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The Effect of Youtube on High School Students' Second Language Acquisition

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ABSTRACT

The research investigates the effect of watching Youtube videos on students' second language acquisition based on Krashen (2002). To achieve this aim, this research employs descriptive qualitative method. The data was taken from Junior High School Students in East Barito regency. In collecting data, the researchers used observational method. Student's utterances were observed after watching Youtube's videos. The result of the analysis shows that Youtube's video blogging has effect upon students in SLA. The students get new English vocabulary from various genres of videos. They also improve their English sentence structure found on the video to sentence structure with other words. Video blogging is part of informal environment English as second language acquisition given the benefit in this research so that the student can learn English from different objects, apart from school.

1. INTRODUCTION

Teenage period, as a student in junior high school, is fully of many assigned by the teacher. The Indonesian student must follow the regulation from school and government. Teacher must prepare the students for their better future. However, school and environment cannot be separated. It means that there is a role of environment in student's study at school. The Indonesian student in future have to compete with the student from abroad. However, the skill of foreign language now is fundamental of educational background in the future.

In Indonesia, one of the basic foreign languages to study is English language. That is because English language is becoming an international language which is very important to study for Indonesian students so that they can use it to communicate with people from around the world. In order to provide better education to Indonesian students, the government releases the rule about second or foreign language learning for student through regulation about English teaching. Indonesia is one of the countries that makes English as an international language that is included in the school learning curriculum. And this English is categorized as a Foreign language or can even be a second language (L2), if the first language (L1) is mastery of acquisition, L2 or foreign mastery through learning (Chaer, 2009: 167). It means that the students can learn

L1 with their family at home, but for learning L2 (English) can mastery it in school.

Therefore, the Indonesian government stipulates legislation No: 20 concerning the National Education system Article 37 Paragraph 1 of 2003 concerning English being the only language that students must learn from the junior high school level until students are in college. But now, there are several languages that are taught in Indonesian schools; such as French, Japanese, Germany and so on. But the focus on this paper is on English as Indonesian students' second language acquisition.

In the process of learning English as second language acquisition is not easy as what people think. There are many obstacles in the process of learning. Student must understand about the structure of English language. In mastering and learning English, it is not easy for Indonesian students because there are several obstacles faced, including listening and writing as receptive skills and reading and speaking as productive skills. In addition, there are three language elements that support these four skills, namely pronunciation, vocabulary, and grammar (language structure). These four skills are obstacles that are very common when students learn English. The most frequently encountered obstacle is that the structure of Indonesian and English is different so learning is needed more specifically for three elements of

English. Because students rarely use English everyday conversation only when learning English. Practice is needed more often to intensify English language skills.

Nowadays, Indonesian students can learn English language not only in the class and get the material from their teacher. There are many ways to learn English as their second language. It can be from movie, social media, television serial, novel, song, video on Youtube and so on. In the digital era, student can easily find any materials of English language as subject for learning. Second language learning now is should not only be learned with the conventional way, such as learning and waiting for teacher giving the material. Student must be more active himself/herself to find the English material.

The biggest tool of education in the digital era now is Youtube. It has become more popular application of video for learning. There are many things that can be learned from Youtube. There can be negative or positive effects of using Youtube. It depends on how the students use it. Youtube was first launched in 2005 and has now become one of the most visited websites in the history of the internet. The students can access Youtube for study purposes.

As as millennial generation, Indonesian student in junior high school now is mostly accessing Youtube's video which relates to Youtuber artist. Junior high school students in East Barito regency mostly like to watch Youtube's vlog (video blogging) based on their favorite vloggers (maker of video blogging). It can be vloggers from Indonesia or international vloggers watched by students. Mostly, the vloggers use English in their videos and this is a reason to encourage the researcher conducting the research. After watching video blogging (vlog) in bilingual or in complete English language, Indonesian students get the benefit from it for their second language learning. This is the modern ways to learning English than conventional ways.

The phenomenon of watching Youtube's video also happens in East Barito's junior high school students. The students like watching the video which represents their hobbies or dream in the video. They like to watch video blogging (vlog) in many genres of Vlog in Youtube, such as game, food, lifestyle, fashion, car, motorbike, and so on what they like to see. From watching the video, the students can get effects for

their behaviour. It focuses on language term, the student will get new language which relates to good and bad language. At least, they learn about English from Youtube's video.

This study also aims to answer one research question: What is the effect of watching Youtube's video blogging (vlog) for Indonesian students in second language learning?

2. LITERATURE REVIEW

People speak to other using the structure of language. Also, the language behavior must also be considered when people talk to each other. The study of both aspects is psycholinguistics. Linguistics examines the structure of language, psychology examines language behavior or language processes (Chaer, 2009). These two fields of study research language as its formal object while the procedures and methods are different. Linguistics focuses on the structure of the language, while the psychology focuses how people can produce the language by the language processes in their mind.

