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THE EFFECT OF VLOG CONTENT YOUTUBE MEDIA ON LEARNING ENGLISH

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Abstract
The proliferation of mobile devices and online storage space has led to an explosion of learning resources, one of which is the video-sharing site YOUTUBE. There are several types of content/videos in this application, one of which is English-based Daily Vlog content. The aims of this study are (1) to find out to what extent the content of YouTube vlogs affects English mastery, and (2) to identify the types of content that have the greatest impact on English language development. For what purpose do you watch YouTube vlogs? 3. Quantitative methods are used in this study. Quantitative studies involve the collection and analysis of numerical data to characterize phenomena, identify relationships, or test hypotheses. One of these tools is a student questionnaire. To calculate the final results, researchers use SPPS (Statistical Package for the social sciences). Research shows that vlog content on the video-sharing site YouTube has a considerable impact on student's ability to understand English.

Keywords: English, vlog content, Youtube

Introduction

The use of technology, which has many applications, is prevalent in the modern world. For instance, the vast majority of people in contemporary society use the internet to look for jobs, manage projects, and obtain general information. Due to the internet's quick development, anyone with access to a computer and a willingness to read and learn can now acquire information and understanding on a variety of subjects that can aid in their personal development. Since a few years ago, paper-based learning materials have been electronically transformed (into formats like HTML and PDF) and then presented online in the field of online and remote education. An illustration of one of these teaching resources is YouTube (Bakri, 2018).

Youtube currently holds the title of the most popular video-sharing website. "Every day, around one hundred thousand videos are seen on YouTube. There are around 65,000 new videos published on Youtube every 24 hours. Twenty million people between the ages of 12 and 17 browse YouTube every month(Burke et al., 2009). According to (Maskar & Dewi, 2020)and (Putri & Sari, 2020), YouTube is one of the online media that may be used as a medium for learning speaking skills.

YouTube is a video-sharing website where users can publish, share, and view videos.

English media is one of the many different kinds of educational information that is offered in this medium. Acquiring knowledge in an appealing visual format is quite simple. A wonderful approach to guarantee that students, and especially students, remember the subject being taught is to include appealing visuals and illustrations in the teacher's sessions (Lestari, 2013).

Students are now required to utilize the internet and social media sites like YouTube to complete school projects, according to teachers (Suryaningsih, 2020). One of the most helpful types of videos for students to watch is VLOG content written in English because, from personal experience, we know that it will hasten our progress in the language. After all, Problems with learning English are not only present at the primary, secondary, and tertiary levels of education, but will also persist until the college level(Hasan, 2000) and(Megawati, F., & Mandarani, 2016). This has been demonstrated in various studies of each English skill. The following are just a few of the several YouTube channels with helpful vlog content for English learners:

