intonation, and conversational styles. This exposure is particularly beneficial for improving listening and speaking skills, which are often challenging for EFL students. Additionally, YouTube's accessibility allows students to learn at their own pace, revisit difficult concepts, and practice language skills outside the classroom. This flexibility caters to diverse learning styles and paces, making it an inclusive tool for language education. Previous research has highlighted the positive impact of YouTube on language learning.

For instance, Jalaluddin (2016) found that YouTube videos significantly enhance EFL students' speaking skills by providing authentic listening materials and opportunities for imitation and practice. Wang and Chen (2020) emphasized that YouTube's interactive and engaging content boosts students' motivation and interest in learning English. However, there are also challenges associated with using YouTube in education. Not all content on YouTube is educationally appropriate, and students may encounter distractions or unreliable information. Therefore, effective use of YouTube in language learning requires careful selection of content and guidance from educators. This study aims to explore EFL students' perceptions of using YouTube videos to improve their communicative competence, focusing on students from the University of Muhammadiyah Sidenreng Rappang. By understanding students' views and experiences, this research seeks to provide insights into the effectiveness of YouTube as a supplementary tool in EFL education and offer recommendations for its optimal use. The findings of this study could inform educators and policymakers about the potential benefits and limitations of integrating YouTube into language learning curricula, ultimately contributing to the enhancement of EFL teaching and learning practices.

Literature Review

The integration of multimedia tools in language learning has become increasingly vital, especially with the advent of digital platforms like YouTube. This literature review examines the impact of YouTube videos on the communicative competence of English as a Foreign Language (EFL) students. It explores the theoretical underpinnings of communicative competence, the significance of media in EFL learning, and findings from previous research on the use of YouTube in language education. Communicative competence, a concept introduced by Dell Hymes (1966), refers to a speaker's ability not only to apply and understand grammatical rules but also to know when and how to use these rules appropriately in social contexts. According to Canale and Swain (1980), communicative competence includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These components are crucial for EFL learners to effectively communicate in English.

EFL learning involves acquiring English in a non-English-speaking country, posing unique challenges such as limited exposure to the language and cultural nuances. Effective EFL teaching strategies include immersive and interactive methods that go beyond traditional grammar-focused approaches, emphasizing real-life communication skills. YouTube offers vast resources that can aid in language learning through its visual and auditory content. According to Jalaluddin (2016), YouTube videos provide authentic language use, which helps students improve their listening and speaking skills. The platform's accessibility allows students to engage with educational content anytime and anywhere, promoting autonomous learning. While YouTube is beneficial, its use in

education requires careful selection of appropriate content. Not all videos are educationally sound, and teachers must guide students in choosing relevant and reliable resources. Moreover, issues such as internet access and distractions from non-educational content need to be managed (Saiful, 2019).

Research by Jalaluddin (2016) highlights that YouTube can significantly enhance EFL students' speaking skills. Students exposed to YouTube videos demonstrated improved pronunciation and fluency due to regular exposure to native speakers' conversations. Wang and Chen (2020) found that YouTube's interactive and engaging content positively affects students' motivation to learn English. The flexibility of accessing videos at their own pace allows students to revisit challenging concepts, reinforcing their learning. Contrarily, a study by Styati (2016) indicated mixed results in the development of writing skills through YouTube. While students enjoyed the visual content, their writing performance did not significantly improve compared to traditional methods. This suggests that while YouTube is effective for auditory and visual learning, it might not directly translate to enhanced writing skills. YouTube also aids in cultural learning, providing students with insights into the cultural contexts of the language they are learning. This cultural exposure is crucial for developing sociolinguistic competence, as noted by Almurashi (2016).The reviewed literature underscores the potential of YouTube as a valuable tool for enhancing communicative competence in EFL students. Its benefits include improved speaking and listening skills, increased student motivation, and cultural understanding. However, effective implementation requires careful content selection and addressing practical challenges such as internet accessibility and distraction management. Future research should explore long-term impacts and strategies to integrate YouTube effectively into EFL curricula.

