

ENCOURAGING STUDENTS' UNDERSTANDING ON LEARNING PHONOLOGY THROUGH NATIVE SPEAKERS' VIDEOS ON YOUTUBE

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Abstract: *The goal of teaching and learning in the class is to make the students understand the material. The goal can be reached if the learners are highly motivated to learn and the lecturer can deliver the material. Moreover, in English phonology, to make the students more understand and interested in learning it, the lecturers can use some media, like videos on YouTube, to support their teaching. So, the students can comprehend English phonology entirely. The study is mainly intended to find the use of native speakers' videos in encouraging the students' understanding of learning English phonology and students' responses to those strategies. The design of the study was descriptive. The data were collected through classroom observation and a questionnaire. The research respondents were the 36 students of the English teaching-learning program. The result showed that using native speakers' videos on YouTube can encourage students' understanding of English phonology. So, using native speakers' videos in teaching English phonology is well recommended.*

Keywords: *English Phonology; YouTube; Native Speaker*

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INTRODUCTION

There are vast videos of native speakers on YouTube. Some of them are talking about linguistics aspects like a channel @mmmEnglish_Emma. Today, Learners are very familiar with YouTube. So, the usage of native speakers' videos on YouTube is advantageous in the teaching and learning process. It helps the lecturer encourage students' understanding of the material and makes students autonomous learners (Ismail & Farahdiba, 2023). In line with this statement, Hariyanto in Nasution explains that YouTube is one of the effective media because inside there, we can find many videos that can support us while teaching in a class (Nasution, 2019). YouTube is one of the most visited video-sharing platforms in the world. On YouTube, students can watch many kinds of videos (Nofrika, 2019). Moreover, YouTube is a video platform that allows lecturers and learners to watch and share their information in interactive videos (Cahyana, 2020).

Furthermore, Alwehaibi and Noura stated that users or students can create, view, and share video clips on the video-sharing website YouTube, which provides access to

innovative and dynamic options for efficient and unconventional patterns of teaching and learning (Alwehaibi, 2015). The contribution of YouTube to human life can not be denied, including in education. Oliveira and Viggiano (2018) in Fay and Matias claim that according to YouTube, 65% of users access the platform when they want to learn something (Fay & Matias, 2019).

Teaching should follow the era and preference of the learner. We cannot deny that today's learners, even general citizens, like watching YouTube. Furthermore, Khalid and Muhammad assumed that YouTube is one of the online materials that can be embedded in traditional classroom situations. These days, YouTube has become more popular, especially among adults. This website provides learners with authentic situations and everyday clips that help them better understand their lessons (Khalid & Muhammad, 2012).

This research truly is familiar. Many researchers have already studied it. A similar research done by Dabamona and Yunus in 2021 discovered that YouTube could be used as a tool for learning English to support students in learning English independently in informal situations as well as giving a wider opportunity to improve their English skills (Dabamona & Yunus 2022). The study also found that YouTube can be used as educational technology, which supports students' technology-based approach by facilitating learning that is more independent and gives the experience of learning more fun, interesting, motivating, and more effective and efficient. Another research also studied by Cahyana found that the implementation of YouTube videos in teaching and learning English was showed a positive impact on students' English acquisition and helpful for teachers in delivering the topic to students, and the result was in line with the findings of the previous study (Cahyana, 2020). The difference between this research and previous research is that this research uses YouTube as a supplementary resource, not a primary resource. It means that YouTube is additional knowledge for the students after they get from the classical class. Supplementary resources mean that only some of the students' knowledge comes from YouTube and the lecturer in the class. Another distinction is that this research elaborates on using YouTube with classical methods like discussion, cooperative learning, and others. So, the learning activities are under the lecturer's control.

From the explanation above, the researchers formulated two main research objectives. The first is how the lecturer uses native speakers' videos on YouTube to encourage students' understanding of phonology. Then, how students respond to the lecturer's strategy in using native speakers' videos on YouTube to encourage their understanding of learning phonology.

LITERATURE REVIEW

Video is an electronic media that combines visuals (pictures) with audio (sound) to produce dynamic and interesting learning. As stated by Hemei in Nurnaningsih and Arin

Arianti, the usage of video in English schools has developed quickly due to the increased focus on conversational skills. Both students and teachers appreciate videos because they are a rich and helpful resource (Ningsih & Arianti, 2019). According to a study by Boster et al. (2006), Almurashi Videos favorably impact academic success (Almurashi, 2016). There are so many videos on YouTube that the lecturer can adopt—moreover, native video speakers talk about English lessons, especially in linguistics.

In addition to reducing student boredom, watching videos during teaching and learning has various benefits, including attention, affect, cognition, and compensatory functions (Arsyad, 2015). Video media's ability to draw attention and focus the audience's attention on video content is known as its attention function. Video media can have an emotional function, meaning that they can influence viewers' attitudes and emotions. Understanding and remembering the messages or information in the image or symbol can help students reach their learning objectives more quickly. While giving context to an audience serves as a compensating function, his capacity for organizing and recalling information is poor. As a result, visual media can assist the audience, particularly weak students, in understanding and absorbing a message. In addition to being able to combine sights and audio, video may also be packaged in a variety of ways. For instance, face-to-face communication can be combined with group communication utilizing text, audio, and music.

