

# Autonomous Learning Material with YouTube: Case Study for Intensive Reading Course, *by Fauzul Etfita*

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## Autonomous Learning Material with YouTube: Case Study for Intensive Reading Course

Estika Satriani<sup>1</sup>, Sri Wahyuni<sup>2</sup>, Fauzul Etfita<sup>3</sup>, Arimuliani Ahmad<sup>4</sup>, Safriani Novitri<sup>5</sup>

<sup>1,2,3,4,5</sup> Universitas Islam Riau, Pekanbaru, Indonesia; estikasatriani@edu.uir.ac.id

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### ABSTRACT

The education paradigm has now changed from teacher-centred to student-centred, and media technology has become a current issue that needs to be interested. The objective of the present study is to investigate the utilization of YouTube media as a learning material for teaching Intensive Reading skills, as well as to determine the impact on students' learning attitudes. YouTube is used to acquire new knowledge and information and help complete the learning material, particularly in delivering technical matters. Besides, YouTube also provides a variety wide range of aspects with unlimited content. Thus, It can cultivate students' autonomous learning capability. Students who are capable of autonomous learning can set their goals, create a study plan, choose skills and methods to be used, monitor their acquisition, and evaluate what they have learned. This study offered a case studies research design. The case study is based on autonomous learning used in this study. Autonomous learning is an innovative concept that adheres to the advantages of online teaching-learning using YouTube to deliver learning material media. The questionnaire was distributed to 78 students involved in the intensive reading classes to obtain the data. A statistical assessment of the analysis data shows that autonomous learning of intensive reading classes using YouTube positively impacts students' learning attitudes. In other wordss, YouTube application is a learning alternative that allows students to manage the learning process through independence, self-exploration and freedom of learning to achieve optimal learning results.

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### Corresponding Author:

Estika Satriani  
Universitas Islam Riau; estikasatriani@edu.uir.ac.id

## 1. INTRODUCTION

Intensive reading as a learning matter is a teacher-centred approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar,

text organization, or comprehension points are to be discussed. In line, the intensive reading course is identical with classroom learning which textbooks and teachers as learning sources (Satriani et al., 2021). Students who rely solely on the teacher tend to be passive learners because they lack the initiative to learn independently. Students lack curiosity in learning and the learning material provided is poorly understood. As a result, the situation of learning is unexciting and uninteresting, in other words, students' command of reading is not satisfactory. Related to this, others researchers state that Indonesian students are weak in reading courses (Chomchaiya, 2014); (Kasemsap, B. & Lee, 2015); (Sawangsamutchai & Rattanavich, 2016).

Autonomous learning integrated with the technology media proposed to solve students' learning issues. Autonomous learning is a process where the learners have the willingness, capacity, and ability to manage, take responsibility for, or control their own learning. In line (Lengkanawati, 2017) stated that many kinds of technology as learning media; applications, platforms, and websites, are used to espouse the autonomous learning approach. Using technology in English Language Teaching is likely guidance to be more effective English learning/teaching process (Coskun, A., & Marlowe, 2015). YouTube is a well-known platform that is frequently used to facilitate the understanding of learning material of reading. Creating a system of learning is fun, interesting, and also makes it easier for students to understand the content of the material, so the author chooses to apply the use of various media and must find the right media in teaching and learning, especially intensive reading. Utilizing YouTube in learning plays a significant part in assisting students in understanding the subject matter (Almurashi, 2016). In line with the above thought, (Alwehaibi, 2015); (Watkins & Wilkins, 2011) ; (Hayikaleng et al., 2016) stated that it is recommended that YouTube should be considered an effective instructional tool to enhance EFL college students learning material content and as an important teaching resource in or out of the classroom.

According to some researchers, one of the elements in the development of autonomous learning is the attitude of the learners. Based on her study (Kemala, 2014) affirms that autonomous learners are characterized by the ability to find resources or materials they intended to learn, identify their learning needs, and select the learning projects. Hidayati, K., & Listyani (2010) state that there are six characteristics of autonomy learning: 1) independence of others, 2) having self-confidence, 3) behaving in discipline, 4) having a sense of responsibility, 5) behaving based on own initiative, 6) exercise self-control. (Negoro, 2008) recommend five characteristics of autonomy learning, such as: initiative, self-confidence, take decisions, taking responsibility, adapt to the situation and environment. This study adapts five characteristics of autonomy learning and expands the questions based on the study's need. The question related to the students attitude in utilizing YouTube in learning Intensive Reading to increase students' learning autonomy.

