

**THE INTEGRATION OF *YOUTUBE* TO TEACH ENGLISH FOR
PROFESSIONAL HOTEL STAFF: A COMPARASHION AT TWO SENIOR HIGH
SCHOOLS IN CIREBON**

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Abstract:

This research investigates teachers' abilities in teaching students, especially in the Professional Hotel staff class, using YouTube as a learning medium in two selected high schools. An interesting factor in conducting this research is that improving students' ability to speak English requires good and efficient learning methods. The method used is qualitative, with data collection techniques through observation, where the teacher carries out three stages: Before teaching, during testing, and after teaching. Then, interviews were conducted using open-ended questions, and finally, documentation data was collected. The 1st and 2nd English teachers carry out preparation teaching where the teacher prepares the material and then chooses the video content that will be taught to students. The 1st and 2nd English teachers teach using YouTube as a medium. English teachers one and 2 have several differences when teaching. In contrast, English teacher 1 chooses two content to teach and is more inclined to play videos without re-explaining the material contained in the video. While the English 2 teacher chooses more than two videos, the teacher always pauses and explains the meaning of each video to the students so they can better understand the content. They use YouTube videos as English learning media for teachers, which benefits students' learning and improves their English language skills in hospitality classes. So, sorting video content and how teachers teach is crucial to enhancing YouTube media.

Keywords : *YouTube, Teaching English, ESP*

INTRODUCTION

This study investigates teachers' ability to teach students, especially in the Professional Hotel staff class, using YouTube as a learning medium in two selected high schools. The interesting factor for conducting this research is that improving students' ability to speak English requires a good and efficient learning method. Hence, this research has thrust that teachers can integrate YouTube as a learning medium.

The researcher decided to conduct research in these schools because it is believed that they still need to use more effective learning methods. According to Ruslanovna (2017), The 'English for Specific Purposes' (ESP) English teaching technique is focused on tailoring instruction to the specific requirements of pupils in a given industry or profession. In contrast to general English courses, which cover a wide range of subjects and language skills, ESP tailors its techniques and content to students' unique needs and circumstances.

Teaching English as a foreign language significantly impacts learning, especially in terms of foreign language teaching. With the advancement of technology, teaching English through YouTube will be easier and more encouraged, which will help students learn. Many channels affect how people learn English; therefore, teachers need to use YouTube to make learning English interesting and exciting. Teachers can become more proficient in their craft by using YouTube videos to teach English. According to Hafner and Miller (2011), use YouTube as a teaching tool English is a particularly effective language to utilize in instructional strategies where teachers must make the most of YouTube technology. Teachers and students can watch educational films on YouTube anytime and from any location, as long as they have an internet connection. One's English vocabulary, pronunciation, accent, speaking, listening, and reading can all be improved with the help of YouTube videos. Thus, provided they have access to an online network, using YouTube as one of the English learning resources can help them advance their knowledge and abilities at any time or place.

Regarding teaching and learning languages, YouTube videos are helpful for educators and learners alike. Significant findings from increasing research support the use of YouTube videos in the classroom. According to Moghavvemi et al. (2018), Almost all students use YouTube to learn and find knowledge; many rely on it to solve academic challenges and get the answers to any concerns they may have. Researchers have also found that using YouTube can increase student engagement and participation in the classroom and learning strategies. This is by the privileges of students in the Net Generation era and accordance with their different learning styles.

This study investigates the integration of YouTube to teach English for Professional Hotel staff classes at two selected senior high schools in Cirebon. These two schools share similar issues: teachers need to use learning tools to supplement in-class instruction, and pupils need to be more fluent in English. The researcher has identified a problem in this school so that teachers can use YouTube as a learning tool to improve speaking skills in Professional hotel staff. According to Sari and Margana (2019), YouTube can also be used in language learning to provide students more control over their education and to give them a better, more engaging, more accessible learning environment that the teacher can still keep an eye on. This is why teachers frequently use the lecture method, which makes students unfriendly. Additionally, technology needs to be more use as a learning tool.