1. Gita sav

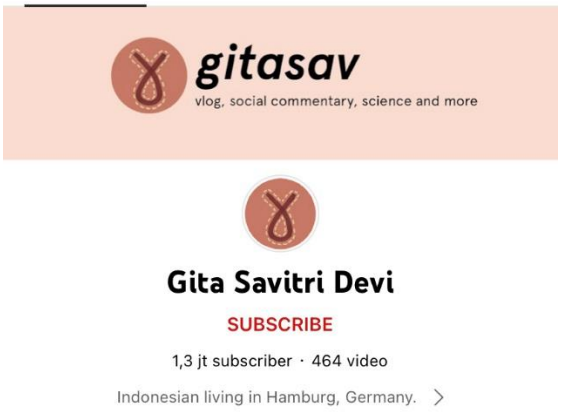


Figure 1. A content creator who uses English

2. Qaniaf

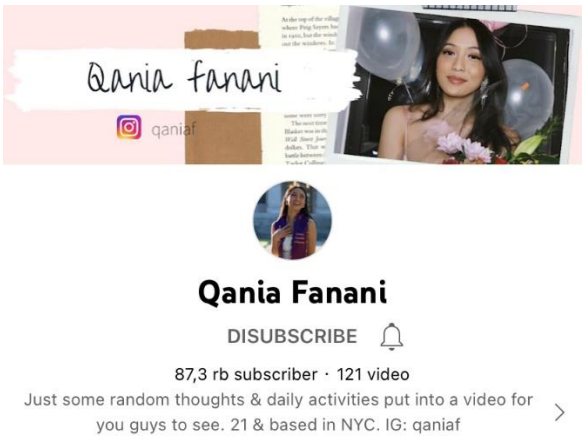


Figure 2. A content creator who uses English

3. Maudy Ayunda

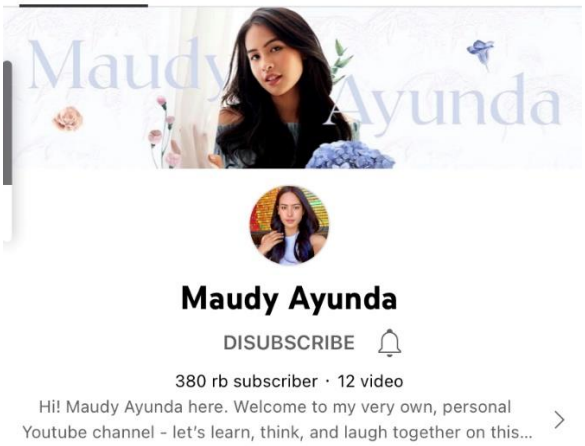


Figure 3. A content creator who uses English

A content creator is someone whose work appears online, whether in text, visual or auditory form, or a hybrid of these mediums. The content is developed for dissemination via multiple dissemination channels; these include traditional media as well as digital channels like YouTube, Instagram, Blogger, and others (Sayugi, 2018). Popular topics among Indonesian content makers include fashion, nutrition, health, technology, and economics (Tiara, 2021). with content creators who use English, it is hoped that they can have a good influence on the audience, as (Hermawan, 2018) put it, "A content producer might exert positive effect when his branding is strong."

Mentioned by we are social: Indonesian Digital Report 2021. Active social media users in Indonesia approach 170 million (61.8% of the total population in Indonesia) with an average daily use of the internet via any device: Time Required: 8 hours and 52 minutes The most often used platform is Youtube with the number of users in Indonesia 93.8% of the total population\s.