## 2. METHODS

Through the use of YouTube media in learning, the researchers are interested in examining the learner's attitude toward learner autonomy among English Language Education students. Giving out questionnaires and interviewing some of the respondents were both quantitative and qualitative methods used in this study. According to some researchers, one of the elements in the development of autonomous learning is the attitude of the learners. (Creswell, 2014). There were 78 students of English Language Education from the academic year (2021) involved as participants in this study. Both the questionnaire and interview consisted of 10 items which were adapted from Negoro (2008) with Likert Scale and short response questions. The questionnaire was in Google form, and the interview was done through the direct question participants. The question parts of the instruments were initiated, self-confidence, taking decisions, taking responsibility, and adapting to the situation and environment. At last, the data was analyzed with simple descriptive statistical analysis. Using Microsoft Excel, the researchers determined the frequency and percentage of each item in the questionnaire. After that, the researchers interpreted the questionnaire's results to figure out the answers to those two research questions. In order to summarize or paraphrase the students' responses to the direct questions for students who displayed the data in the interview transcription, the researchers analyzed the interview results to answer the two

research questions. They then interpreted and came to a conclusion as to what the meanings of the data display

### 3. FINDINGS AND DISCUSSION

The current study collected the data by employing a questionnaire and an interview as research instruments. This study has to answer the question of students' learning attitudes to intensive reading autonomous learning with YouTube. The data presented the results of the average calculation obtained from the questionnaire statements, which consist of items as follows in Table 1.

**Table 1.** The data of characteristics of autonomous learning of Intensive Reading with YouTube

No	Characteristics	Al w		Usu		Sel		12 Nev	
		F	P	F	P	F	P	F	P
1	<b>Initiative</b> I took the initiative to search the Intensive Reading course materials that the lecturer had made available on YouTube to better understand the materials.	52	67%	22	19%	1	1%	3	4%
2	<b>Self-confidence</b> I fully comprehend the learning material of Intensive Reading after having watched it on YouTube	34	44%	41	52%	2	3%	1	1%
3	<b>Take decision</b> I can choose which YouTube videos are relevant to my material learning needs.	46	59%	22	28%	10	13%	0	0
4	<b>Responsible</b> I have control over how much time I spend on YouTube for learning and amusement	18	23%	31	40%	29	37%	0	0
5	<b>Adaptation</b> I became even more confused when I had to learn through YouTube	1	1%	3	4%	12	15%	59	75%

Table 1 indicates that the majority of participants have studying autonomy when they learn by using YouTube. The calculation of figure 3 characteristics displayed that the students have a positive attitude toward autonomous learning through the use of YouTube videos. In the initiative character, (67% for always and 19% for usually) of participants replied that they frequently use YouTube as one of the innovative media for learning material sources, with or without the lecturer's instruction. Meantime, the characteristics of self-confidence, decision-making, and responses have been highly frequent in students' answers. It can be seen from the percentage of students who answer that over half of students have these characteristics when they learn Intensive Reading with YouTube, 69%, 87%, and 63%. Besides, adaptation characteristic shows that only 1 (1%) students always and 3 (4%) students usually have confused learning intensive reading with YouTube. However, 12 (15%) students seldom and 59 (75%) students have never confused learning intensive reading with YouTube. The result of

the analysis data above can be concluded that the material of intensive reading with Youtube positively impacts students' attitudes toward learning. The explanation of the result can be seen in the following chart:

In order to support the above-mentioned questionnaire result, the researcher also displays the interview result. In the initiative to understand the material of intensive reading by using YouTube, Participant 2 (P2), Participant 8 (P8), Participant 11(P11), participant 15 (15) review the interview section as below:

Q : *Do you think learning Intensive Reading with YouTube helps you understanding the material of intensive reading? Why?*

P2: *Yes, I do. Learning through YouTube allows me to study the material of intensive reading without regard for space or time constraints. It helps me focus to learn and can understand the material given by YouTube*

P8: *Yes, I do. I can study the material intensive reading with YouTube as many times as I want.*

P11: *Yes, I do. Learning material with YouTube adds to my understanding of studying intensive reading because it can be learned repeatedly.*

P15: *Yes, I do. I will access YouTube when I do not understand the material provided by the lecturer to solve my problem. I feel that the explanation of learning material via YouTube is more detailed and easy to understand.*

Based on the interview data, 11 of 15 participants have the same favorable impression of using YouTube media to enhance their understanding of intensive reading material. P18, P32, and P57 are the participants who do not have a favorable view of using YouTube as a substitute for intensive reading learning material. They stated that if they were confused about studying on YouTube, they would not know who to ask. Meanwhile P30 has a neutral feeling, doesn't really like YouTube as learning media but does feel like it either. In other words, Students prefer YouTube learning videos because they are more varied and interesting to them. YouTube displays a variety of sources, making it easier for students to comprehend the material.