The researcher conducted observations in two high schools to examine how integrating YouTube to teach English to professional hotel staff can assist teachers in improving the teaching process. But of course, there are some difficulties in using YouTube media, including the lack of teachers' interest in using YouTube for teaching and the lack of internet support at school for teachers and students to access YouTube. Then, teachers use YouTube as a learning medium so that students become more interested in learning English, and improvement occurs. According to some previous researchers including Watkins and Wilikins (2011), "When teaching foreign languages, YouTube can be a helpful resource for educators and learners with internet access." YouTube integration can improve students' ability to learn English so that this researcher will explore YouTube integration for English language teaching.

RESEARCH METHOD

The primary data in this study is to analyze the teacher when using YouTube and to see the students' interest in the teacher's teaching style. This is because both teachers and students will be researching. However, this research uses Observation, interview, and documentation methods. These methods will help this research get the most accurate data possible. According to Hignett and McDermott (2015), "Although qualitative data sources are many and varied, there are three basic types: spoken (interviews), visual (observations), and documentation."

The researcher made observations with classroom observation by clarifying how the teacher uses YouTube: the type of content used, student engagement, and the impact on the learning environment. According to Creswell (2012), Observations Gather fieldnotes by Conducting an observation as a participant, Conducting an observation as an observer, Spending more time as a participant than an observer, Spending more time as an observer than a participant, and First observing as an "outsider," than participating in the setting and observing as an "insider."

This qualitative research will conduct an interview stage. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. In this interview stage, I will conduct interviews with Teacher interviews conducted interviews with English teachers to understand their perspectives on integrating YouTube into their teaching methods. The questions related to motivation, challenges faced, strategies used, and challenges and benefits.

RESULT AND DISCUSSION

Research Results

English Teachers 1 and 2 do Before Teaching

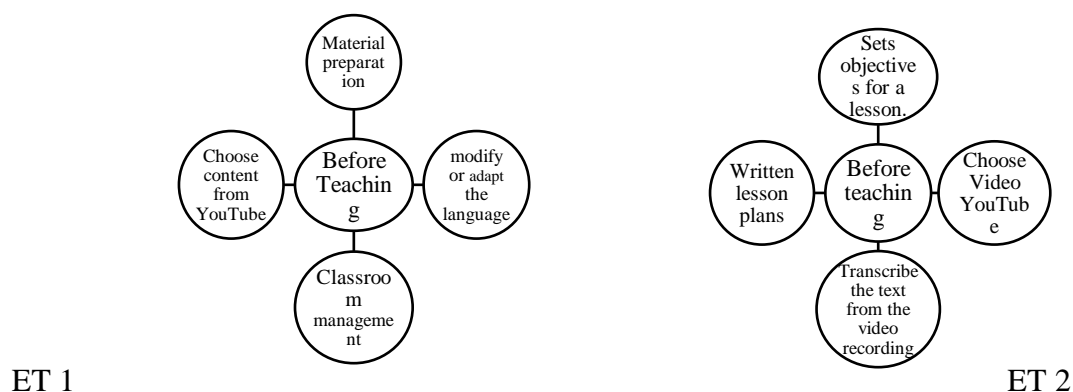


Figure 1. *Activities Before Teaching of the Respondents*

In the first meeting, English Teachers 1 and 2 set learning objectives, selected text sources, and adapted language content to suit students' abilities. They simplified authentic texts and used a mix of English and Indonesian in the classroom. They also prepared lesson plans on guest check-in and a written lesson plan. Both teachers used easy language, simplified texts, translated them into English, and used various teaching materials, including laptops, projector screens, speakers, and hotel slippers, to enhance learning.

