

## EMPOWERING DIGITAL MEDIA THROUGH YOUTUBE PLATFORM IN FLIPPED LEARNING

**Amaliah**

SMPN 2 Sidoarjo; Jl Raya Ponti Sidoarjo, telp 031.8941132

Email: [amaliahsda@gmail.com](mailto:amaliahsda@gmail.com)

**Abstract:** Learning process, especially during the Covid-19 pandemic requires more complex, flexible, and sustainable life skills competences which in turn requires more effective and empowering digital media of learning. Technological development in the education sector since the Industrial Revolution (IR) 4.0 era has promoted the realization of empowering flipped learning to enhance autonomous English learning process. For this reason, there should be a worldwide platform to help teacher cope with this condition. YouTube is the accessible, and free platform for both students and teacher. It triggers the writer to empower a channel of English learning to be useful for students. This best practice has two purposes: (1) to describe how digital media through YouTube platform in flipped learning empowered, and (2) to explain why digital media through YouTube platform in flipped learning should be empowered. The study was conducted in three months, started from July to September 2020. This study uses qualitative descriptive method particularly to explain the current phenomena. The results show that the YouTube video as digital media empowered in flipped learning using the four stages, identifying (information responsive), pursuing (information active), producing (discovery responsive), and authoring (discovery active). Finally they can create their own content in the form of digital comic. The results also show that teacher should be creative in developing English digital through YouTube platform empowered in flipped classroom due to its 3I (Image, Interactivity, and Integration).

**Keywords:** *Digital Media; YouTube Platform; Flipped Learning*

### A. INTRODUCTION

Media is a tool to facilitate the process of students get the meaning. This process indicates how the students learn in several stages, then able to comprehend the meaning. After that, students are able to identify, to compare, to analyse the texts well. According to Susilana and Riyana (2007: 9-10) media has several functions: (1) as a means which assist teacher to send message and material to students easily, (2) as a means which relates one thing to another, making something relevant to competence, (3) accelerating the learning process, (4) improving the quality of learning process, (5) setting a strong base for students' thinking skill, and (6) reducing verbalism.

There are some kinds of digital media that teachers can use in the learning process, for example digital poster, infographic, blog, or video. In this study, video as digital media is chosen since it has a strong impact for learning language. Babansky (1984: 135) states that the use of video techniques in the teaching process contributes to the consistent concentration of information and to emphasizing its essentials. From this statement, it can be seen that video help students to concentrate to get information. Video as digital media also help students to get the significant essential information.

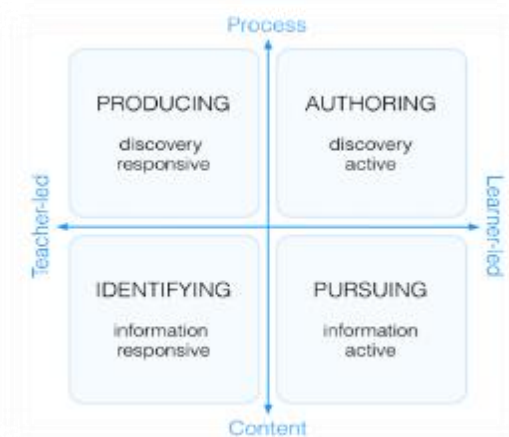
Akrim (2018: 460) argues that educators must be expert to create the creative and innovative learning media. He states that learning media is a tool that can send information from a teacher to

students. Its aim is to facilitate the process of learning in class. The fact that YouTube as the accessible, free platforms, and popular among the students throughout the world triggers the writer to develop a channel of English learning in YouTube. The channel is available for all the teachers in Indonesia to find any topics of English videos, especially for junior high school students (7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders). The teachers also free to share the link of video for their students to learn. Most of the English videos here are using animation, such as animaker, renderforest, or explee which attract students' attention and motivate students to learn. It makes other teachers not hesitate to use, and forward them to the students.

Technological development in the education sector since the Industrial Revolution (IR) 4.0 era has promoted the realization of empowering videos to enhance autonomous English learning process. Thornhill, Asensio and Young (2002) argue that: (a) video is always appealing for students, because of its image, (b) students have their own control to play, replay, and re-wind as they want, because of its interactivity, (c) video allows for dynamic presentation, because of its integration. These are called as 3I Framework (Image, Interactivity, and Integration).

