

THE EFFECTIVENESS OF USING YOUTUBE VIDEO IN TEACHING ENGLISH GRAMMAR VIEWED FROM STUDENTS' ATTITUDE

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Abstract

The research aims at investigating the effect of using YouTube video in teaching English grammar. The research was conducted at the English Education Program in Lampung in 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 ($\bar{X}= 27.75$) is more effective than textbooks ($\bar{X}=24.41$) to teach grammar; (2) the students who have positive attitude have higher achievement ($\bar{X}=29.11$) than those who have negative attitude ($\bar{X}=23.05$); and (3) there is an interaction between teaching media and students' attitude.

Key word: YouTube video, textbook, attitude, grammar, experimental study.

INTRODUCTION

Most of Indonesian students encounter difficulties in learning grammar or structure because the grammatical rules of Indonesian language are different from those of English. To decrease students' mistakes in learning English especially in grammar, teachers must be able to create a favorable condition in teaching and learning process in order to make the students comprehend and use English easily. Using suitable method, technique and media which are appropriate to main subject, learning can increase the students' interest and motivation in studying English, so the students feel interested and pay attention to that subject.

Attitude towards language plays an important role in doing several activities related to certain language learning. Attitude towards the target language is the way of one's feeling, thought and doing / behaving (positive / negative or good / bad) toward the language that they are learning which is influenced by evaluative process of an individual that have characteristics: cognitive, affective, and conative. The more positive attitude is owned by someone, the higher attention and behavior he/she will give such activities. Attitude in learning can also be viewed as the way learners feel about learning a give language especially as this influences their learning ability. On the contrary, the students with negative attitude tend to have skeptical response in learning activities.

It is one of the problems faced by students of English Education of IAIN Raden Intan Lampung. It is obvious why they become passive, confused, shy, afraid of making mistakes, and feel bored when they study English Grammar, and sometimes they are sleepy in the class when they have lesson. In addition the difficulties also identified from the class situation as following: (1) they were noisy during the class; (2) many of them were also not active during the writing activity. It could be seen when they were asked to do the task in front of the class they just kept silent and just sat on the chair; (3) many of them did not pay attention to the teacher when he/she is giving explanation; (4) and the teaching learning process was boring. The teaching-learning process was not alive. It can lead the learners have negative results; they become unmotivated to learn it and

unable to communicate in English, but in other hand, structure is an important element in mastering English language.

In addition, structure is the main capital and important to be taught nowadays. The students should to master about English grammar first to can communicate in English. On the other words if they have grammatical competence they can communicate in good way. Richards (2006:3) states that grammatical competence refers to the knowledge we have of language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building block of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Based on the syllabus for the first semester students of English Education of IAIN Raden Intan Lampung, the students have to know about (be form, kinds of Nouns, kinds of Pronouns, kinds of Tense, and kinds of Comparison).

The teachers must try to find other alternative media and techniques of teaching English to make students interested in English lesson. To overcome those problems, the writer proposed the use of YouTube videos as the media in teaching English Grammar. YouTube can be a valuable tool through which multiple foreign language skills can be taught. Using YouTube can enhance conversation, listening, and pronunciation skills and promote authentic vocabulary development. Even reading and writing activities can be structured around YouTube videos. According to Berk (2009) states that utilizing YouTube videos in an informative manner is also beneficial for illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. As such, these videos may be used for inspiring or motivating students to learn so that students enjoy the materials. Consequently, they will get better achievement.

Regarding the use of YouTube videos, Harmer (2003: 282) states that one of the main advantages of video is that learners do not just hear the language, they also see it too. YouTube videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, sense of the context of the language, and a specific reference point or stimulus. This greatly aids comprehension, as for example, in general

meaning and moods are often conveyed through expression, gesture and other visual clues.

In her research, the writer analyzed about the using YouTube videos compare with using textbook that is grammar book in teaching English Grammar. The writer used quantitative method. In this study, the writer is interested in conducting an experimental research entitled: “The effectiveness of Using YouTube Video in Teaching English Grammar Viewed from Students’ Attitude (An Experimental Research at the First Semester Students of English Education of IAIN Raden Intan Lampung in the Academic Year of 2012/2013)”.