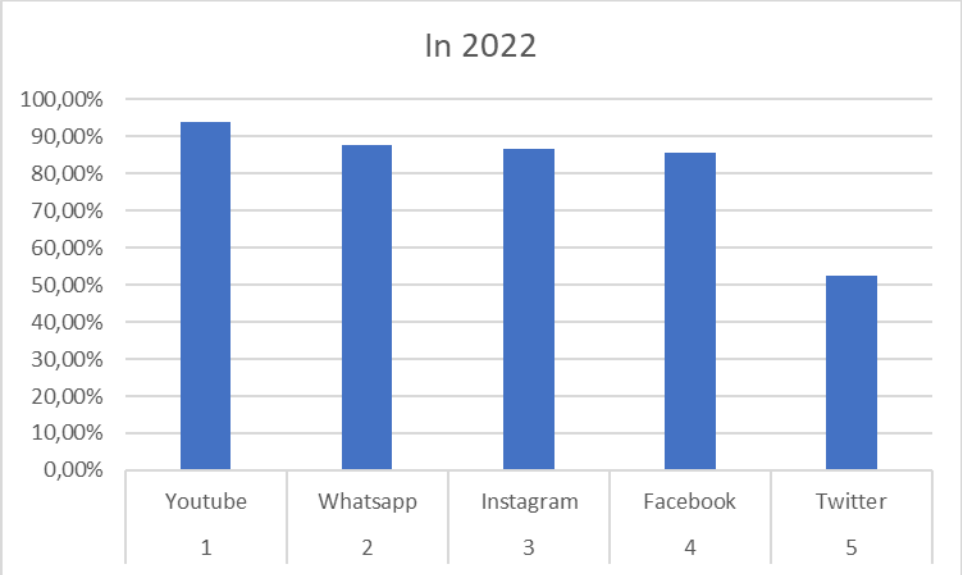


Figure 4. Social media user data according to WE ARE SOCIAL 2021

The most effective educational tools are those that make learning enjoyable for pupils, which in turn boosts their motivation to learn and, as a result, their comprehension of the material (Iwantara et al., 2014). Watching English VLOGs with English subtitles might help students develop their listening skills and expand their vocabulary. English has a large vocabulary that can be heard in numerous accents. Students translate the words they hear from texts into sentences, phrases, idioms, and expressions that they can read and comprehend. According to (Megawati & Anugerahwati, 2012) research, students' difficulty speaking English is frequently caused by a lack of English vocabulary. Listeners can easily understand students' speeches, facilitating efficient two-way communication.

According to Saputra (2019) as of the year 2018, Almost all students (95.96%) and teachers (90.91%) use WhatsApp, while almost all (73.74%) use YouTube. Facebook is a social networking service and the most popular website of its kind worldwide. In addition, Youtube also gives hundreds of thousands of videos with diverse topics that can be utilized in classroom lessons. Youtube will also be a big library of free videos for learners that will inspire them to become independent learners. English-based YouTube vlog content is expected to influence students' speaking skills and vocabulary. The many tutorials and content presented on Youtube can lead students to learn how to be good speakers. For example, by watching debate videos, students can learn how to argue well (Wahyuni & Utami, 2021). Students also get the convenience of directly practicing tutorials on YouTube with the upload feature (Afrianto, 2018)

In this study, the researcher aimed to find out how much effect watching English Vlogs has on English learning media, learning activities at SMP 5 Kota Serang still uses conventional learning approaches, where teachers exclusively use lectures, textbooks, and PowerPoint presentations to educate their students. This causes students to be bored or have low learning motivation in participating in learning in class so learning outcomes are not optimal.

Method

A quantitative methodology was used for this investigation. Using a survey and a random sample strategy. In a questionnaire, respondents are presented with a set of questions or statements and requested to fill out an accompanying form with their responses (Sugiyono, 2005). In this investigation, we only asked respondents open-ended questions. Kids from seventh grade at SMP Negeri 5 Serang were randomly selected to serve as a sample; a total of 41 students were included in the sample. The development of more sophisticated sampling techniques typically begins with simple random sampling. They make up around 10% of the overall number of 410 students enrolled in schools.

Data Analysis

Validity test

When we talk about data validity, we mean describing which measuring tool will be used to assess a certain variable. That which is measured by one tool can be used to measure another's properties and vice versa if the tools are sufficiently calibrated (Ghozali, 2011). Scholars conduct data validation checks using SPSS (Statistical Product and Service Solution) version 26 for Windows. We talk about data validity when we want to specify which measuring tool (kuesioner) will be

used to evaluate how well something fits certain predetermined criteria. In other words, a reliable measuring tool can be used to accurately assess the qualities of the objects under study. Scholars conduct data validity tests using SPSS (Statistical Product and Service Solution) version 26 for Windows. The term "content validity" refers to the degree to which a test's questions, tasks, or objects accurately reflect the typical or average performance of the population being tested. If the test questions are representative of the full subject matter being evaluated, or if they should be managed proportionally, then the exam has meaningful content (Zhang et al., 2014)

Reliability test

The Cronbach Alpha Formula was used to determine reliability in this investigation. The Alpha formula, as explained by Arikunto (2013), is employed when determining the dependability of a non-binary scoring instrument, such as a questionnaire or a form of explanation. Algorithm of Cronbach's Alpha.
Following the alpha-beta rule, we can estimate reliability as follows:

$$r_{11} = \frac{k}{k-1} \times \{1 - \frac{\sum S_i}{S_t}\}$$

Description:
$r11$: Reliability value
$\sum Si$: Total variance score for each item
St : Varians total
k : Number of items