According to Sudjana and Rivai in Anwariningsing and Ernawati (2013) the advantages of video media, specifically: (1) can increase motivation; (2) the message's clarity will help pupils understand it and enable mastery and achievement of delivery goals. Learning films to help students understand the material sometimes aligns with what students want and need. (Anwariningsih & Ernawati, 2013). Regarding the use of YouTube videos, Harmer (2003: 282) in Kurniawati states that one of the primary benefits of video is that learners not only hear but also see the language (Kurniawati, 2013). Furthermore, Harmer in Akbar Hakim (2016) stated that Students can see the language being used and also the expression and gesture of cross-cultural awareness through video, especially authentic video, students can see another culture being displayed in the video; and finally, motivation (Hakim, 2016). According to Berk (2009) in Terantino, in addition to explaining a subject, offering an alternate viewpoint, exciting a learning activity, and encouraging students, using YouTube videos in an instructive manner is advantageous (Terantino, 2011).

In some systems, video learning is only used as supplementary material for handouts, not professionally prepared for presenting the material thoroughly (Hauff & Laaser, 1996). Of the several definitions above, media videos' role is significant in everyday life because they can provide more information quickly. Besides giving information and entertainment, video can also be used as learning media. The goal is to process learning that will be more quickly captured and understood by students. Apart

from that, the teacher also will be more accessible to deliver material through video media. Of course, this must be supported by scientific knowledge and technology mastery of the material taught.

METHOD

This research was conducted in IAIN Madura. The 36 students in the 4th semester of the English Teaching Learning Program were selected as the subjects. Dealing with YouTube channels, the researchers used a YouTube video entitled "English Pronunciation Training | Improve Your Accent & Speak Clearly" by mmmEnglish channel and a YouTube video from <https://www.youtube.com/@EnglishwithLucy>. This research was qualitative descriptive research. Descriptive design is one qualitative method that investigates phenomena and then presents them descriptively (Nassaji, 2015).

The researchers used two instruments to get the data. They were classroom observations and questionnaires. In answering how the lecturer used YouTube, the researchers used observation. Meanwhile, the questionnaire was used to gain the students' responses.

After all the data is gained, the last step is analyzing the data. Here, the researcher follows the step proposed by Sugiyono. There were three steps. The first was data condensation. The second was data selection, and the last was data display. During data condensation, the researchers arranged all the data about how the lecturer uses YouTube and the student's responses and then wasted the data that needed to be appropriated with the study. The next step was data selection. This step was similar to data condensation but was done more deeply in selecting suitable data. The last step was data display. Here, the researchers present the data systematically.

RESULTS AND DISCUSSION

Results

The Use of Native Speakers' Videos on YouTube to Encourage Students' Understanding of Learning Phonology

One semester consists of 16 meetings. The introduction of the course and learning contract are in the first meeting. The middle test is in the eighth meeting. Meanwhile, the final test was given in the sixteenth meeting. The research was conducted after the middle test occurred. In this case, the researcher observed through the fourth meeting of eight meetings. This research was conducted because the students' middle tests were not good enough. So, the researcher tried to find a way to foster the students understanding.

The process of teaching and learning activity consists of three steps. The first is pre-teaching. The second is whilst teaching, and the last is post-teaching. Pre-teaching consists of greeting the students by saying salam, checking the students' attendance, and doing

warming-up activity. Teaching Phonology by using video takes part in whilst teaching. Here the lecturer showed videos of native speakers on YouTube that explain some phonology topics. After the video ended, the lecturer asked the students to review what they heard and watched in the video. Not all the students presented their ideas in front of the class. Only some of them present it. The speaker provided extra information about the topic discussed in the video during the post-lecture.

Another activity during the teaching and learning process is the lecturer explaining the lesson before turning on the video. In this case, the pre-teaching activity is the same as usual. The difference occurred in the whilst teaching. The lecturer explained the lesson and, after that, asked the students to look at the video taken from YouTube. The video is a native speaker video but a different channel from before. The last section is post-teaching. Here, the lecturer conducted the Q and A section. The question was related to the topic that they had learned that day. Here, the lecturer reads aloud the question, and the students who raise their hands will get a chance to answer it. The lecturer can also evaluate this activity on how far the students understand the material.

At the next meeting, the lecturer divided the students into some groups. Each group consists of 4 to 5 students. Each group was given a topic. Then, the lecturer asked them to search for videos of native speakers on YouTube. They were free to choose which video they preferred to watch. The lecture and then instructed them to take notes while watching the video. After the time finished, the lecturer asked one of the students in each group to present their notes in front of the other group. That activity goes on until the time goes up. Nevertheless, before the class ended, the lecturer gave feedback and concluded the lesson.