English Teachers 1 and 2 do During Teaching

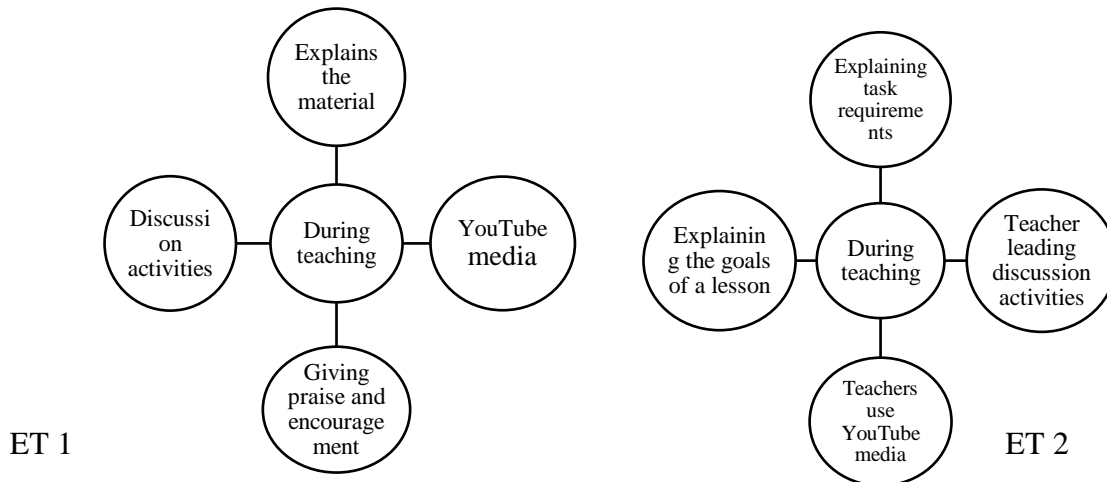


Figure 2. *Activities During Teaching of the Respondents*

English Teacher 1 and English Teacher 2 both used YouTube media as teaching materials in their first and second weeks of lessons. Teacher 1 explained learning objectives and material, while Teacher 2 focused on guest check-in and guest check-in. Both teachers used English and Indonesian for classroom management, encouraged communication, and provided feedback on language accuracy.

Both teachers used YouTube media to provide real-life discourse and effectively managed time. Overall, the observations revealed effective teaching strategies and the use of multimedia to enhance students' learning experience.

English Teachers 1 and 2 do After Teaching

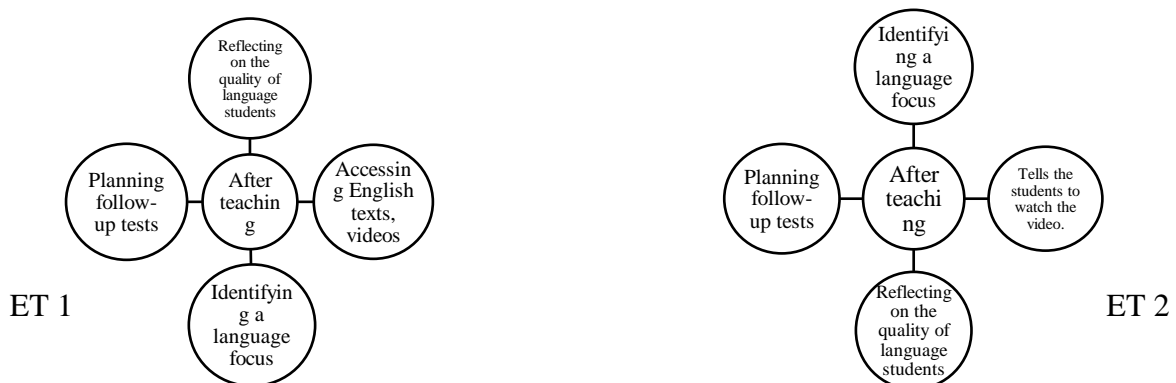


Figure 3. *Activities After Teaching of the Respondents*

In the first meeting, English Teacher 1 presented the results of the qualification observation of class XI English teachers, focusing on explaining the material without identifying the focus of the lesson or follow-up activities. A follow-up test was planned for speaking practice, and students were instructed to watch a video on YouTube. Teacher 2 used YouTube as a teaching material medium, especially for hospitality classes, and interacted with students through questions and games. In the third meeting, the Teacher assigned students to create a video for speaking practice, and a follow-up test was planned.

The Perceived Benefits and Challenges of Youtube Integration to Teach English for Professional Hotel Staff.

