

# An analysis of students' responses in English language learning through the Shaw English YouTube channel

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## ABSTRACT

In this era, we must be able to speak foreign languages. English to be precise. Because, English is an international language and as the language of instruction in work, business, lifestyle, education system, mass media, entertainment, etc. Therefore, the objectives of this research are to find out whether Students' responses when learning English through Shaw English and to know the Shaw English YouTube channel can help students to be an English language learner. This research used descriptive qualitative method. The subjects of this research were students of kartika high school Cirebon grade X nursing that watched Shaw English on their YouTube account. The data were collected from the interview and questionnaire were conducted to students who watched Shaw English. The result of this research shows that (1) Students gave positive responses to the Shaw English YouTube channel as much 90%. Students stated that they were satisfied with the Shaw English YouTube channel, because Shaw English is very useful as a reference for learning English which is presented in the video content. (2) The Shaw English YouTube channel helps students become English learners by facilitating students about English learning content, so that students are facilitated with English learning videos that suit students' needs. Students liked content about grammar as much 55%, vocabulary as much 25%, tenses as much 10%, part of speech as much 5%, and pronunciation as much 5%. The result shows that students chose writing skill, namely there were 45%. Besides that, speaking skill were 20%, reading skill were 15% and listening skill were 20%. It can be concluded that most of students chose writing skill which could improve their ability in English.

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## 1. Introduction

In this advanced era, not only can we speak Indonesian, we must also be able to speak foreign languages. According to article 37 paragraph 3 of Law Number 12 of 2012 which reads "Foreign languages can be used as the language of instruction in higher education". English to be precise. Because, English itself is an international language and as the language of instruction in work, business, lifestyle, education system, mass media, entertainment, etc. Job seekers need mastery of English to get good and high paying jobs in multinational companies. Not only that, those who master English are also easier to get information. Realizing the importance of English in life, many Indonesian people are starting to be motivated to learn it. But not everyone can learn English. People still do not know. But, because the times have advanced, so we can take advantage of the sophistication of existing technology.

YouTube is a media site for sharing web-based recordings that are the most famous in the web world. YouTube is likewise a video library administration that is given for nothing to educators and understudies to shape autonomous and imaginative student characters (Latifah & Prastowo, 2020). YouTube has made it simple for people to search for the most important and useful information, which is a recent development. For instance, YouTube is the most widely used video platform on the planet (Abdillah, 2017; Ertemel & Ammoura, 2021).

Shaw English is a YouTube channel that gives recordings of learning English that is effectively figured out by many individuals. The designated fragments are, writing, listening, speaking, and grammar. On the Shaw English Channel, there is likewise a test where understudies get questions and guidelines in a roundabout way. Students study English materials through the online Shaw English YouTube channel. The researcher wants to see the responses who have studied through the Shaw English YouTube channel.

Based on student responses, learning English through YouTube has positive and negative aspects. In a positive aspect, students make it easier for students to learn foreign languages by viewing related videos and learning is easy to remember. In a negative aspect, Wulandari (2017) states that learning seems boring if the learning videos are less interesting and seem monotonous, besides that sometimes there are problems with the internet network. From the explanation above, it can be concluded that learning English through YouTube can help and facilitate students in learning English, but problems cannot be avoided because of imperfections in the YouTube channel. The objectives of this research are stated as follows to investigate the response of students on the Shaw English YouTube channel and to investigate how does YouTube channel Shaw English help students to learn English language.

According to Ramadanti (2018), response is a thought or reaction that refers to an impression or description made from an acquired stimulus or previously observed object. There are two types of responses, namely positive responses and negative responses. Positive response when students show a positive response, they begin to be excited, motivated, and serious about improving their work (Mawar, 2018). Example of positive student responses are that students can understand a material more quickly than learning through textbooks because learning media is usually made interesting, so students will not feel bored. Students can choose their own preferred English learning materials, so that this can make students feel happy in learning English through YouTube content (Rosyadah, 2019). Negative response is students who respond negatively demonstrate a lack of motivation. Additionally, there is no increase in student learning, and students occasionally ignore it because they are uninterested (Mawar, 2018). Example of negative student responses are that students feel not enjoyable, uncomfortable with limited quota or slow network, application errors, students feel less interested in English YouTube content, and students will find it difficult to accept English subject matter through YouTube content because they do not discuss directly (Rosyadah, 2019).