Learning process, especially during the Covid-19 pandemic requires more complex, flexible, and sustainable life skills competences which in turn requires more effective and empowering digital media of learning. This condition makes the students have to stay at home, learn from home in order to have life skills. In the other hand, teachers should think and innovate to develop more interesting digital media to use in teaching learning process, because learning in this era is always a significant experience for students.

Empowering digital media requires involvement of students to be familiar with technology. For this reason, flipped learning is a solution for long distance learning, where the students and teachers cannot meet directly. There is a digital media to connect them. Flipped learning as stated by Jenkins et al (2017) is currently often referenced in information and communications technology (ICT)-supported learning to describe an inversion of the traditional in-class and out-of-class components of the learning and teaching process. There are four broad quadrants of flipped learning as mentioned by Jenkins et al (2017). They are Identifying (Information Responsive), Pursuing (Information Active), Producing (Discovery Responsive), and Authoring (Discovery Active).



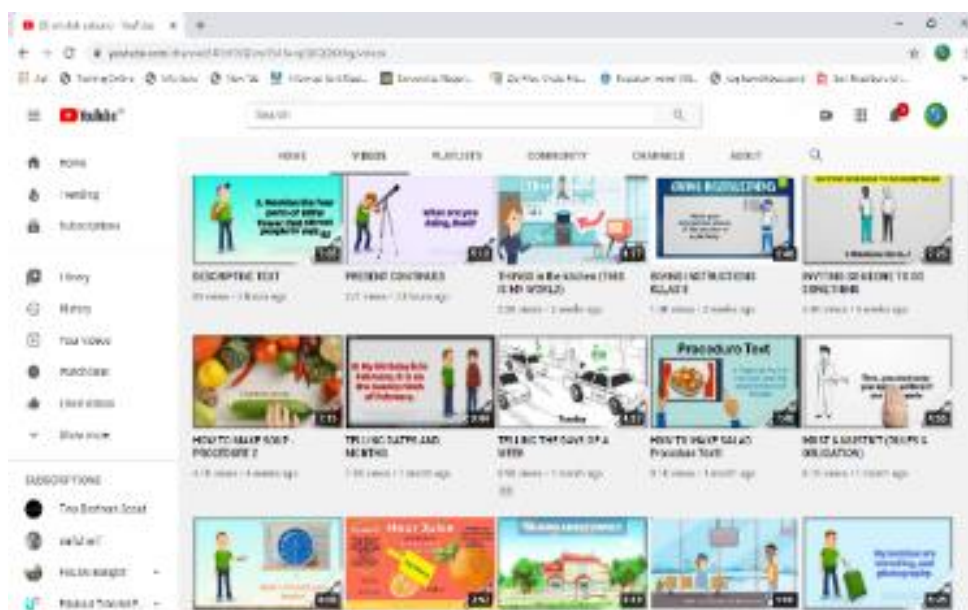
**Figure 1. Flipped classroom Diagram (taken from Jenkins et al, 2017)**

The previous finding that need to be developed comes from the research “*Flipping the Classroom for English Language Learners: A Study of Learning Performance and Perceptions*” by Busaya Santikarn, and Saovapa Wichadee, from Bangkok University, Bangkok, Thailand in 2016. The results showed that most students were satisfied with lecture videos and Edmodo. They demonstrated good perceptions then become autonomous learners on flipping the classroom. The difference between this previous study and the study that the author writes here is in the use of google classroom and the YouTube platform where the writer creates her own animation video and develops a channel in YouTube platform as digital media. The author here is also using full online

class to cope with pandemic learning process, meanwhile in the previous study, they conducted in the blended learning, (face to face meeting and online meeting).

The other research was written by Dr Nur Zaida, with the title “Using YouTube Platform to Promote Students’ Autonomous Learning”. The subject of the study was 32 students in 8 graders (8A) of SMP Negeri 8 Semarang. The study was conducted in the second term of the 2019/2020 academic year. The students were introduced with two modes of the use of YouTube platform, namely as the learning resources and as the learning resources plus the portfolio. The results show that the students were successful in manipulating the YouTube platform in both modes.