METHODOLOGY OF THE RESEARCH

The researcher used the experimental research because this research is dealing with the effect of using YouTube videos in teaching English Grammar viewed from students’ attitude. This research consists of three variables, those are independent variable (using YouTube), dependent variable (English grammar), and attribute variable (attitude).

The population in this research was all the first semester students of English Education of IAIN Raden Intan Lampung in the Academic year of 2012/2013 which consists of five classes, those were A,B, C, D and E. The total number of the population were 162 students. Meanwhile, the writer decided to take only 72 students or two classes from all of population as the sample of this study. One class was experimental group and the other was control group. The sample was chosen randomly from the population of cluster which is usually called cluster random sampling.

The instruments for collecting the data were a questionnaire on students’ attitude and a grammar test. Before the questionnaire and the grammar test were utilized, a tryout had been administered to know the validity of the items and the reliability of the two instruments. The data of grammar test were used to know the students’ grammar skill. The data of Attitude questionnaire were used to know the students’ level of attitude. The data of grammar test were the scores of students’ grammar test that was administered after having eight times treatment for each

class. The researcher analyzed the data using ANOVA or analysis of variance and Tukey test.

RESULT AND DISCUSSION

The hypothesis test was conducted after the result of normality and homogeneity tests are calculated and fulfilled. The data analysis was conducted by using Multifactor Analysis of Variance (ANOVA) 2 x 2. H_0 is rejected if F_0 is higher than F_t ($F_0 > F_t$). It means that there is a significant effect of two independent variables to dependent variable. After knowing that H_0 is rejected, the analysis is continued by performing the comparison of the mean between cells to see where the significant difference is using Tukey test. To know which group is better, the means between cells are compared. The 2 x 2 ANOVA and Tukey test are listed as table 3:

Table 3. Summary of a 2x2 Multifactor Analysis of Variance

Source of variance	SS	df	MS	F_0	F_t (.05)
BC (Teaching media)	200.000	1	200.000	36.1809	4.00
BR (Attitude)	660.0556	1	660.0556	119.407	
Interaction	533.5556	1	533.5556	96.5226	
between groups	1393.611	3	464.537		
within groups	375.8889	68	5.527778		
Total	3163.111	71			

Table 4. Mean Scores

	A_1	A_2	
B_1	33.5	24.7	29.11
B_2	22.0	24.1	23.05
	27.75	24.41	

- a. Because F_0 between columns (36.1809) is higher than $F_{t(0.05)}$ (4.00) and $F_{t(0.01)}$ (7.08), H_0 is rejected and the difference between columns is

significant. It can be concluded that the two kinds of media for teaching grammar differ significantly. Because the mean score of the students who are taught using YouTube video (27.75) is higher than that of those who are taught using Textbook (24.41), teaching grammar using YouTube video is more effective than Textbook.

- b. Because F_o between rows (119.407) is higher than $F_{t(0.05)}(4.00)$ and $F_{t(0.01)}(7.08)$, H_o is rejected and the difference between rows is significant. It can be concluded that students having positive attitude and those having negative attitude are significantly different in their grammar achievement. Based on the calculation of the mean scores, the mean score of the students who have positive attitude (29.11) is higher than that of those who have negative attitude (23.05). Thus, it can be concluded that the students who have positive attitude have better grammar achievement than those who have negative attitude.
- c. Because F_o interaction (96.5226) is higher than $F_{t(0.05)}(4.00)$ and $F_{t(0.01)}(7.08)$, H_o is rejected and there is an interaction between the two variables, media of teaching and the degree of attitude. It means that the effect of media on teaching depends on the degree of attitude.

Table 5. The Result of Tuckey Test

No	Data	Sample	q_o	q_t	A	Status
1	A ₁ and A ₂	72	8.53	2.82	0.05	Significant
2	B ₁ and B ₂	72	15.49	2.82	0.05	Significant
3	A ₁ B ₁ and A ₂ B ₁	36	16.00	2.95	0.05	Significant
4	A ₁ B ₂ and A ₂ B ₂	36	3.78	2.95	0.05	Significant