Thereafter, 12 students from 15 that were interviewed had positive Self-confidence in the understanding of Intensive Reading material after watching the explanation on YouTube. 1 student (P27) is rarely confident learning on YouTube, while students P19 and P36 are not confident when learning intensive reading with YouTube. Participants P1, P5, P19, 27,36 stated their views below;

Q: *Do you think learning intensive reading with YouTube make you confidence in understanding the learning? Give your reason.*

P1: *Yes, I do. I feel completely comfortable studying intensive reading material on YouTube because I am not worried about making mistakes.*

P5: *I think yes, because the learning material of intensive reading provided by YouTube is more completely, and I can access relevant YouTube videos with the same material to increase my understanding of the material I am studying.*

P9: *I think I lack confidence when studying via YouTube, because I can't ask questions if I don't understand the material being studied<sup>12</sup>27.*

P27: *I think learning with YouTube doesn't always make me confident, because sometimes the material provided via YouTube isn't discussed in detail.*

The students' responses above can be concluded that using YouTube emerges autonomous learning that gives both advantages and dares for students because few students get it difficult to learn intensive reading through YouTube as a learning media.

Next, 10 students from 15 that were interviewed had positive attitudes to take decisions learning Intensive Reading material with YouTube. 5 students (P1, 7, 25, 34, 51) have the same answer that they are infrequently learning through YouTube, while the other 10 students stated that they make up their minds to learn the material of intensive reading through YouTube. The participants stated their views below;

Q: *Do you think accessing YouTube to study learning material provided by lecturers can help you understand the learning material you are studying? Why?*

P1 : No I do not. I think I only rarely access YouTube to help me learn intensive reading materials. I only do it at certain times. I am not confident to learn by myself.

P13: Yes. I do. YouTube is an audiovisual learning model which is simple and easy to use. It is an appropriate medium for learning intensive reading because I can locate several kinds of learning material and also choose which channel is more effective for learning intensive reading.

P51: Yes, I do. I think I decided to study with YouTube because it's easier to understand and can be accessed anytime and anywhere.

The students' answers can be stated that learning with YouTube provided stead to students due to successfully enhancing students' grasp, especially in the learning of intensive reading.

Ensuing, 13 students from 15 participants have responsible for using YouTube in studying intensive reading learning materials. P69, P72, are negatively responsible to use YouTube in learning material of intensive reading, meanwhile, 13 students have positive responses to do it. The interview result can be seen from P48 and P66 below;

Q : How can do you control yourself when use YouTube for studying and for watching other entertainment videos?

P48: I'll finish my learning first, and after that watch other videos for fun.

P66: Before I do anything else, I prioritize my studies. I rarely watch videos on YouTube for fun. I usually watch YouTube for learning purposes.

P69: I will alternate watching movies via other YouTube to fun when I get bored studying the learning material provided via YouTube.

P72: I sometimes don't realize that my goal of watching YouTube is to study. I'm always tempted to watch other entertainment videos via YouTube.

Based on the data from the interviews, the majority of the students stated that their primary reason for watching YouTube was to study. They can control themselves when they use YouTube to learn and when they use it to have fun.

In the last, 11 students from 15 participants have ability to comprehend the learning material given by the lecturer through YouTube for an intensive reading course. 1 student (P38), feel confuse to understand learning the material of intensive reading by using YouTube. 3 students (P55), (50), (P70) rarely feel confused when studying learning material through YouTube. Meanwhile 11 students like to learn learning material provided via YouTube and they understand all the material well. The students' answers can be seen on the following interview result;

Q: Do you believe you have the ability to comprehend and learn all of the learning materials provided by lecturers through the use of YouTube?

P38: No I do not. I am unable to digest and understand the learning material provided via YouTube, and if I counter difficulties about the material, I cannot ask directly.

P50: I don't think so either. I understand as best I can but sometimes I also feel confused to understand the material presented via YouTube.

P9: Yes, I do. I believe I prefer learning through YouTube. Aside from being enjoyable, it can also be learned wherever and whenever we want.

