Linguistics, Literature, and Language Teaching

Youtube Media: A Challenge to Develop Grammar Learning Activities

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ABSTRACT

The advent of *youtube* media is a challenge as well as an opportunity for English teachers to trace and develop English learning activities as to give students new learning experience. The purpose of this study is to analyze *youtube* videos containing grammar topics that can be used to create more interesting and authentic grammar learning activities. Grammar topics were induced and sampled from downloaded *youtub*e videos in five formats: short films, English song lyrics, English News, English speech, and TV Serials. Those videos were analyzed based on their relevancies with grammar topics and the possible grammar learning activities which can be developed through inductive teaching. Library research was also done to examine learning media, language learning theories and inductive teaching method in formulating grammar learning activities. The analysis revealed that *youtube* videos contain various interesting grammar topics which can be developed into grammar learning materials and activities. In practice, the use of such videos can be for 1) pre-learning activities as engagement or ice-breaker; 2) main activities such as listening, watching, and repeating identifying and modifying, discussion, problem solving, role-playing and summary writing.

Keywords: grammar, inductive approach, learning activities,.youtube videos

INTRODUCTION

Advance in information technology has eventually changed the conventional way of learning into the technology-based learning. Learning materials are no longer limited or based on lecturers' knowledge and books, but can be self-accessed by students. This demands lecturers' awareness to always updates their knowledge and keeps a breast of the internet development. Internet materials might not be as detailed or satisfactorily as books or lecturers' notes.However, they are fresher, up to date, and more interesting.The development of online media such as

youtube is, therefore, both a challenge and opportunity for English lecturers to creatively develop and modify the students' learning materials and activities to be more interesting and authentic.

Learning activity by which students listen, take notes, and memorize the materials is old-fashioned and is no longer appreciated by students of "*jaman now*"as they can now accessed their own materials onlinely. Leturers are not the only 'knower', but the learning facilitator who provides media and facilities that enable students to find their own information related to the learning materials. Materials that meet the students' need are more meaningful and support learning.Consequently, lecturers must change their teaching style and methods from deductive into inductive approach or the combination of both with the empasis on inductive way. Prince and Fedler (2017) states, "A better way to motivate students is *inductive teaching*, in which the instructor begins by presenting students with a specific challenge, such as experimental data to interpret, a case study to analyze, or a complex real-world problem to solve." It means that by inductive approach, lecturers should not start teaching by going directly to the study focus. By inductive, grammar is taught indirectly through real and authentic examples.

The quality of learning activity can be viewed from how the students' involvement in the class activity, and their anthusiasm or interest in learning. Students's interest towards the lesson can be measured based on some indicators such as being anthusiastic, curious, attentive, happy, and activein the class. Meanwhile, the characteristics of boredom can easily be observed from the students' performance such as less attentive, ignorant and doing something else, looking at time or wanting to end the class sooner, lazy, sleepy, passive, and bored.

Success in learning a language is determined not only by linguistic factors but also by non-linguistic factors such as students, teachers/lecturers, teaching methods, and media or teaching aids used. Student factors are their characteristics, their ability, their interest and motivation for learning. From the lecturers' side, the students' mastery of the learning materials depends very much on how well learning process effects their attitude or behavior cognitively, psychomotorically, and affectively.

The use of media will shape the learning activities to be interesting and meaningful. Learning activity will not focus only on the lecturer's explanation but also on how learning materials are delivered interestingly. Media, especially that gives authentic examples in the use of language, help learners associate the materials with the real world. In this way, the materials and

activities give students not only knowledge but also learning experience. Good and Brophy (1990) reminds, "Learning is a process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability and skills through experience." It means, the students learn well if they are engaged and involved real activities. Further, Johnson in Richards (1982) states," Activities that involve real communication promote learning, ...and meaningful tasks promote learning." Thus, Materials and activities which fulfil the students' need will be meaningful and support learning.

Youtube as one of the online media, the users of which use and enjoy them as entertainment, is applicable to learn grammar. Although it has been oftenly used by students to play music or to play videos, only a few of the students have ever made use of this media to learn grammar. Some videos which might be applicable to introduce grammar points are dialogues, interviews, news, speech, short film, TV serials, and song lyrics. In this way, altering entertainment into learning activities through those videos might change the students' perception of the grammar materials which were viewed as something difficult and boring into interesting and enjoyable activities.