In line with that expressed by Chaer (Kridalaksana, 2008) states the definition of psycholinguistics which is the study of the relationship between language and language behavior. Gleason, et all. (Chaer, 2009) stated that psycholinguistics research emphasizes the psychological process in the acquisition and use of human language. There are three core parts of psycholinguistics research, namely, 1. comprehension, namely how people can understand spoken and written language, 2. speech production, how humans produce language, 3. acquisition is how humans learn language. So, in other words, psycholinguistics is related to the nature of the structure of language, the acquisition of the structure of use when speaking and understanding the speech. (Firmansyah, 2018) states that the development of children's language skills is influenced by the environment.

25

Meanwhile, there is a difference between second language acquisition and learning for student second language. There are some ways for language acquisition based on scholar's theory. The best way to get language is by natural. Naturally, second language acquisition is the acquisition of a second / foreign language that occurs in everyday communication, free from teaching or leaders, teachers. There is no uniformity in the way. Each individual acquires a second language in his or her own way. Interaction

requires language communication and encourages language acquisition. Two important features of natural language acquisition or spontaneous interaction are occurring in everyday communication and free from deliberate systematic leadership. This happens with the students in East Barito regency, they learn English as their second language from Youtube's video. The results can be various based on their comprehension.

Ellis (1986) uses the terms acquisition and learning to distinguish whether a person has language skills through acquisition or learning. Acquisition refers to unconscious acquisition of language, while learning refers to conscious acquisition of language. Krashen (1987) set it as one of the hypotheses / predictors of success in the SLA Theory he proposed. Krashen said that linguistic input factors are the most important factors (input hypothesis), but affective factors are filters (affective filter hypothesis) that allow these inputs to be utilized or not in the learning process. So, affective factors play a role as determinants of input acquisition. Second language acquisition based on natural thing is also appropriate, but there are several ways to learn second language. First is the role of formal environment in second language acquisition. Second is the role of informal environment in second language acquisition.

The role of formal environment in second language acquisition is in mastering a language. It can be through the process of acquisition and learning, the language environment cannot be ignored, the involvement of the language environment is needed. The involvement of the formal language environment in the process of acquiring a second language, according to Ellis (1986), has two aspects. These aspects are (1) the sequence of the acquisition of the second language itself and (2) the success in mastering the second language. Ellis explained that the sequence of development of the second language acquisition in the acquisition of language is an absolute sequence of levels and must be passed by language learners in the framework of mastering the second language.

In the previous discussion, it was explained that the informal environment plays a large role in the acquisition of second languages. The role concerns the problem of the existence of the informal environment as input material and also for monitors. The informal

environment is very diverse. The informal environment is related to this which is limited to those who tend to play a more important role in terms of second language acquisition. Some of these environments are (1) foreign speaker language, (2) teacher language, (3) parents and (4) learner peers. The foreign contact environment provides a role in language acquisition. This role can be seen from what was stated by Ellis (1986), that the language of foreign speakers has similarities to the language of the parents of the learners. The similarity lies in the characteristics of simplification and adjustment

Krashen (2002) states that there is a contribution of formal and informal environments for second language learning. In these studies, two sorts of linguistic environments are contrasted: artificial, or formal environments, found for the most part in the classroom, and natural or informal environments. It is not simply the case that informal environments provide the necessary input for acquisition while the classroom aids in increasing learned competence. Both formal and informal have contribution in second language acquisition and learning by students. In conclusion of the wide area of second language acquisition and learning based on explanation before. It can be noticed that there are three ways of second language acquisition based on scholars; they are natural, formal environment, and informal environment of second language acquisition and learning based on their role. In this research, the researcher used informal environment to analyze the problem. The Indonesian student in East Barito regency learn English language as their second language not only in formal environment (classroom), but also from environment of the Youtube's video. According to (Restianti, 2009) the language acquisition activities are characterized by the following:

1. Occurs in informal, no-load, and out-of-school situations;
2. Ownership is obtained not through formal learning in educational institutions, such as schools or courses;
3. Take place spontaneously; and
4. Experienced directly by children produces meaningful language contexts.

In addition, Chaer (2009) studied competency processes and performance processes. These two

processes are two different processes. Competence is the process of mastering grammar spontaneously / unwittingly. The performance process includes the

process of understanding and the publishing process. These two types of processes have been controlled by the child will and his linguistic ability. So, linguistic abilities consist of the ability to understand and publish new sentences. Based on the above statement, what is analyze about student second language acquisition and learning after watching Youtube's video. The possibility is in linguistics abilities.