The previous research was also conducted with the title “YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text” written by Abdul Khaliq R. Nasution from Universitas Lancang Kuning, Pekanbaru, Indonesia. He concludes that video is useful in reducing cognitive load on learners and appeals to multiple learning styles. YouTube, based on his research is great media while teaching, such as giving them motivation, reference to learning something and many more.



**Figure 2. YouTube Platform**

Those researches inspire the writer to develop more powerful usage of YouTube platform by empowering videos of English learning as digital media for students. The writer creates any videos of learning to teach English based on the K-13 curriculum and its basic competence.

Then, the videos are uploaded in the YouTube platform in order to be useful for the students to access, learn and for other teachers to take the advantage of them. However, in this best practice, the digital media is limited only for seventh grade in the basic competence of “greeting, apologizing, thanking, and leave taking”. The expressions of greeting, apologizing, thanking, and leave taking is significant material, given in the first semester as the first basic competence for junior high school students in the 7th grade. It gives a lesson to student to have a skill of communication, especially to interact with others using polite expressions.

Based on the background of the problems above, there are two purposes of this study: (1) to describe how digital media through YouTube platform in flipped learning empowered, and (2) to explain why digital media through YouTube platform in flipped learning should be empowered.

## B. MATERIAL & METHODS

The study was conducted in three months, started from July to September 2020. This study used qualitative descriptive method particularly to explain the current phenomena during long distance learning. It elaborated how and why the videos of English learning as digital media empowered through YouTube platform in flipped learning.

Qualitative descriptive method is a method which has complete data, they are primary data and secondary data. According to Arikunto (2010: 21-22) primary data is in the form of verbal or words stated by reliable experts as the subjects of research. Meanwhile secondary data is in the form of graphics, table, photos, videos, or things, which can support the primary data.

Arifin (2014:56) mentions the 15 steps of descriptive research. They are: (1) identifying problem, (2) literary study, (3) formulating problem, (4) formulating hypothesis, (5) formulating the purpose of study, (6) explaining the advantage of study, (7) determining variables of study, (8) designing research, (9) determining sampling and population, (10) designing instruments of research, (11) collecting data, (12) precessing data, (13) discussing the result, (14) concluding, and giving suggestions, and (15) writing report.

The variables of this research are digital media, YouTube platform, flipped learning. This research uses documentation techniques and observation techniques. The source of data is previous research findings, verbal or words stated by reliable experts as the subjects of research, and theories from the related experts. The sampling is from class 7-K, SMPN 2 Sidoarjo students in the academic year 2020-2021. The population is taken from 34 students, (19 males and 15 females). The data collected in this study is about how and why videos of English learning as digital media through in flipped learning empowered.

## C. RESULT & DISCUSSION

### 1. How Digital Media Through YouTube Platform in Flipped Learning Empowered

The digital media in the form of video of learning through YouTube platform empowered in four steps of flipped learning as explained by Jenkins et al (2017):

#### a) *Identifying (Information Responsive)*

In this stage, the students are given a link of YouTube video. It is an animation video of 'greeting, apologizing, thanking, and leave taking, send by teacher. Then they are asked to observe and identify carefully the expressions used in the video. It is called as content focused. The students tell the class their identification, which expression is greeting, which one is apologizing, which one is thanking, and which one is leave taking.

#### b) *Pursuing (Information Active)*

After being responsive to the video given by the teacher via Google Classroom, students then pursue information from the dialogue performed in the video. The task is answering the questions given.



**Figure 3. Student's pursuing information**

They also find information about other expressions of greeting, apologizing, thanking, and leave taking from the google search and take note in their notebook.



c) *Producing (Discovery Responsive)*

In the third stage, producing as a process focused discovery, the students are asked to produce their own dialogues using the expressions of congrats, hope and wish as they have learned before.