- a. Between $A_1 - A_2$ or columns (YouTube video compared with Textbook). The computation illustrates that q_0 (8.53) is higher than q_t (2.82) so YouTube video differs significantly from textbook for teaching media. The mean score of the students who are taught by using YouTube video (27.75) is higher than the mean score of those who are taught by using textbook (24.41). So YouTube video is more effective than textbook media for teaching grammar.
- b. Between $B_1 - B_2$ or rows (Students having positive attitude compared with the students having negative attitude). The computation illustrates that q_0 (15.49) is higher than q_t (.05)(2.82). It can be concluded that there is a significant difference on the students' grammar achievement between those who have positive attitude than those who have negative attitude. Based on the mean scores, the mean score of the students who have positive attitude (29.11) is higher than that of those who have negative attitude (23.03). Thus, it can be concluded that the students who have positive attitude have better grammar achievement than those who have negative attitude.
- c. Between $A_1B_1 - A_2B_1$ (Experimental group compared with control group for students having positive attitude). The computation illustrates that q_0 (16.00) is higher than $q_{t(.05)}$ (2.95). It can be concluded that using YouTube video differs significantly from Textbook to teach grammar. Moreover, based on the calculation of the mean scores, the mean score of A_1B_1 is (33.5) higher than the mean score of A_2B_1 is (24.7) so that it can be concluded that YouTube video is more effective than Textbook for teaching grammar to the students having positive attitude.
- d. Between $A_1B_2 - A_2B_2$ (Experimental group compared with control group for students having negative attitude). The computation illustrates that q_0 (3.78) is higher than $q_{t(0.05)}$ (2.95). Because $q_0 > q_t$ or $(3.78) > (2.95)$, so Textbook as teaching media differs significantly from YouTube video as teaching media. The mean score of A_2B_2 (24.1) is higher than A_1B_2 (22.0). It can be concluded that for the students having negative attitude, Textbook is more effective than YouTube video.

Discussion of the Result

By considering the data analysis above, there are some conclusions that can be draw.

1. YouTube video is more effective than Textbook as teaching media to teach grammar. The mean score of the students who were taught by using YouTube video (27.75) is higher than the mean score of the those who were taught by using Textbook (24.41). So YouTube video is more effective than Textbook media for teaching grammar. 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 analyze the grammar that are used by actor and actrist 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) states that one of the 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 enjoy the materials. Consequently, they will get better achievement. Therefore, it can be concluded that YouTube video as teaching media is more effective than Textbook.

2. The students having positive attitude have better grammar achievement than those having negative attitude.

Based on the mean scores, the mean score of the students who have positive attitude (29.11) is higher than that of those who have negative attitude (23.03). Thus, it can be concluded that the students who have positive attitude have better grammar achievement than those who have negative attitude. Students' attitude can influence the students' achievement especially in

grammar learning. 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 behavior 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. Thus, Ellis's theory supporting the research result above, namely the students having positive attitude have better grammar achievement than those having negative attitude.

3. There is an interaction between teaching media and the level of students' attitude in teaching grammar. Based on the finding or the result of point *c* and *d* of Tukey's test and the mean score of A_1B_1 (33.5) is higher than the mean score of A_2B_1 (24.7), and the mean score of A_2B_2 (24.1) is higher than A_1B_2 (22.0), it can be concluded that YouTube video is more effective than Textbook for teaching grammar to the students having positive attitude and for the students having negative attitude, Textbook is more effective than YouTube video. Therefore it is stated that there is an interaction between the teaching media and the students' attitude in teaching grammar.

According to Plato and Triandis (in Baker, 1992: 12-13), attitude has three components, they are (1) cognitive, (2) affective, and (3) readiness for action. The cognitive component is concerned with thoughts and beliefs. The affective component concerns feeling towards the attitude object, the feeling may concern love or hate of the language, or an anxiety about learning a minority language.

Karahan (2007:84) states that "positive attitudes let learner have positive orientation toward learning English". As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning. 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. Using YouTube video in the classroom attract student's attention to be in the situation. It is regarded as a source of interactive language learning. Therefore YouTube video is more effective than Textbook for teaching grammar to the students having positive attitude because the students having positive attitude will be encouraged if the teacher give a chance to them to involve actively in teaching learning process. If the students have positive attitude the learning process will be more effective because the students will be brave in conveying their thought. So, it can be assumed that YouTube video is more effective to teach grammar for the students having positive attitude.