P33: I believe I prefer YouTube for learning because it is both easy to understand and entertaining, so I understand all of the material discussed on YouTube.

The data from the interview indicated that the majority of students prefer learning with YouTube media and conceiving the content well.

The researchers come to the conclusion in using of YouTube media in teaching and learning can help students to understand the material, and also as a alternative learning in building autonomous students learning. Students can determine when and how they study in order to fully grasp the information and knowledge provided through YouTube. However, a variety of content that can encourage students to study through YouTube is still required. The same finding asserts that YouTube has proven to be a successful educational tool because it connects academics, educators, and researchers



worldwide and offers interesting, enlightening, and engaging content. This has given education a new dimension by fostering innovation and creativity, (Trishu & Shruti, 2021). YouTube videos should play a bigger part in the educational process; The media is now considered to be a necessary component of the education and learning process rather than merely a tool, (Amos, 2021).

Meanwhile, students who answered rarely use YouTube in studying material provided by lecturers feel that YouTube can be used as a learning medium at any time and what they prefer is face-to-face learning in class because they can interact directly with lecturers so they can communicate their difficulties in understanding the lessons discussed. In contrast, (Mustadi, A., Annisa, F. C., & Mursidi, 2021) state that the learning experience using YouTube makes students motivated by natural English learning. In a number of significant ways, YouTube can improve the learning process. The classroom environment that was created by using YouTube inspired the students to learn. The experimental group of students demonstrated a high level of motivation for participating in the various learning activities, including reading, writing, discussing, and participating in group activities (Alwehaibi, 2015).

Students can also choose neutral responses and negative responses to some interview questions. The cause of successful or unsuccessful YouTube use in teaching and learning depends on depending on how good and clear the learning design made by the lecturer in delivering learning material with YouTube. Students who answered rarely use YouTube in studying material provided by lecturers feel that there was no need to use YouTube frequently in delivering learning material; they said that they prefer face-to-face learning in class because they can interact directly with lecturers so they can communicate their difficulties in understanding the lessons discussed. Meanwhile, the students that have negative responses give a reason. They think learning with YouTube is ineffective in making students have autonomous learning because they found some problems understanding the material. It is similar to all the literature on e-learning, indicating that not all students will succeed in online learning. This is due to the learning environment and student characteristics. Therefore, the learning method used switched from face-to-face to virtual with the help of the internet. In addition, in the implementation of distance learning, the most important thing is the readiness of educators and students to interact online (Nakayama M, Yamamoto H, 2007).

Based on the data that has been listed and the responses of students' interviews that have presented above, it can be concluded that Based on the data that has been listed and the responses of students' interviews that have been presented above, it can be concluded that in the questionnaire that has been given, the data indicated that 75% of students prefer learning material of intensive reading given on YouTube. This fact is supported by the result of an interview that was done with students. The majority of students' initiative to access YouTube to get more information about the learning material studied. The students understand the material provided through YouTube well because more focused, and it can be learned repeatedly without limited space and time. The students are more confident to learn because they learn by themselves, and there is no one interrupting them when making mistakes. Without realizing It also helps them in building autonomous learning. The students prefer YouTube for learning because it is both easy to understand and entertaining. Abdulrahman (2016) asserts YouTube could be useful for reading because it can help students understand the lesson, improve the quality, and encourage their understanding in learning reading. YouTube has an enormous possibility to increase the development of language learning for students especially reading skills (Alwehaibi, 2015).

#### 4. CONCLUSION

As the result of the study, the researchers sum up that utilizing YouTube for intensive reading learning can build students' autonomy and is useful for students in the learning process. Students perceive the positive impact and challenges of using YouTube as a learning material for intensive reading. Students perceive the positive impact and challenges of using YouTube as a learning material for intensive reading by using it in the teaching and learning process. Several data points from the

interview support this, including the fact that some students are not used to using YouTube for learning, so the material presented was not understood by some students. More practice is required for students to become accustomed to YouTube to encourage learner learning autonomy, particularly in learning reading.

Furthermore, the researchers find that students realize a positive effect after using YouTube. They can discover some learning information from YouTube, which makes learning more interesting and quick to understand the material. On the other hand, students believe that using YouTube to learn intensive reading material is difficult. Because some students are slow learners, it is difficult for them to understand the content of YouTube. Students have difficulty with the connection is slow, the video is unclear, and some of them believe they do not understand the content presented by YouTube.

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