Since first launched, now Youtube becomes most popular website of sharing videos. Video blogging has big role in Youtube. Vlogs began to appear in 2000, at that time a young man named Adam Kontras borrowed a video of a friend's time and moved to the Los Angeles area to get a Business Show call at the time. This video became the longest video blog in 2000. Then in November, still in 2000 another young man named Adrian Miles joined in making a video but was different from the others. He made a video that only contained words and images and named the video as a Vlog. This is the Vlog that we recognize until now. Although Vlog began to exist in 2000, but in Indonesia it only started viral around 2014.

Vloggers in Indonesia now are very developed in Indonesia. There are many Indonesian vloggers who have millions of subscribers with various genres or kinds of videos uploaded. This makes adolescents in Indonesia really like watching vlog whether it's Indonesian, English or a mixture of both languages. This is why Indonesian student can get second language learning from informal environment.

3. METHODOLOGY

3.1 Population and Sample

This research employs a qualitative method. The researcher uses qualitative method because this research focuses on the text as the primary data. According to Vanderstoep and Johnston (2009: 7), qualitative research produces narrative or textual descriptions of the phenomena under the study. In this research, the researcher will investigate the conversation containing English language of Indonesian students. Method is a process of achieving research objectives, while research itself is a series of scientific activities that include problem search period, problem discovery period, and problem-solving period

41

(Sudaryanto, 2015:1). Problem solving period includes several stages, namely the stages of providing

data, the stage of data analysis, and the stage of data analysis presentation. The sample of this research is taken from several junior high school students in East Barito regency of 9th grade. Not all of the student in 9th grade are analyzed, but only six students as representation because they often watch video blogging. The main criterion of correspondent is actively watching video blogging (vlog) on Youtube. The location of correspondent is in Junior high school at Patangkep Tutui district, East Barito regency, Central Borneo province, Indonesia

3.2 Instruments

The data was collected by using recording and note taking techniques. According to Sudaryanto (2015:133), recording technique aims to record the utterances that the informants produce, while note taking technique uses data classification. Also, the researcher used interview test as the instrument.

3.3 Data Analysis Procedures

This research used decriptive-qualitative method. Then, the steps of the data were that firstly the researcher asked permissions to conduct a research in Junior high school at Patangkep Tutui district, East Barito regency, Central Borneo province, then after selecting the samples, the researcher did interview test to the subjects, recorded the conversations, and analyzed it by writing down the pattern of the sentence that were uttered by the students.

16

4. RESULTS AND DISCUSSION

In this part, the results of this research are divided into two sections: Findings and Discussions. In the first section, the result of analysis relates to the problem stated before covering the effects of watching Youtube's video in student second language acquisition. Further, the second section presents the explanation of each result of analysis.

In this section, the researcher describes the data findings from student's utterance after watching Youtube's video blogging. All the data shown in the table shows the frequency of occurrence of uttered by the students.

10

The aim of this part is to answer the questions in the research problems. The first data finding shows the

relation between the first question in the research problems. The results are various based on the genres of video blogging they watch and they will be displayed in the following table.

Table. The occurrence of English After Watching Youtube's Video Blogging based on the Students Second Language Acquisition.

| No. | English as SLA |
|-----|--|
| 1. | Smart people |
| 2. | Like |
| 3. | Comment |
| 4. | Share |
| 5. | Subscribe |
| 6. | Hi Guys or what's up Guys |
| 7. | Official |
| 8. | Vlog (video blogging) |
| 9. | Beauty |
| 10. | Don't forget to like |
| 11. | Don't forget to comment |
| 12. | Don't forget to share |
| 13. | Review |
| 14. | Travel / travelling / traveller |
| 15. | Share story |
| 16. | Hey dude |
| 17. | Bye guys |
| 18. | Diss rap |
| 19. | Its because of |
| 20. | Hi guys! Welcome back to my Youtube channel |
| 21. | Next Episode |
| 22. | Hits and cool |
| 23. | Part |
| 24. | Tips and trick |
| 25. | Featuring |
| 26. | Challenge |
| 27. | Official account |
| 28. | Birthday Surprise |
| 29. | Trying foreign snack |
| 30. | What's in my mouth |
| 31. | Daily make up routine |
| 32. | Daily activities |
| 33. | Make up beauty vlogger |
| 34. | Horror Game, Chicken Dinner |
| 35. | Okay, what is this? |
| 36. | Let's see |
| 37. | Support channel |
| 38. | Enjoy |
| 39. | Outfit |
| 40. | Minimalist |
| 41. | One brand make up tutorial |
| 42. | What's in my bag |
| 43. | Get ready with me |
| 44. | Japan, Europe, USA, Korean |
| 45. | King of Youtube, Queen of Youtube, Father of Youtube |

All the data above are gotten from the interview with the students who actively watch Youtube's video blogging. The students get many English words from watching Youtube's video blogging. They watch the video blogging from Indonesian vlogger every day and indirectly they get used to the English words they hear from the video. The habit of watching Youtube's video blogging brings big effect for student's second language acquisition and learning.