Method

This study employs a qualitative research design to explore EFL students' perceptions of using YouTube videos to enhance their communicative competence. A qualitative approach is suitable for this research as it allows for an in-depth understanding of students' experiences, attitudes, and views. The research methodology involves descriptive analysis and data triangulation to ensure the reliability and validity of the findings.The participants of this study are fourth-semester students majoring in English Education at the University of Muhammadiyah Sidenreng Rappang. A total of 38 students were selected as the sample for this study. The selection was based on purposive sampling, focusing on students who have actively used YouTube as a learning tool in their English language studies.

Data collection was conducted through semi-structured interviews. This method allows for flexibility and depth, enabling participants to express their thoughts and experiences in their own words. The interviews were designed to gather information on students' perceptions of YouTube's effectiveness in improving their communicative competence, the types of videos they found most helpful, and any challenges they faced while using YouTube for learning.

The interview questions were structured around key themes such as:

1. The frequency and purpose of using YouTube for English learning.
2. The perceived impact of YouTube videos on listening, speaking, and overall communicative skills.
3. The advantages and disadvantages of using YouTube compared to traditional classroom learning.
4. Specific features of YouTube that enhance or hinder language learning.

The data obtained from the interviews were analyzed using thematic analysis. This process involves coding the data, identifying recurring themes, and interpreting the findings to understand the broader implications. The steps for data analysis included: Transcribing the interviews and reading through the transcripts multiple times to become familiar with the content. Coding significant statements and phrases that relate to the research questions. Grouping the codes into potential themes and sub-themes. Refining the themes to ensure they accurately represent the data. Clearly defining each theme and providing descriptive labels. Compiling the findings into a coherent narrative that addresses the research objectives.To ensure the validity and reliability of the research, data triangulation was employed. This involved cross-checking the interview data with observational data and any relevant academic records or documents. Additionally, member checking was conducted by sharing the findings with the participants to verify the accuracy of the interpretations.Ethical considerations were adhered to throughout the research process. Informed consent was obtained from all participants, ensuring they were aware of the study's purpose, procedures, and their right to withdraw at any time. Confidentiality was maintained by anonymizing participants' identities and securely storing the data.The qualitative research design, combined with semi-structured interviews and thematic analysis, provides a comprehensive approach to understanding EFL students' perceptions of using YouTube for language learning. The insights gained from this study can inform educators and policymakers about the potential benefits and challenges of integrating YouTube into EFL curricula, contributing to more effective and engaging language teaching practices.

Results

This section presents the findings from the semi-structured interviews conducted with 38 fourth-semester students majoring in English Education at the University of Muhammadiyah Sidenreng Rappang. The analysis identified several key themes related to the use of YouTube videos in enhancing communicative competence among EFL students. **Frequency and Purpose of Using YouTube** Most students reported frequent use of YouTube for English learning purposes. They primarily used YouTube to watch educational videos, tutorials, and lectures that provided explanations and examples of proper English usage. Many students mentioned that they preferred YouTube because of its accessibility and the ability to choose content that matched their learning pace and interests. **Impact on Listening and Speaking Skills** The majority of the respondents agreed that YouTube had a significant positive impact on their listening and speaking skills. They highlighted that exposure to native speakers' pronunciation, intonation, and conversational styles helped them improve their own speaking abilities. Students mentioned that they practiced mimicking the pronunciation and speech patterns of native speakers, which enhanced their fluency and accuracy in spoken English. **Advantages of Using YouTube Over Traditional Methods** Students expressed that YouTube offered several advantages over traditional classroom learning. Key benefits included: **lexibility and Convenience**: Students could access YouTube videos anytime and anywhere, allowing for more consistent practice. **Variety of Content**: The wide range of videos available on YouTube catered to different learning styles and preferences**. Visual and Auditory Learning**: The combination of visual and auditory elements made it easier for students to understand and retain information**. Challenges in Using YouTube for Learning** Despite the benefits, students also reported several challenges: The presence of non-educational content on YouTube could be distracting. Not all videos on YouTube are reliable or of high quality, requiring students to discern which content was educationally valuable. Unlike classroom settings, YouTube lacks

direct interaction with teachers, making it difficult for students to ask questions or receive immediate feedback. Students appreciated specific YouTube features such as subtitles, playback speed control, and the ability to pause and rewind videos. These features allowed them to better understand and practice difficult concepts at their own pace.