The researcher can draw the following conclusion based on the statements above, when students respond positively, they begin to be excited, motivated, and serious about learning English. Conversely, students who respond negatively, demonstrate a lack of enthusiasm for English language instruction. Additionally, there is no increase in student learning, and students occasionally disregard it out of lack of interest.

## 2. Method

This research was sorted as descriptive qualitative. Lambert (2012) stated descriptive qualitative study is a thorough rundown in regular terms, of explicit occasions experienced by people or gatherings of people. A subjective illustrative methodology should be the plan of decision when a straight forward depiction of a peculiarity is wanted, it is exceptionally helpful when the specialist needs to know with respect to occasions, who were involved, what was involved, and where did things happen. The term qualitative research refers to research that employs a variety of methods and interprets phenomena in light of the natural context (Moleong, 2009).

The participants were students of Kartika High School Cirebon grade X nursing that viewed Shaw English on their YouTube account. The researcher choosed these students because they disposed to be the participants of this research.

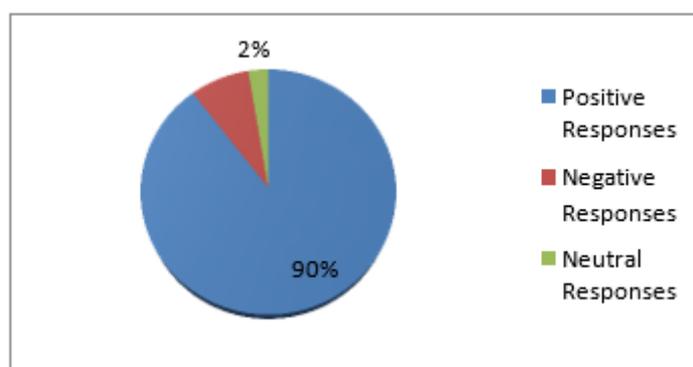
Moleong (1995) stated that the fundamental wellspring of the information in subjective exploration is a word and the activities, and different things are the extra information like records and numerous others. In this exploration, the specialist takes the information is from the meeting and poll. It tends to be words and activity, there are two wellsprings of principal information. Namely main data and supporting data. Main data in this research is participants. The participants were students of Kartika High School Cirebon grade X nursing that viewed Shaw English on their YouTube account. Supporting data in this research is documents. The documents itself to support the research is from the journals, books, and the screen capture contents from Shaw English YouTube account.

The researcher acquired the data from the interviewed session and questionnaire. In interview, Creswell (2012) stated qualitative interviews happen when analysts ask at least one member general, questions that could go either way and record their responses. There are a few kinds of meetings that can be directed by the specialist, in this time the scientist utilized telephone interview. In this meeting, the scientist chose to utilize sound recorder to help the specialist and the respondents in the interview. The analyst gave a few inquiries to the respondents, and the respondents replied. From the meeting, the inquiries and the response will assist the analyst with figuring out the information to the issue proclamation in the past review. The type of this interview is structured. There were 11 students that followed in this interview research. In questionnaire, as indicated by Creswell (2012), qualitative research is utilized inquiries that could go either way. In this kind of inquiry will assist the specialist with seriously investigating the reasons and the reaction of this sort of poll is more valuable data to help the speculations and the ideas in the writing. The actual survey to figure out the information for noting the issue articulation in the past section. There were 20 students that followed in this questionnaire research.

In data analysis, the researcher utilized a technique from Creswell. As per Creswell (2012), there are six stages during the time spent dissecting and deciphering the qualitative data. Namely: Plan and coordinate the information for investigation, Investigate the code of the information, Coding to fabricate depiction and subjects, Address and report qualitative findings, Decipher the discoveries, Approve the precision of the discoveries.