Youtube media can be one of the techniques to teach grammar inductively. Grammaar points are taught indirectly through the exposure of real examples. Instead of giving examples on the whiteboard, grammar leacturer can direct their students to observe how grammar points are used in the real daily usage. Johnson (1982) suggests, " Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language patterns." This means that grammar lecturers have to be innovative and creative in selecting types of videos that contain grammar points as well as in developing grammar learning activities by matching theme of the videos with grammar points being focused.Besides, the lecturer must also change his role from the knower into facilitator.

Some inductive approaches and methods are recommended in teaching grammar because they are more interesting and engaging. In spite of the argument that by teaching grammar inductively/indirectly, students will get poor grammar understanding, it gives students more learning experience. Inductive approach begin with examplicication, students' involvement in discussion, conversation, question and answer, rather than explanation. While deductive approach

starts from conceptualization that tends to be theoretical. Some methods such as Cooperative Learning, Communicative Language Teaching, TPR for children, Direct Method allow students to learn grammar indirectly. Other methods are deductive, such as Grammar Translation Method (focuses on grammar rules and translation), PPP (Presentation, Practice, Production), Audio-lingualism (based on repetition drills). Gillies (2016) in his research on Cooperative Learning revealed that cooperation was more effective than interpersonal competition in the students productivity and achievement.While under the influence of CLT theory, grammar-based ethodologies such as the P-P-P have given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by flu-ency activities based on interactive small-group work. This led to the emergence of a "fluency-first" pedagogy (Brumfit 1984) in which students' grammar needs are determined on the basis of performance on fluency tasks rather than predetermined by a grammatical syllabus. (Richards, 2006)

The objectives of this study are to analyze youtube videos that contain grammar materials, to match videos with grammar topics, and to develop any possible grammar learning activities based on the topics and types of the videos. In line to the objectives above, this study intends to find out 1) which youtube videos can be used to teach grammar topics inductively, 2) what grammar topics can be delivered through youtube videos, and 3) what grammar learning activities can be developed through the use of youtube videos.

Regarding to the research questions mentioned, this study may have significant benefit for grammar teachers/lecturers to be creative and innovative in preparing materials and learning activities interestingly. Larsen (2011:199) suggests that technology provides teaching resources and enhance learning experience. Through the use of youtube media students get a lot of learning experience from real and authentic examples. In addition, this study is expected to give grammar lecturers alternative technique in teaching grammar. Besides, it could be one of the references for further studies.

This study is based on the writer's experience in teaching grammar through youtube videos and his research entitled "Improving Grammar Learning Quality through the Use of Youtube Media" (Ratmo, 2018), a case study conducted at fourth semester students of English Department, Faculty of Letters, Universitas Pamulang who were taking grammar IV. This study, on the other hand, focuses more on the theoretical review on the methods and technique in teaching grammar,

grammar learning materials, and grammar learning activity. By selecting youtube videos which contain relevant grammar topics, learning materials and activities are developed.

The use of videos in teaching grammar can visualize the abstract materials such as sentence patterns into real activiities. It is also a tool to associate the image implied in the ideas within the sentences being learnt into real functions. Tomlinson (1998:278) argues that learniing materials should be developed to assist L2 students to use visualisation to enhance their understanding of the materials, to engage them with the materials, to improve retention and to facilitate language acquisition. In other words, the use of videos can be one of the connection activities in teaching grammar points.

To examine whether youtube videos can be used to develop more interesing grammar learning materials and activities, sample videos were selected and to meet the objectives of this study. Besides, library research was also conducted by examining written sources such as journals, books, and articles to gather information and related theories that support the analysis. The object of this study is selected youtube videos in the form of short films, dialogues, song lyrics, speech, talkshow, News, and TV serials. Those videos were downloaded, selected, and analyzed. Then, they were put together with the methods and technique of teaching grammar, learning media, language theories and learning theories to formulate grammar learning activities. Each video was analyzed according to possible grammar aspect contained in the video and any possible grammar learning activity can be developed from the video.

FINDINGS AND DISCUSSION

Youtube Videos Which Can Be Used to Develop Grammar Learning Activities

Short Films

Short films downloaded from youtube media were1 to 6 minutes long which reflect the use of grammar in the real life. Most of the short films found are related to the use of tenses.These videos are effective to give real description or examples on how certain tense is used in daily activity.