Discussion

The findings from this study underscore the potential of YouTube as a valuable supplementary tool in EFL education, particularly in enhancing students' communicative competence. The results align with previous research indicating that multimedia resources, especially video content, can significantly improve language learning outcomes. **Enhancing Listening and Speaking Skills** The positive impact on listening and speaking skills is consistent with Jalaluddin's (2016) findings, which highlighted that authentic language input from native speakers on YouTube can improve pronunciation and fluency. The ability to repeatedly listen to and imitate native speakers helps students develop better oral proficiency, an area often challenging in traditional EFL classrooms. **Flexibility and Autonomous Learning** The flexibility and convenience of YouTube support autonomous learning, allowing students to study at their own pace and revisit challenging materials. This aligns with Wang and Chen's (2020) findings that YouTube's engaging content can boost student motivation and interest in learning English. Autonomous learning is crucial for language acquisition, as it encourages students to take control of their learning processes and seek out resources that best meet their needs. **Challenges and Content Quality** However, the challenges related to distractions and content quality highlight the need for guidance in using YouTube effectively. Educators should provide students with strategies to identify reliable and educational content and manage distractions. This could involve creating curated playlists of high-quality educational videos and integrating YouTube into structured learning activities that complement classroom instruction. **Educational Features and Tools** The appreciation of features like subtitles and playback controls indicates that these tools can enhance comprehension and retention of language input. Educators can encourage students to utilize these features to maximize their learning experience. For instance, watching videos with subtitles can help students improve their reading and listening skills simultaneously.

Conclusion

This study explored the perceptions of fourth-semester EFL students at the University of Muhammadiyah Sidenreng Rappang regarding the use of YouTube videos to enhance their communicative competence. The findings suggest that YouTube is a valuable supplementary tool in language education, offering significant benefits and addressing some of the challenges inherent in traditional EFL teaching methods. Students frequently use YouTube for educational purposes, finding it accessible and versatile. They appreciate the wide variety of content, which caters to different learning styles and preferences, making it a preferred tool for language learning. Enhanced Listening and Speaking Skills: Exposure to native speakers on YouTube helps students improve their pronunciation, intonation, and overall speaking fluency. The ability to mimic and practice native speech patterns is particularly beneficial for developing oral proficiency. Flexibility and Autonomous Learning: YouTube's accessibility allows students to learn at their own pace and revisit challenging material.

This flexibility supports autonomous learning, encouraging students to take control of their educational journeys and seek resources that best meet their needs.Challenges and Content Quality: While YouTube offers numerous advantages, students also face challenges such as distractions and the variability in content quality. Effective use of YouTube requires guidance from educators to help students identify reliable and educational content and manage potential distractions.Educational Tools and Features: Features like subtitles, playback speed control, and the ability to pause and rewind videos enhance comprehension and retention of language input. These tools make YouTube an effective medium for both visual and auditory learners.The study's findings have several implications for educators and policymakers. To maximize the benefits of YouTube in EFL education.Curated Content: Educators should curate high-quality educational videos and integrate them into the curriculum to provide structured learning experiences.Guidance and Training: Providing students with strategies to discern reliable content and manage distractions can enhance the effectiveness of YouTube as a learning tool.Interactive Learning: Combining YouTube videos with interactive classroom activities can address the lack of direct interaction and feedback inherent in online videos.Future research could explore the long-term impacts of using YouTube in EFL education and investigate strategies to integrate YouTube more effectively into various educational contexts. Additionally, studies could examine the use of YouTube in conjunction with other digital tools and resources to create a more comprehensive and interactive learning environment. In conclusion, YouTube has emerged as a powerful educational tool that can significantly enhance communicative competence among EFL students. Its flexibility, diverse content, and interactive features make it a valuable addition to traditional language teaching methods. By addressing the associated challenges and leveraging its strengths, educators can better support students in developing their English language skills and achieving greater communicative competence.

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