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PENDIDIKAN FISIKA  
DAN BAHASA INGGRIS  
2014

***CARA PRAKTIS DAN INOVATIF  
DALAM PEMBELAJARAN FISIKA  
DAN BAHASA INGGRIS***

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## USING *YOUTUBE* FOR TEACHING ENGLISH GRAMMAR

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**Abstract:** *YouTube videos have been increasingly popular among many ELT teachers around the globe. These videos can serve as a supplementary tool for teaching English in the classrooms. There have been many English learning contents, some of which are grammar. This paper presents the practical use of YouTube Language Learning Videos, or YouTube LLVs, as a supplementary tool to reinforce the teacher's explanations and examples in Structure I.*

**Keywords:** *YouTube Language Learning Videos, supplementary tool, Structure I*

### Introduction

We live in the age of Information and Communication Technology (ICT) and there have been growing demands on nearly many people around the globe, including teachers, to become technologically literate. Technology is becoming increasingly important not only in our daily lives but also in our professional ones. Nevertheless, many teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology. They are afraid of new technology and, with the increasing presence of the Internet, they feel “too old” to try to use computer and the Internet. This kind of people is called “technophobia”. They are wary of new developments and technology (Dudeny and Hockly, 2007: 8). However, more and more teachers are nowadays becoming “digital immigrants”. They come late to the world of technology but try to know more and make use of it in their lives.

Our students, in the other hand, are “digital native”. They grow up using technology and feel confident and comfortable with it. We can see them bring their gadgets –handphones, laptops, or tablets- wherever they are. Not only do they use their gadgets to access the Internet, listen to music or play games but also they use them for their study. They can search any related information about their school projects with their gadgets

wherever they are as long as they are connected to the Internet.

The Internet provides lots of useful information for teaching and learning activities. EFL teachers wanting to improve their professionalism can access The Internet TESL Journal (ITESLJ) at <http://iteslj.org/> They can find plenty of teaching techniques, articles, teaching materials and exercises, and so on. Students hoping to improve their English mastery can access Activities for ESL Students at <http://a4esl.org/> Another resource that can be useful for both teachers and students is *YouTube* ([www.YouTube.com](http://www.YouTube.com)), a video-sharing website.

Learning grammar can be scary for many students as they need to learn and memorize the English sentence constructions in order to make correct sentences. It is very essential for the English Dept. students to master English grammar very well as they are trained to be English teachers in schools. There have been many books available discussing different techniques and methods to make studying grammar more enjoyable and meaningful. However, the writer makes use of the Internet to improve his students' grammar mastery.

I, the writer, have been interested in using *YouTube* as a teaching resource for the past few years. I find that *YouTube* contains lots of contents about English grammar. There are many good resources

which English teachers and students can refer to. This paper intends to share what I experience in using *YouTube* for teaching English grammar course named Structure I.

### **A Glimpse on Structure I**

Structure I is the first of four series of Structure courses which aim at mastering English grammar for the students prepared to be English teachers. This subject is taken in the first semester, together with Integrated Course and Pronunciation. It has 4 (four) credits, meaning that the students learn it in the classroom for 200 (two hundreds) minutes, due to the fact that one credits equals to 50 (fifty) minutes. There were 21 (twenty-one) students I had in my class.

As written in *Pedoman Akademik 2013-2014*, this course provides the students with the ability to recognize English parts of speech and to comprehend and apply English tenses. The parts of speech are nouns, pronouns, adjectives, determiners, verbs and auxiliaries, prepositions, conjunctions, interjections, and punctuations. The tenses are present tenses, past tenses, future tenses, and perfect tenses. Further, the students will also learn about articles and questions tags. The learning outcomes of this course are the students are able to identify parts of speech correctly and produce simple and compound sentences correctly.

There are two books which are used to cover the materials mentioned above. The books are Grammar Dimensions: Form, Meaning, and Use (book 1 and 2) by Victoria Badalamenti and Carolyn Henner Stanchina. Each books consists of 25 (twenty-five units). However, not all units are discussed throughout the semester. Only those who are suitable with the syllabus are covered.

### **YouTube and English Grammar Contents**

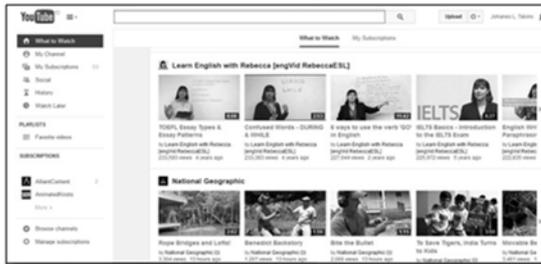
Created by three former [PayPal](#) employees in February 2005 and owned

by [Google](#) since late 2006, *YouTube* has become the world's fastest-growing [video-sharing](#) website, on which users can upload, view and share their videos. It contains [video clips](#), TV clips, and [music videos](#), and amateur content such as [video blogging](#), short original videos, and educational videos. This website has gained its popularity and many people subscribe to it which attracted *Google* company leaders to buy it. They have realized the potential role of the website that *YouTube* will play in the people's life in terms of education, health, politics, economy, and many more (Alhamami, 2013: 3). The following are some interesting facts published by *YouTube* Statistics:

- More than 1 billion unique users visit *YouTube* each month.
- Over 6 billion hours of video are watched each month on *YouTube*—that's almost an hour for every person on Earth.
- 100 hours of video are uploaded to *YouTube* every minute.
- 80% of *YouTube* traffic comes from outside the US.
- *YouTube* is localized in 61 countries and across 61 languages.
- According to Nielsen, *YouTube* reaches more US adults ages 18-34 than any cable network.
- Millions of subscriptions happen each day. The number of people subscribing daily is up more than 3x since last year, and the number of daily subscriptions is up more than 4x since last year.

