CHAPTER II

LITERATURE REVIEW

2.1. Nature of YouTube Videos as Teaching Media

According to GCF Global (n, d) "YouTube is a free video-sharing website that makes it easy to watch online videos. Everyone can even create and upload your own videos to share with others. Created in 2005, YouTube is now one of the most popular sites on the Web, with visitors watching around 6 billion hours of video every month." YouTube is very popular due to the sheer number of videos it had. On average, 100 hours of video are uploaded to YouTube every minute, which means there is always something new to watch YouTube is now one of the most popular sites on the Web, with visitors watching around 6 billion hours of video every month. Moreover, according to Chien et al (2020) YouTube also provides a wide variety of user-generated and corporate media videos. Instead of videos from major TV networks and movie studios, everyone can find amazing and creative videos made by people from all around the world due to their diversity and user-friendliness.

Almurashi (2016) claimed that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English. Almurashi (2016) also mentioned that YouTube could be a good material to incorporate English lessons and it can help with understanding the lesson as well. It

should be considered by English teachers in the classroom since many of the learners' responses in this study were positive. In short, the study showed that the YouTube website could be an effective method in dealing with students' difficulties and barriers to understanding English. Berk (2009) stated that utilizing YouTube videos in an informative manner is also beneficial for illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. As such, these videos may be used for inspiring or motivating students to learn so that students enjoy the materials. Consequently, they will get better achievements. Moreover, Harmer (2003 pg. 282) indicated that one of the main advantages of video is that learners do not just hear the language, they see it too.

YouTube videos make a particularly powerful contribution to both the content and the process of language learning; especially contributing to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. This greatly aids comprehension, for example, in general meaning and moods are often conveyed through expression, gesture, and other visual clues. However, there are some things teachers, parents, and students should be aware of when using the service YouTube. As said by Ryan (2019) YouTube could give misinformation without the viewer even knowing about it. The students would not be able to know about it without teachers' supervision to guide them properly. Based on these advantages, the researcher proposed the use of YouTube videos as the variable of the research due to the efficiency of the media itself is interesting to be computed and to promote the future researchers that learning media need to be entertaining and to modernization them to meet the students need.

2.2. Curriculum

A curriculum is a tool that is needed to achieve education aims. It has a significant contribution in consummating the development process of learner's potency quality. Zaini (2006) said that curriculum is as plans which are made to guide children in learning in school, presented in a prearranged document form, organized by generalization levels, can be actualized in the classroom, can be observed by the inspector party, and can change behavior. A curriculum directs teachers to teach their students well so that education goals can be reached. The curriculum should contain goals, content, lesson material, and procedure. Impoff.com (2020) stated "the school system runs on a certain curriculum and it can never run without acknowledging the importance of curriculum. Without a proper curriculum, a school cannot run smoothly. As there would be no defined idea of what the plan is to teach students studying at the institution." The curriculum is dynamic, it always changes to adapt to the changes and developments happening in society because of the effect of global change, the development of science and technology, and arts and culture.

The school systems in Indonesia both public and private educational institution followed the curriculum that have been decided by the Kementrian Pendidikan Kebudayaan Riset dan Teknologi/ Kemendibud (Ministry of Education and Culture). The Kemendikbud have been developing the curriculum in Indonesia. Syahmadi (in Firmansyah, 2015) said that a curriculum is developed to result in qualified outcomes (students). In Indonesia, there are several curriculum that have ever been implemented: 1967, 1974, 1984, 1994, Competence-Based Curriculum, School-Based Curriculum, and the latest curriculum is the 2013 curriculum.

2.2.1. K-13 Curriculum

The revision of Indonesia's curriculum is being carried out by the government continuously. Curriculum 2013 (K13) has been started in 2013/2014, according to the circular letter of the Education and Culture Ministry of Indonesia Republic Number: 156928/ MKK.A/KR/2013. This curriculum refers more to attitude, knowledge, and skills competence. The students are hoped to have high manners and discipline. The tendency direction made the curriculum also known as a character-based curriculum. Haryati (in Setiyorini, 2013) said that K13 has the purpose to encourage learners or students to be better at making observations, asking, reasoning, and communicating (presenting) about what they earn or they know after receiving the lesson material. Kusuma (in Setiyorini, 2012) said that K13 is a continuation and development of a competency-based curriculum (KBK) that has some coverage: competence attitudes, knowledge, and skills integrally. The development of K13 is done by the changing demands of various life aspects. Solihin (2014) said that K13 is learning that emphasizes the affective aspects or behavior changes. The competencies which are wanted to be achieved are impartial competencies among the attitudes, skills, and knowledge. In addition, the learning process is holistic and fun.

In this research, the researcher choose the K13 curriculum as the latest curriculum made by the government that officially has been being used by most of the schools across Indonesia, Curriculum 2013 (K13) is the improvement of the KTSP. Mulyasa in (Arifin, 2014) said that the objective of the curriculum change is to continue the development of the competency-based curriculum that has been initiated in 2004 with the attitude, knowledge, and skills competence in an integrated manner.