Findings and Discussion

Table 1. Validity test

Statement	Value of r count	Value of r table	Description
1	0,370	0,297	VALID
2	0,667	0,297	VALID
3	0,723	0,297	VALID
4	0,544	0,297	VALID
5	0,512	0,297	VALID
6	0,532	0,297	VALID
7	0,676	0,297	VALID
8	0,627	0,297	VALID
9	0,519	0,297	VALID
10	0,629	0,297	VALID
11	0,652	0,297	VALID
12	0,615	0,297	VALID
13	0,387	0,297	VALID
14	0,485	0,297	VALID
15	0,681	0,297	VALID
16	0,468	0,297	VALID
17	0,634	0,297	VALID
18	0,669	0,297	VALID
19	0,744	0,297	VALID
20	0,681	0,297	VALID
21	0,585	0,297	VALID
22	0,395	0,297	VALID

Table 2. Reability test

No	Reliability Value	Description
1	< 0,20	Unreliable
2	0,20 – 0,399	Low Reliable
3	0,40 - 0,599	Reliable enough
4	0,60 – 0,799	Reliable
5	0,80 – 1,00	Very reliable

Table 3. Reliability statistics

Cronbach's Alpha	N of Items
.829	2

In addition, the values of r value 0,370 and r table 0,279 (Table 1) can be used to answer the first research question about how far vlog content on YouTube can be used for lint-free English instruction. We use Pearson's correlation to ensure reliability and validity. This study analyzed the connection between two variables using a Pearson correlation at the 0.05 level of significance. If the significance value of an answer is less than 0.05, it is considered valid, and if it is greater than 0.05, it is not valid. As of Ghozali (2016) Therefore, null hypotheses are rejected and research hypotheses are accepted. This means that the content of vlogs on the video-sharing website YouTube can have an impact on students' acquisition of the English language. The second research question is to answer how far vlog content on YouTube can be used for English language instruction without the use of subtitles. The results of the respondents' questions about the significance of YouTube content on English learning show that every answer indicates that YouTube content affects English learning.

This is demonstrated by the reliability coefficient alpha calculated using Cronbach's alpha formula. Using this method, if the coefficient reliability for a given research instrument is more than 0.6, we can declare that instrument to be reliable (Siregar, 2014). The researchers in this study obtained a Cronbach's alpha value of 0.829 (Table 3), indicating the study's reliability. Therefore, evidence suggests that both the null hypothesis and the research hypothesis were rejected. According to (David et al., 2017), students are more likely to watch instructional videos that use everyday language that is both accessible and engaging. This type of film is also more likely to be shared on social media. Students will have an easier time understanding the content of a vlog based on the English language if the language is used consistently throughout each video. This is true regardless of how long or how often they view the vlog in question.

To improve one's English proficiency, watching vlogs on YouTube is a great resource. Indications of this include 1) students' proficiency in responding to questionnaire questions and 2) students' ability to put their leisure time to good use. 3). The kids liked the idea of using English vlogs, but they needed more time to start doing it. All of the pupils grasped the concepts quickly and were enthusiastic about applying the method. The majority of students felt that the strategy greatly aided their ability to retain the teacher-provided terminology (Salim et al., 2021). Results also demonstrated that the method was successful in enhancing students' ability to use a broader range of language and their overall communication skills. Some pupils, however, continue to be unconvinced by the lessons and exercises.

Acquiring a large and varied vocabulary is crucial to improving one's command of the language; hence, vocabulary is one of the most crucial aspects of language study (Siregar, 2016).

Conclusion

This study's findings and discussion suggest that vlog content on Youtube can be an influential part of one's media diet for learning English. Learning English will be less of a chore and a greater source of interest thanks to English-language vlog content. Unavoidably, every single thing has its share of pros and cons. That being the case, we need to maximize the resources at our disposal.

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