The interface on the homepage of *YouTube* can be seen below.

Figure 1. *YouTube* on the Internet



Terantino (2011: 10) argues that *YouTube* videos can serve many purposes for learning foreign languages; nevertheless, the majority of uploaded videos are used to provide linguistic and cultural content and information in and related to the target language. Many of these videos are created by individuals or instructional institutions.

Due to the fact that it is popular, free of charge, and user-friendly, many language teachers have started to use *YouTube* to teach different languages, especially English, by uploading language learning videos. Language learners around the world can make use of those videos and many of which have reached thousands even millions viewers (Alhamami, 2013: 4). One of English learning videos is presented on the figure above. It is created by Learn English with Rebecca (engvid RebeccaESL). People around the globe can easily subscribe to this video and will receive recent videos and may share them to other people or download them for educational purposes.

When you visit *YouTube* and type in “English grammar” in its search engine, you will find numerous providers or contributors. If you find the contents are useful, you can subscribe yourself to them. Some of them are as follows:

- Anglo-Link (<http://www.YouTube.com/MinooAngloLink>): Anglo-Link teaches all aspects of the English language, from important grammar and vocabulary topics to ways of improving your fluency, pronunciation and listening skills.

- engVid (<http://www.engvid.com>): Free English Video Lessons
- JenniferESL (<http://www.YouTube.com/user/JenniferESL>): A site for language learners.

While Anglo-Link is presented by Minoo and Jennifer ESL is presented by Jennifer, engVid is presented by several teachers, mainly: Alex, Ronnie, James, Valen, Rebecca, Emma, Adam, Jade, and Jon. Compared with other sites, engVid provides wider aspects of English learning contents. Even though engVid has its own website, it also uploads its contents on *YouTube*. The reason is very clear, it is because *YouTube* is the most popular video-sharing website and by uploading its contents on *YouTube* many more people will see and visit its videos.

### ***YouTube*: Its Positive Impacts and Drawbacks**

If used appropriately a video can be a powerful educational tool that helps in motivating the students. *YouTube* is being highly used by educators in different parts of the world to teach students and provide instructional videos. It also brings many advantages for both teachers and students in the classrooms as a teaching and learning experience.

Tarunpatel (2009) mentions several advantages of *YouTube*:

- It offers authentic examples of everyday English used by everyday people. It enables teachers to attach the students to the “real life” nature of the videos.
- *YouTube* videos can be used in ELT classrooms for various teaching, such as vocabulary, accents, pronunciation, grammar, and so on.
- There are several ELT experts worldwide who have been posting their English Language Teaching content on *YouTube*. *YouTube* also features hundreds of videos in the following categories too:
  - English Language Learning
  - English Language Lessons
  - English

Language Course - English Language Comedy - English Language Tutorials - English Language History - English Language Commercials - English Language Teaching Tips - English Language Teaching Methods and much more.

- Students in many contexts have said they like video activities because they provide a break from the usual textbook-based activities, and even when the activities challenge students, learning with video is more enjoyable. Instead of explaining ideas with simple diagrams videos can be used where motion is possible (Muscat, 2011).

Based on my experience in using *YouTube* videos in Structure I, I find that all benefits above are true. However, there are another things I would like to add, those are motivation and a supplementary tool. Showing authentic videos of related subjects discussed in the classroom can increase students' motivation because they see in that the grammar points taught in the classroom can be applied in daily contexts. Besides, *YouTube* videos serve as a supplementary tool which can be used to introduce more difficult subject matter, to illustrate a point during a lesson, or to review concepts taught during a lesson (Brook, 2011).

Despite the positive impacts that *YouTube* has had on education, there is always room for improvement. First of all, although students may enjoy watching the video clips, poor sound quality, pronunciation, and slang can make the videos even more difficult to understand (Tarunpatel, 2009).