Following is a sample of short film which describes the use of tense in the dialogues among characters.

Figure 1: Short Film on Present Perfect Tense)

No, I've never been in love.

The grammar point being emphazised is seen from the sub-title and the conversation among the characters gives students real and authentic examples that ease understanding. Sentence patterns can be analyzed since the videos were downloded and can be repeated and paused. Grammar learning activities which can be developed; first, these short films can be used as engagement or ice-breaker at early stage of learning, to attract students' attention before directing them to grammar focus. Second, in the main activity, students can be directed to the discussion of the tense used in the film, identfying and copying the sentences to be analyzed, making similar examples with the same tense. Further activity can be reteling, rewriting, or doing similar dialogues.

Song Lyrics

Songs are always pleasant and enjoyable. If they are selected to fulfil the students' interest in learning grammar, they can be good engagement. Since songs have various themes, they cover wider grammar points.

Figure 2: Song Lyrics

Topic: Identifying Gerund and Infinitive

"Stop trying so hard to say goodbye"

Rather than giving examples on the white board, examples from English song lyrics are more interesting and motivating. Learning grammar may start from singing the students' favorite songs. Students are familiarized with English sentence patterns, phrases, clauses, and even complex sentences. In this way, materials which are considered hard will be easily understood.

Figure 3: Song Lyrics

Topic: Noun Clause)

TV Serials

TV serials give real examples of how grammar is used in the real communication. The serials which are characterized with light jokes are fun and interesting. Some TV serials designed for grammar learning were identified based on their grammar focus.
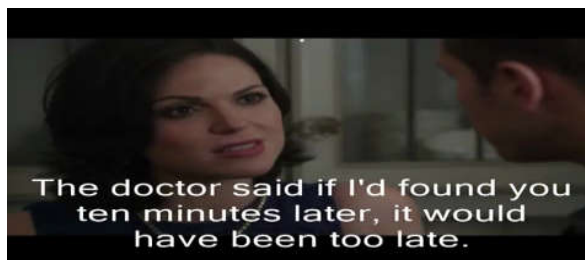
Figure 4: TV Serial
Topic : Conditional Sentences Type II)

Figure 5: TV Serial
Topic : Conditional Sentences Type III)

The doctor said if I'd found you ten minutes later, it would have been too late.

In Figure 4 the video introduces Conditional Sentence Type II, while in Figure 5 Conditional Sentences Type III were introduced. TV serials can be used both as engagement and main activities. Some main grammar learning activities can be developed such as 1) identifying and patterning, 2) Copying and immitating (audiolingualism), 3) Paired-work and role-playing dialogues, Analyzing and discussing the grammar points (parts of conditional sentence).

Figure 6: TV Serial

Topic : Identifying Parts of Speech

Some of the students' difficulties in understanding grammar aspects are their inability to recognize and to deferentiate parts of speech. This disability may cause students' errors or mistakes in putting words into sentences.By showing videos related to parts of speech, students will get clear desciption on how words are used in sentences.

Speeches

Speeches can be used to teach numerous grammar points. Depending on the theme, the grammar topics observed vary for different speeches.The speeches taken are those with short duration and which focus on certain grammar points.

Figure 7: Speech
Topic : Parallel Structure

The use of speech from Youtube can be a tool for motivating students to use correct grammar as examplified by the native speakers shown in the videos. If students are motivated, it is easier to direct or to involve them in the learning activites.In the main activity, students can be directed to identify or to take notes on the grammar points being emphasized, to discuss the grammar points used in the speech in group or pairwork (CLL), to memorize and retell (audiolingulism), to summarize and retell freely with their own words (CLT), the teacher/lecturer pauses and plays the video while students say the focus sentences (The Silent way).Further study, the students are asked to find their own speeches and marked or noted the use of grammar points (Task-Based).

News

News describes various events in different time. However, the videos selected and chosen are those focus on certain grammar points, such as past tense (history), present tense (facts), future (plan), the use of modals, parallel structure, the use of passive, etc.