### 3. Findings and Discussion

In this research, most students gave positive responses to the Shaw English YouTube channel. According to students, the Shaw English YouTube channel is very interesting and the video content is not boring. In addition, the explanation of the material is simple so that it is easy to understand. The students watching the videos and trying to answer the question on Shaw English YouTube channel. Most of students are satisfied with the Shaw English YouTube channel, because Shaw English is very useful as a reference for learning English.

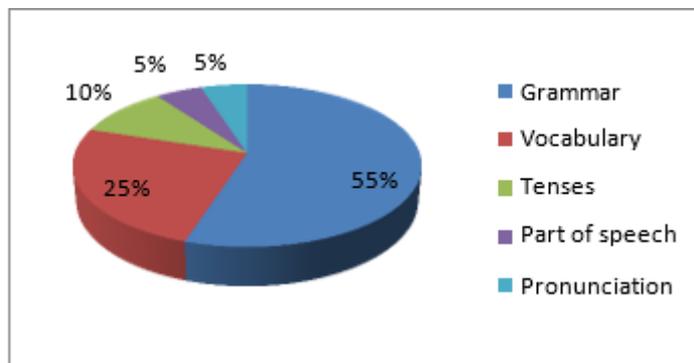


**Fig. 1.** Students' responses to learning English through the Shaw English YouTube channel

Fig. 1 shows that the percentage of positive responses are 90%, the percentage of negative responses are 8%, and the percentage of neutral responses are 2%. The results of the data, mean the most of students gave a positive response to the Shaw English YouTube channel.

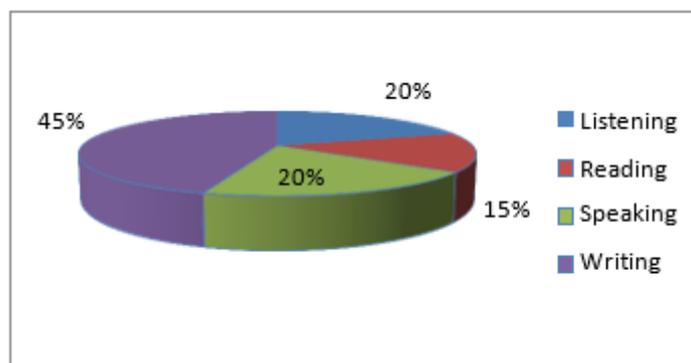
In this research, the process Shaw English helps students to be English language learner by facilitating the students about the contents to learn English, so students are facilitated with English learning videos that fit the needs of students.

Shaw English serves learning video on YouTube such as grammar, pronunciation, vocabulary, part of speech, and tenses. Most of students like content about grammar and most of students stated that Shaw English could improve writing skill.



**Fig. 2.** Video content liked by students

Fig. 2 shows the percentage that grammar content is 55%, vocabulary is 25%, tenses is 10%, part of speech is 5%, and pronunciation is 5%. The result of this percentage, it shows that the most video content on the Shaw English YouTube channel is content about grammar.



**Fig. 3.** English language skill which could improve their ability in English.

Fig. 3 shows that students chose writing skill, namely there were 45%. Besides that, speaking skill is 20%, reading skill is 15% and listening skill is 20%. From these result, it can be concluded that most of students chose writing skill which could improve their ability in English.

#### 4. Conclusion

Most of the students gave positive responses to the Shaw English YouTube channel. According to students, the Shaw English YouTube channel is very interesting and the video content is not boring. In addition, the explanation of the material is simple so that it is easy to understand. Students watch videos and try to answer questions on the Shaw English YouTube channel. The results of the data show that students gave positive responses of 90%, and negative responses of 8%. Most of students are satisfied with the Shaw English YouTube channel, because Shaw English is very useful as a reference for learning English which is presented in the video content.

The Shaw English YouTube channel helps students become English learners by facilitating students about English learning content, so that students are facilitated with English learning videos that suit students' needs. So that it can help to facilitate students in learning English. Shaw English provides learning videos on YouTube. The results of the data show that students like grammar content by 55%, vocabulary by 25%, tenses by 10%, part of speech by 5%, and pronunciation by 5%. Most of students liked content about grammar and most of students stated that Shaw English could improve writing skills.

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