### The Reflection on Using *YouTube* for Teaching Structure I

I made use of *YouTube* videos as a supplementary tool when teaching Structure I. What I mean by a supplementary tool here is I showed the related video containing the grammar

point I taught on that day after I explained the grammar point. Let's take an example of a grammar item about Quantifiers which is discussed in Unit 11 in Book 1. The material discusses about quantifiers, such as: many, much, a little, little, some, any, and a lot of; and those quantifiers should correspond to or agree with the nouns they follow. The nouns are either count nouns or non-count nouns. Here are the explanations found in the book (page 175):

*Quantifiers are words or phrases that show how many things or how much of something we have.*

COUNT NOUNS			
		Quantifiers	
a)	There aren't	many	oranges
b)	There aren't	a lot of	oranges
c)	There are	few	tomatoes
d)	There aren't	any	onions
e)	There are	no	onions

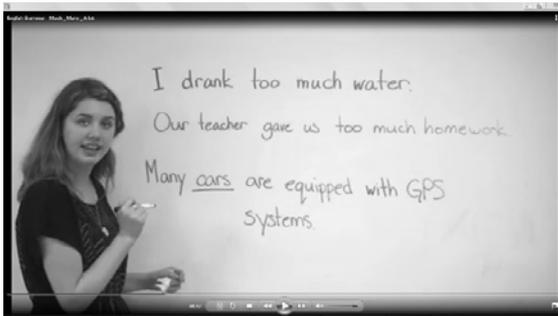
in the refrigerator.

NON-COUNT NOUNS			
		Quantifiers	
a)	There isn't	much	cake
b)	There isn't	a lot of	cake
c)	There is	little	coffee
d)	There isn't	any	jam
e)	There is	no	jam

in the refrigerator.

The chart above clearly defines the quantifiers with their corresponding count nouns and non-count nouns. It provides so clear divisions that the students can understand after being explained by the teacher. After answering few questions from the students, I continued to play the downloaded video from *YouTube*. It was video made by engVid. The content was about Much, Many and A lot of and presented by Valen.

Figure 2. An example of engVid video on YouTube



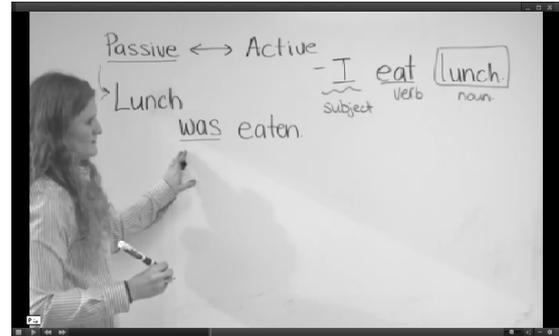
The explanations given on the video was in line with the presentations on the book and of the teacher. By looking at this kind of video, there were several benefits the students could get. First of all, the video reinforced what the teacher had explained to them. Thus, they could get better understanding about the grammar point discussed. Secondly, they had more examples and explanations from the 'additional' teacher on the video. Thirdly, they could improve their listening skills and pronunciation by listening to the video. If there was something unclear from the video, I would explain it to the students.

Another thing I could do after I showed the video was I asked the students who were sitting in groups of four to tell their 'smile' or 'shoulder' partners about the information they had just had from the video. By doing so, they were internalizing the grammar points by explaining them to their friends using their own words and examples. To check their understanding I asked one of the students to come to the front of the class and explain to the whole class. If s/he was unable to explain well or gave incorrect information, other students could help clarify the explanations. This activity could make the students become more productive in learning grammar.

It is always possible that the explanation we get from *YouTube* is incorrect. When I was teaching the students Passive Voice, I used one of the

videos from engVid. The teacher made an active sentence *I eat lunch*. Then she changed the sentence into passive sentence, and it became *Lunch was eaten*, instead of *Lunch is eaten* since the active sentence is in present simple.

Figure 3: An example of incorrect explanation from engVid



However, I could use this situation to check my students' understanding by asking them whether the information they got was suitable with the information from the book and their teacher or not.

### Students' Voices about *Youtube* in Structure I Classrooms

To get the students' opinions about the use of *Youtube* in learning grammar contents in the classroom, I distributed a piece of paper to each student in order them to write down the answers of two open questions about this. The questions are: (1) What advantages do you get from leaning English grammar through *Youtube* in this Structure I class? (2) What disadvantages do you get from leaning English grammar through *Youtube* in this Structure I class? The answers of the above questions are as follows:

#### Advantages:

- It makes me understand and get used to listening to conversations in English.
- The learning activity becomes better as it isn't boring because seeing the video can reduce boredom.
- By seeing the video, we can learn from the native speakers and get additional information which the

lecturer doesn't explain or forgets to explain it.

- Multimedia used in the classroom is more interesting than the lecturer.
- The explanation is clear because it provides real-life examples.
- It improves our listening skills.
- It makes me awake, not sleepy.
- I have 'another' teacher who explains the English grammar of their own language.

#### **Disadvantages:**

- Sometimes it's difficult to follow when they are speaking.
- The picture isn't clear.
- The explanations should be more detail.
- The video isn't long enough.
- They use words I don't understand.

#### **Conclusion**

*YouTube* which also contains educational videos has provided teachers and students around the globe to experience 'real-life' and more authentic materials to be presented in the ELT classrooms. The videos can serve as supplementary tools to support what the teachers have explained in the class. Like other things in the world which have positive and negative impacts, *YouTube* also has some advantages and disadvantages. However, careful selection of the related videos and planning will bring the teaching and learning process more enjoyable and meaningful for our students.

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