Figure 8: News
Topic : Identifying Passive Voice

News in this figure gives more direct examples of using passive sentences. Rather than writing examples on the board, students are given opportunity to search and to identify the passive

sentences from the live news. As engagement, the teacher can start the lesson by showing short news related to the grammar topic being focused. For the main activity, students can work in pair or in group identifying and discussing the passive sentences found. Students may also be activated in summarizing and retelling the news with the emphasis on passive sentences.

Learning Activities Developed from the Selected Videos.

*P*re-Learning Activity

Engagement. Learning must involve both students' mind and heart. If students are engaged, they are motivated to learn and are easier to direct them to involve in the learning process. Although the best motivation originates from students individually, environment and atmosphere as external motivation determine successful learning.

Ice-Breaker. To begin a lesson, a lecturer should not go directly on the study focus. He has to be able to create interesting and pleasant atmosphere at the early stage. Youtube videos such as short films, songs, short news, short TV serials, short speech, can be used as ice-breaker to start a lesson.

Abridgement. The use of youtube videos can indirectly bridge and direct students to the real learning. Learning will be easier if there is a medium to associate or make analogy. By reflecting the language used in the videos, using grammar points being learnt, learning activities are viewed to be useful. The use of youtube videos can, therefore, change the students' perception from grammar which is oftenly regarded as a difficult subject into a meaningful and useful subject. If students are interested in the grammar topics shown in the videos, they can be easier to be directed to the main activities.

Main Activities

Listening and Repeating Sentence Patterns. Listening and repeating a native speaker's sentences is far more accurate than that of FL teachers. Besides, students are trained to be accustomed to follow and to use correct patterns, to use correct pronunciation and intonation in the target language. (as suggested by Direct Method and PPP procedure)

Identifying and Modifying Sentences from Youtube Videos. In this activity, grammar lecturers can change or modify the identified sentences. The students are allowed to change or modify sentences based on the given alternatives.The more sentences students modify, the more new sentences produced with the same patterns. (substitution drill technique in audio-lingualism)

Discussing the grammar aspects used in the youtube videos. Group discussion can be developed to talk about the grammar topics described in the videos.Students are to report or present their discussion result in the class.

Figure 9

Sample of Discussion: Correcting Parallel Structures
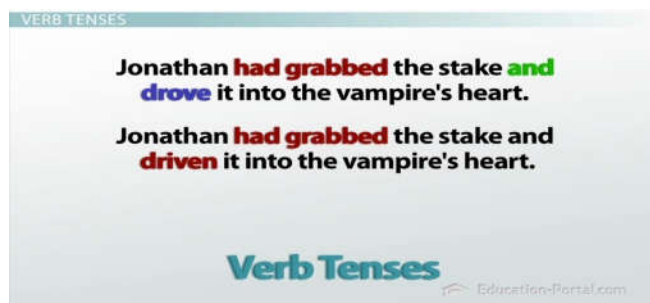
Dialogues or Role-play Following the Yotube videos. Students work in pair to do role-play following the videos. In the role-play, they must use sentence patterns with the grammar points being learnt. By this way, learning activity is developed to be more applicative by inviting students to speak using the learned grammar points.

Figure 10

Role-playing Dialogue

Paraphrasing and Summarizing. At the final step, grammar learning activity can be developed into writing practice. By paraphrasing and summarizing the stories from youtube videos, the students can strengthen their mastery on the grammar points

Post-Learning Activity

Follow up Activity. The use of youtube videos can deepen students' mastery of grammar by giving them assignment to look for similar videos to be analyzed.

Meaningful Task or Assignment. Tasks that are suitable and meet the students' need and interest will be meaningful as they can be applied in their real life.

CONCLUSION

Teaching is an art of creating situation, setting, atmosphere, role-play, concerts or shows in the class. However, the role of lecturer in the class should not only be the director, but he must also be facilitator for learning who provides interesting materials, activities, and learning media. Some selected youtube videos found in this study containing grammar points can be used to create interesting learning activities. The selected videos are short films, English song Lyrics, English speeches, TV Serials, and English News. In the learning process, the lecturer can use those videos as engagement or motivation , as the main activities, and as follow up assignment. English lecturers must be creative and innovative in developing learning activities, and selective in choosing learning media which enable students to actively involve in the learning process. Using different types of Youtube videos in teaching grammar is a chance to dig and develop grammar materials and learning activities. Also, the use of youtube videos in developing grammar learning activities can fulfil the need of authentic and real examples, so that learning becomes meaningful.

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