However, for the students having negative attitude, the media textbook has influence to the students' grammar achievement. It means that the students having negative attitude will almost have the same result when they are taught by using both media, YouTube video and Textbook. YouTube as teaching media does not give any effect to them.

Gardner (1985:10) considers attitudes as components of motivation in language learning. According to him, "motivation refers to the combination of effort plus desire to achieve the goal of learning the language". Karahan (2007:84) states that "positive attitude let learner have positive orientation toward learning English". Otherwise, the students having negative attitude they do not have a high motivation to learn and understand about the lesson. They do not have positive orientation toward learning English. They lack of motivation to study. Therefore, they tend to keep silent during the learning process and just follow the other students' opinion.

Conclusion

Based on the data description analysis, the researcher presents the findings as follows: (1) YouTube video is more effective than Textbook to teach grammar at the first semester students of English Education of IAIN Raden Intan Lampung in

the academic year of 2012/2013. (2) The students having positive attitude have better grammar achievement than those having negative attitude at the first semester students of English Education of IAIN Raden Intan Lampung in the academic year of 2012/2013. (3) There is an interaction between teaching media and students' attitude in teaching grammar.

Refers to the findings, it can be concluded that in general YouTube video is an effective teaching media to teach grammar and there is an interaction between teaching grammar and students' attitude in teaching grammar. YouTube video is more effective than Textbook as teaching media for the students having positive attitude in teaching grammar. However, for the students having negative attitude, the media of textbook has influence to the students' grammar achievement.

Implication

Based on the research findings, YouTube video is an effective media to teach grammar at the first semester students of English Education of IAIN Raden Intan Lampung in the academic year of 2012/2013. When the teacher applies YouTube video to teach grammar, the students can get the stimulus to think more creatively and critically about the text they read from video. They also have critical thinking about the sentences that are produced by the actor /actress of the video. They are invited to make a connection between what happen in the video and what they have experienced and use their prior knowledge when discussing the materials stated in the text so that the students can broaden their knowledge. They can also analyse some word or sentences that they found in the text of video by themselves. The students can also give their assumption and their opinion about the topic discussed based on their own experiences and background knowledge. So that is why the students should have positive attitude when this media is applied. If the students have positive attitude the learning process will be more effective because the students will be brave in conveying their thought. So, it can be assumed that YouTube video is more effective to teach grammar for the students having positive attitude.

In teaching grammar using YouTube video, the students are first asked to look at the text at a glance and preview what the text is about. They read the heading of the text of video and try to guess and predict what kind of sentences that are produced by the actor or actress. After they have their own thinking, they start to discuss about the topic of grammar that will be discussed on that day. The teacher gives explanation about the topic and give other examples for the students. Then, the teacher give exercise and let the students to work with their own group or themselves. It can help the students to get more comprehension on the topic and further to get enjoyment while studying English grammar.

Suggestion

The findings of the study revealed that the use of YouTube video in teaching English grammar shows good result. There are some suggestions addressed as follow:

(1) English teachers, in particular who teach English grammar should be more creatively in selecting interesting methods, techniques and media especially in using YouTube. While YouTube video is effective to teach grammar, this finding also shows that students with positive attitude learn better shown from the achievement of the grammar test. This means that teachers should be able not only to utilize YouTube video but also to create condusive and positive situation so that students who less positive attitude become better and have positive attitude. In particular this is related to the indicators of attitude, especially cognitive and affective aspects which refer to feeling and emotion, in which memory is strongly influenced by emotion. This means that YouTube can affect the emotion of students because YouTube video has a powerful ability to replay experience. These videos may be used for stimulating a learning activity and motivating the students to learn so that students enjoy the material and it can influence cognitive aspect that associated to memory and thinking. Consequently, they will get better achievement.

(2) Students should have positive attitude tend to learn English voluntary because positive attitude lead them to have positive orientation toward learning English. The attitude which come from them will lead them to be successful in studying

English. Besides that, the students should also think creatively and involve actively in English class and practice the English frequently. They should always do the exercises using grammar to make the communicative text. If it is done, studying English will be easy and enjoyable.

(3) Other researches, this research studies the implementation of the use of YouTube video to teach grammar. It is expected for the other researcher that the result of this study can be used as additional reference for further research conducted in the future in order to create a better teaching learning process.

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