The students get new vocabulary in English language and the way how to express it in real life. That is what they do not get from school. The kind of English learning based on the video blogging has various results. It depends on what kind of genre video they watch for. Some students who watch beauty video blogging (video) will get English vocabulary in the term of beauty, such as *make up, tutorial, my bag, brand*, and so on. Student who likes to watch game vlog will find the words, such as *horror, fuck, damn, review new video game* and so on. Those who like about common vlogger will find the words, such as *don't forget to subscribe, share, like, comment, review, unboxing*, and so on based on data in the table. The kinds of English language vocabulary and others are various based on the video genre. But it helps them to improve their English skill and knowledge in second language learning.

23

In this section, the researcher will discuss the discussion of data from the results of the analysis that has been submitted in the previous results section. The section will discuss the effect of watching Youtube's video blogging (vlog) in student second language acquisition and learning.

The language acquisition based on Youtube's video blogging is different for each genre. Some data is presented in the following sentence about common English words in video blogging (vlog). The example of common thing in vlog shows as follow.

Hi guys! Welcome back to my Youtube channel
Hi Guys or what's up Guys
Don't forget to like
Don't forget to comment
Don't forget to share
Don't forget to subscribe

The data above happens when a vlogger starts his/her own video on Youtube. These common words are always appeared in video blogging in beginning of video. All genres of video blogging contain that words or clause or sentence. It becomes as icon of words in

Youtube`s video blogging. The vlogger is use to say those words to say "Hi" or greeting to his/her followers.

Seeing and hearing those words or sentences everyday make student familiar with these words. Sometimes the students in junior high school at East Barito regency use that term of words or sentences to communicate with others. In classroom learning, the student will not get that term of English. They improve their English language skill and knowledge after watching the video blogging every day. Based on the researcher`s interviews from the students, from the sentence "don't forget to like or share" it is analyzed that the students can use that term by associating different words ; such as "don't forget to eat or study". The root of sentence is "don't forget to.." then they improve it by themselves. So, what is the relation of second language acquisition and learning. The relation is in the positive effect given by watching video blogging in order to improve student`s English skill as their second language acquisition and learning.

The next example is in beauty video blogging (vlog) which improve student`s language acquisition in beauty words.

One brand make up tutorial
Daily make up routine
Make up beauty vlogger

The data above show that students can get new English language vocabulary in beauty terms. Female students like to watch beauty vlogger in order to improve their skill in make up and the way to look beautiful or interesting. It is not only about getting knowledge about beauty things; female students also get words or sentences of English language in beauty terms. Female students know some terms of English language which relates to beauty words or sentences. These can be used in their daily communication with other people. They can find out that Youtube`s video blogging is the best way for second language acquisition and learning in beauty terms of English language more effective than books in school.

43

The next example of game video blogging (vlog) is based on the data findings.

Horror Game
Fuck
Damn
Chicken Dinner

Based on the data above, male students know well about the game video blogging (vlog). Mostly male students play the game and they watch the video about the game. As the case with the female students, male students will get the new English language basically of English language on game terms. But, sometimes the game vloggers say bad language or swear words. These need attention from student to be more aware in selecting the words both good language or not. In school, the game terms are seldom appeared in English material. Another reason improving students` English language from game video blogging is the language use in game. Most of the games are from abroad not from Indonesia. That is why language in game is mostly English language. It matches with English language for learning based on game. From watching game video blogging the student can improve their English language.

Based on the explanations and examples, the researcher puts several genres of video blogging (vlog) in this discussion as representation of the data findings. The main point present in this part is that Youtube`s video blogging (vlog) has big effect upon junior high school student in East Barito regency for second language acquisition and learning. From watching the video blogging in various genres, students get new words, phrases or sentences in English language and they improve sentences structure with other words. They totally learn English language as second language acquisition and learning from every video watched every day. Youtube`s video blogging (vlog) is a part of informal environment in second language acquisition and language. It has success upon students in East Barito improving their English language as second language acquisition and learning.

5. CONCLUSION

Based on the findings and discussions, the researcher has made a final conclusion dealing with the effects of Youtube`s video blogging (vlog) in junior high school student`s second language acquisition and learning. The conclusions can be explained as follows.

Youtube's video blogging (vlog) can influence the student's second language acquisition and learning. The effect of vlog is in student's improvement with the structure of English language words, phrases and sentences found in different videos and reconstructing it with new words in same structure found in other videos or different parts of the video. It can be seen from the observation of the students that they can do it well. Students's English language vocabulary technique are also developed based on various genres of video they watch before. Youtube's video blogging (vlog) has big role in informal environment second language acquisition and learning in English language.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7