Figure 4. Students' producing

It is written as a draft, then the teacher only checks whether their works already as required or not. The students also revise the grammatical mistakes they make in their writing.

d) *Authoring (Discovery Active).*

In the last step, students have their authority to be active to create a simple project. That is in the form of comic using the drafts that the students have made before. They should stay at home, create scenes of comic with their sisters or brothers. Then they add the narration, the bubbles of conversation. The sentences in the comic should use the expressions of the teacher gives an example of using comica app which can be downloaded from play store in their android.

The teacher also sends them a video tutorial from the channel in her YouTube platform, how to make comic using comica. The result of the learning process using flipped classroom indeed gives a better motivation for the students to become more creative in making or producing content. These digital contents created by the students can be used as a media of learning for the next year learning process. Teacher and students are able to collaborate to build a learning environment.



Figure 5. Result of Authoring (creating simple project)

The flipped learning supported with digital media in YouTube video indeed improves the students' involvement, independency, autonomous skill. They accelerate their own comprehension, competence, and skills with this kind of learning process. The teacher, as a facilitator should provide students with a challenging activities and media.

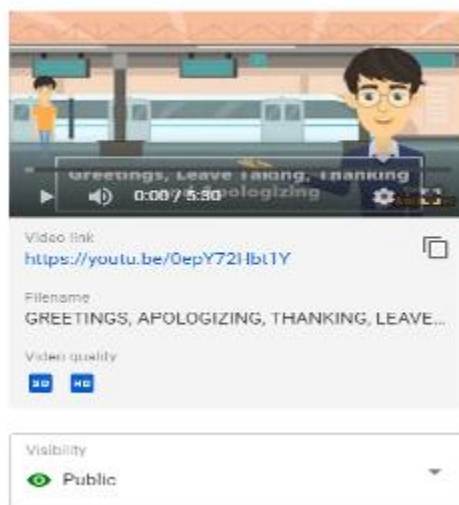
## **2. Why Digital Media through YouTube Platform in Flipped Learning Should Be Empowered**

Karppinen (2005) states that digital and online videos, can be used in a pedagogically meaningful way in teaching, studying, and learning processes. It is evident that videos viewed either through television or computer can be seen as tools for learning. Flipped learning has proven its advantage to the education world. Digital media in the form of YouTube video should be empowered because of its useful function as a mediator for participation in a global technology.

YouTube platform has a flexible, easily accessible feature for teachers to put their digital media of learning, especially in the form of videos. Why teachers should empower digital media through YouTube Platform in flipped learning can be explained from the 3I framework by Thornhill, Asensio and Young (2002). Digital media through YouTube platform in flipped learning should be empowered because of its image, interactivity, and integration.

### *a) Image*

As video is always more appealing than other digital media for the teenagers or young learners, they can take in more information, education message and content. Video, especially animation video of learning, has series of interesting images, which presented visually compared with text and voice alone. Video has the most complete components that can motivate students to learn well. They are moving visual picture presentation, text, music and voice. It makes the involvement not only the audio learners, but also visual kinesthetics. It is often called as the term 'VAK' (visual, audio, and kinesthetics). The VAK learners will get into an interesting learning experience.



**Figure 5. Video of Learning / Animation**

This animation video which is made using simple online tool animaker.com grabs the students' attention. It is new, since it is created by the teacher by considering her own students' ability and interests. The moving pictures of animation can quickly give information. The teacher also adds the subtitle in English too, to help students get the meaning of the conversations.

### *b) Interactivity*

In this framework of interactivity, the students ideally have control to make decisions on how they can learn well. Using YouTube platform, the students can play if they are ready to learn. They also can download it to be kept in their android or laptop. They are free to play, pause, re-wind, replay in their own time during online class. They also can watch, listen, and observe at their own speed because of its ability to repeat/pause.



**Figure 6. Interactivity**

Being suitable with nowadays online learning motto, the pupils can learn anywhere, and anytime, using YouTube platform. Learners also can understand English well, since it is dubbed by the native narrator in real English utterances. They are asked to repeat the sentences with correct pronunciation. They also have authority to select which part is difficult for them without being blamed by other friends and without being ashamed because of their different process duration to learn and understand the meanings of a context in this remote learning. The students then can view in confidence by themselves using their own gadget at home.