The Students' Response to Lecturer Strategy in Using Native Speakers' Videos on YouTube to Encourage Their Understanding of Learning Phonology

In the last research meeting, the lecturer, as the researcher, spread the questionnaire. The questionnaire was about the students' response to the lecturer's strategy in encouraging their understanding of learning phonology using native speaker videos on YouTube. There were two questionnaires with four choices. The first question is, do you like learning phonology using native speaker videos on YouTube? The second question is, can native speaker video on YouTube help you to understand the phonology subject?

The data from the questionnaire informed that about 60% of students really like learning phonology through native-speaker videos on YouTube. Furthermore, 30% of students answered like only. For the second question, about 53% of students answered that native speaker videos on YouTube can make them understand learning phonology. About 27% of students answered that native speaker video on YouTube can encourage their understanding of learning phonology. The rest answered that native speaker video

on YouTube is good enough to encourage their understanding of phonology through native speaker video on YouTube.

Discussion

This finding stated that the use of YouTube videos can encourage the students' understanding in learning phonology, which is in line with the theory from Mirvan quoted in (Kriswinardi, Nitias, & Dambayana S., 2017) who state that using video resources in the classroom helps boost students' enthusiasm to learn since it exposes them to a wide range of events that can help them understand similar situations in real life. YouTube technology can be considered a valuable learning tool (Mady & Baadel, 2020). A growing body of research points to significant findings encouraging the integration of YouTube video clips in education (Kabooha & Elyas, 2018).

Mayer (2005) emphasized that video is especially effective for introductory courses because it can facilitate difficult concepts and attract the attention of weak and visual/special students. YouTube is a multidimensional resource offering videos in all possible areas of knowledge that are easily accessible. Furthermore, YouTube videos have length constraints, making them appropriate for restricted class time. Studies have also examined how YouTube can be a part of a learning system to support independent learning (Tan, 2013) and language learning (Cooper, 2023).

Studies demonstrate how YouTube can increase student engagement and participation in class and learning strategies (Roodt, Harry, & Mwapwele, 2017). According to Balcikanli (2012), YouTube may be useful for greeting students interests and needs in real-life language by providing authentic discourse. YouTube offers ample opportunities to learn a second language which students can also watch listening to various types of spoken material (formal and informal), genres (songs, debates, talk shows, and films clips) (Kim & Kim, 2021); thus, learning new vocabulary or other language skills. McKinnon (as quoted by Anggrarini & Faturokhman, 2021) stated that The scenes, movements, feelings, and gestures presented in the YouTube video segment significantly boost language learning. Some experts claim that YouTube's incorporation is a deep visual impetus for language learning. Some scholars state that incorporating YouTube in language classrooms can reduce the level of stress that students feel when learning new things in language because they can see it as an entertaining, educational activity (Hasan, Ibrahim, Mustapha, Islam, & Younus, 2018). Although there is varied literature on the use of dynamic videos and YouTube videos In education in general and language classes in particular, there is not much work done for events that integrate YouTube in EFL classrooms to improve EFL recognition and retention of students' vocabulary. Current studies attempt to address this problem (Kabooha & Elyas, 2018).

Teaching English, especially English phonology, using YouTube will enrich students' knowledge and give additional sources to reach learning goals. In line with this finding,

Almurashi (2016) also states that Using YouTube videos to teach English classes as supplementary material will provide learners with a good understanding and knowledge of their lectures. In addition, it makes the learning process more fun and meaningful. Furthermore, it allows students to memorize their lessons more easily. Kabooha also states that YouTube provides unlimited chances for EFL/ESL students to maximize learning and can anchor education in such rich learning situations (Kabooha & Elyas, 2018).

Mayer stresses that using videos is exceptionally effective, especially for introductory courses, as it can facilitate complex concepts and attract the attention of weak and visual/ special students (Moreno & Mayer, 1999). It means that weak students can understand and catch the point of the material in interesting conditions. According to Balcikanli in Heriyanto, YouTube may be valuable in addressing students' interests and needs for real-life language by providing authentic discourse (Heriyanto, 2018). By providing the video of a native speaker on YouTube, the learner can learn as if they learn the language from the native speaker directly.

Another advantage of using video on YouTube is that language learners can replay the video in their houses many times to strengthen their understanding wherever and whenever. The students who like silent conditions in learning a language will feel happy watching the video at home. In line with this statement, Reyanti et al. claim that using YouTube can enhance students' independent English learning (Riyanti, Hartono, & Marwoto, 2019).

CONCLUSION

Teaching linguistics is more challenging than moving our hands. We need media to help us deliver our material. Choosing a video on YouTube to support our students' understanding is a suitable choice. YouTube doesn't not only encourage the students' understanding but also motivates them to learn English Phonology. We can use YouTube directly by turning on the video in our class, or we, as the lecturer, download it first and then present it later. There are many videos or content on YouTube. In linguistic lessons, we can choose native or non-native speakers. Nevertheless, it is better to choose native video speakers in our EFL classroom. The researcher can suggest that using native video speakers on YouTube is highly recommended and well-used. This research could be better only by how the lecturer uses YouTube and the students' responses. The next researcher can study how the students make their own YouTube channel to promote their learning of English skills.

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