2.3. Educational Video

The influence of digital videos on our everyday culture is undeniable. Online video sharing sites such as YouTube, Vimeo, and Metacafe boast monthly audience numbers in the millions. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system. Teachmint (n.d) defined "Educational Video is a virtual medium that helps the individuals or students in understanding the concepts better with the help videos." The 21st century students motivated to study with the help of such videos as they are a more interesting and engaging way of learning. Teachers can easily make such videos available for the students by teaching on internet platform such as YouTube. Such videos are also helpful when the students do not feel like following the traditional method of studying like reading from textbooks, etc. Especially In learning language as foreign language, many teachers focus on providing such resources to their students.

According to Brame (2016) Video has become an important part of higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information-delivery mechanism in online courses. Videos create a more engaging sensory experience than using print materials alone. Students actually get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions. There are several types of educational video and one of them are instructional video. Ezell (2022) defined instructional video as "any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something". These videos help the

students in improving their learning and the teachers can also experiment with their learning styles and strategies. In this research the researcher choose the instructional video because it match the type of video that researcher analyzed, easily accessible, shared and downloaded by students.

2.3.1. Advantage of Educational Video

Döbeli-Honegger in (Wukowitsch and Geyer-Hayden 2019) mentioned the social developments and changes of the last decades, dominated by topics such as globalization, technologization or medicalization, bring new challenges to the system of (higher) education and force the demand for new forms of teaching and learning with, over and in contrast to digital media. One of the new forms of digital media is video, the video is the most popular media for modern students to learn from. As the influence of the internet is hugely affecting how information spread, video became the most trustworthy media that everyone relied on because it provides information in the form of audio and visual. And as for teaching English in the classroom, the video has the potential of being the most effective media for learning. Berk (2009) also listed 20 advantages of using video in the classroom which are:

"1. Grab students' attention, 2. Focus students' concentration, 3. Generate interest in the class, 4. Create a sense of anticipation, 5. Energize or relax students for learning exercise, 6. Draw on students' imagination, 7. Improve attitudes toward content and learning 8. Build a connection with other students and instructor, 9. Increase the memory of the content, 10. Increase understanding, 11. Foster creativity, 12. Stimulate the flow of ideas, 13. Foster deeper learning, 14. Provide an opportunity for freedom of expression, 15. Serve as a vehicle for collaboration, 16. Inspire and motivate students, 17. Make learning fun, 18. Set an appropriate mood or tone, 19. Decrease anxiety and tension on scary topics, 20. Create memorable visual images."

Mohamad et al. (2008) said "video also has long been accepted as a valuable teaching resource. Among the benefits it provides are: richness of information it can provide a clarity and explicitness not possible with words or still pictures alone; a medium learners are very comfortable with; a useful variation in delivery - can help keep learners attention and concentration when used alongside other delivery methods; ready-made and easily reusable/shareable resource; and video equipment is relatively simple to operate."

2.3.2. The Criteria of Good Educational Video

There are challenged in searching good educational video, such as the time need to find it, the quality design, and restricted access. The teacher workload and time they have are influencing them in selecting a good quality video for teaching and the demand for media for teaching needs to be fulfilled. As educational media, the videos need to fulfilled several requirements to be accepted as a good learning media. The media need to be evaluated for its compatibility with the curriculum and the quality design to

encourage an active classroom. In 2012, Morain and Swarts developed a framework
for assessing instructional online videos using the constant comparative method with
previous literature and coding.

Table 1. Framework for Assessing Instructional Online Video

Physical Design	Cognitive Design	Affective Design
Accessibility Video allows the viewer to focus on areas of the screen that are relevant to the instruction at hand.	**Accuracy** Content was presented without errors of fact or execution.	**Confidence** Narrator inspires confidence by presenting self as knowledgeable and skilled. Narrator may also inspire confidence by association with a reputable organization.
Viewability Production quality (audio, video, text) is sufficient to make content tolerably watchable.	**Completeness** Content was presented in an organizing superstructure and with sufficient detail so as to be accurately reproduced and broadly applied.	**Self-Efficacy** Video persuades viewers that they can successfully complete the tasks that are the focus of instruction.
Timing Video is paced to make it easy for viewers to follow content.	**Pertinence** Content was related to the instructional goal, and it had an instructional purpose.	**Engagement** Video is designed to interest and motivate users.

The framework consists of three general categories: physical design, cognitive
design, and effective design. Within each category are objectives that make up the
variables to be measured for instructional online video quality. For physical design,
these are accessibility, viewability, and timing. For cognitive design: accuracy,
completeness, and pertinence. Lastly, the effective design includes confidence,
efficacy, and engagement. The YouTube videos were sorted to be of good, average, or

poor quality by their number of views and user ratings (Morain & Swarts, 2012). Then by using this framework for assessing the quality of videos made by Miss Nita the researcher would be able to find out which videos have the best quality.