**Figure 7. greater audience**

Of course, because YouTube is an open source platform, the teacher as the content creator has greater audience numbers reached in short time. It makes a greater access to learning for other students from different schools, or different areas. At once, it provides interactive teaching environment. At least it gives a contribution for English learning of students.

### *c) Integration*

The third reason why teachers should empower digital media in YouTube videos is because of its integration. Teachers can add value to the video. Students can learn more than the text itself, they also learn how to be a good communicator, how to speak in acceptable condition and expressions, and how to respond to the expressions. Teachers should be able to insert an education message to the students through the videos as digital media. It can support the teaching and learning process by building characters, even though they are still learning at a distance.

Videos address different learning styles for the pupils. Video can work alongside learning process and compliment the students' module. Sometimes teachers can add some questions in the end of the video for the students to think. It is a challenging activity indeed. To get the integration function of YouTube videos, it will be better if teachers are able to split video into parts (opening, content, and closing).

In the opening teachers can give brainstorming what they are going to learn today. 'Have you ever met your friend?', 'What do you say to them at the first time you meet?'. These are the brainstorming questions to enter the learning process. Then the students get the content in the form of dialogue. Mostly teachers explain the theory in the beginning. It should be reduced by giving a content in a good context to learn, then they relate to exercises. In flipped learning, the teacher makes use google classroom in integrating with web resources. The link is given to the students via google classroom, then the students upload their work there. The student support and feedback it. The teacher also gives feedback to the students' work, so that it becomes an integration of learning process.

#### D. CONCLUSION

The results show that the YouTube video of English learning as digital media empowered in flipped learning using the four stages, they are Identifying (Information Responsive), Pursuing (Information Active), Producing (Discovery Responsive), and Authoring (Discovery Active). In identifying, the students identify the simple expressions used in the conversation. In pursuing, the students are answering the questions related to the video conversation. In producing, students are producing a draft of their own conversation using the example from the video. In authoring, the students have authority to create their own content in the form of digital comic. The results also show that teacher should be creative in developing English digital through YouTube platform empowered in flipped classroom due to its 3I (Image, Interactivity, and Integration). Image, YouTube platform is more appealing than other digital media for the teenagers or young learners. Interactivity, the students have control to make decisions on how they can learn well. Integration, the teachers can add value to the video.

#### REFERENCES

- Akrim. (2018). Media Learning in Digital Era University of Muhammadiyah Sumatera Utara. *Advances in Social Science, Education and Humanities Research*, volume 231. 5th International Conference on Community Development (AMCA 2018). Atlantis Press.
- Arifin, Zainal. (2014). *Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Arikunto, Suharsimi. (2010). *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Babansky, Yuri. (1984). *Media Education*. France: Presses Universitaires de France, Vendôme
- Choe, Elizabeth. (2017). *Optimizing Video For Learning A case study-based primer of informal, educational, digital video best practices*. Massachusetts Institute of Technology, Cambridge, MA, USA
- Jenkins, M., Bokosmaty, R., Brown, M., Browne, C., Gao, Q., Hanson, J., & Kapatadze, K. (2017). Enhancing the design and analysis of flipped learning strategies. *Teaching & Learning Inquiry*, 5(1). <http://dx.doi.org/10.20343/teachlearniu.5.1.6>
- Karppinen, P. (2005). Meaningful learning with digital and online videos: Theoretical perspectives. *AACE Journal*, 13(3), 233-250.
- Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 29–33. <https://doi.org/10.31849/utamax.v1i1.2788>



- Santikarn, B., & Wichadee, S. (2018). Flipping the Classroom for English Language Learners: A Study of Learning Performance and Perceptions. *International Journal of Emerging Technologies in Learning (IJET)*, 13(09), 123–135.
- Thornhill, S., M. Asensio, C. Young, eds. (2002). *Video Streaming: A Guide for Education*. Thornhill, S. Emerson,
- Yuan, C., Wang, L., & Eagle, J. (2019). Empowering English Language Learners through Digital Literacies: Research, Complexities, and Implications. *Media and Communication*, 7(2), 128.
- Zaida, Nur. (2002). Using Youtube Platform to Promote Students' Autonomous Learning. *Proceeding-11TH AISOFOLL 2020*. P- 17.