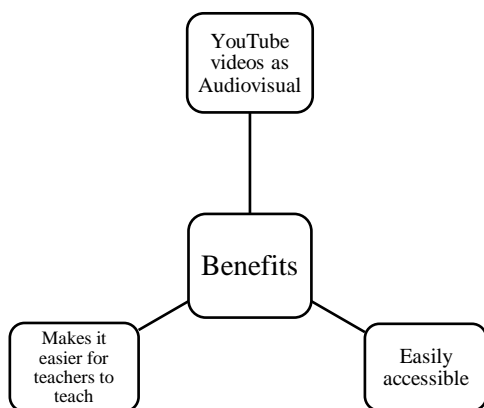


Figure 4. Benefits for English Teacher 1

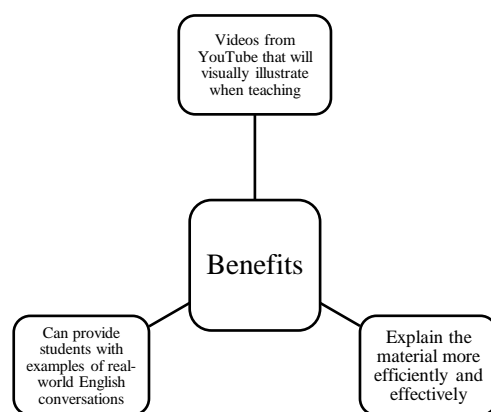


Figure 5. Benefits for English Teacher 2

Teacher 1 finds YouTube beneficial for teaching English in class XI Hospitality, providing audiovisual content and interactive students. Teachers can choose from various types of videos, providing conversation references, visualization, and increasing interest in learning English. YouTube integration strengthens learning materials with visual examples, improving communication skills, and increasing motivation. However, teachers must choose the right content to ensure effective teaching and student outcomes.

"is very influential because it will make it easier for children to report or Visualize it. Yes, suppose we choose content that is interesting, educational, and related to the Material to be explained. In that case, the important point is that we must correctly choose a good and interesting video to show to students because, with that, students become interested."
(ET 1 interview)

"Very influential because from one content, it must be very strengthening the Material that we have prepared beforehand, so by using YouTube media, it seems to be able to provide a real discourse of an event described in the video. I will show a video for students to learn with them and describe what to do in the video that has been watched. In English, if the spoken language becomes like this, pronouncing it like this becomes

an image for students, and the choice of content is very influential for students." (ET 2 interview)

In conclusion, using YouTube videos as a medium for learning English in hospitality classes is useful and has a significant influence. Teachers must choose the right content to ensure that YouTube videos benefit students by helping them understand the Material, improving their communication skills, and increasing their learning motivation.

Perceived Challenges of Youtube Integration to Teach English to Professional Hotel Staff at Two Senior High Schools in Cirebon.

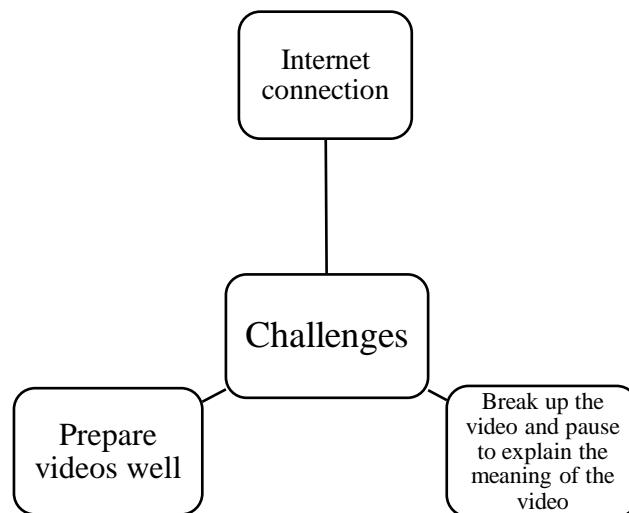


Figure 6. *Challenges for 2 English Teachers*

Unstable internet connections can disrupt the learning process by making YouTube videos intermittent or unloading, making it difficult for students to focus on the material. Teachers must ensure a stable internet connection, prepare well, and provide sufficient explanations to students. Additionally, students' quick-paced habits can make it difficult for teachers to break down and explain the intent of the video. If the video covers complex English or difficult topics, students may struggle to understand the material. To maintain effective learning, teachers must ensure a stable internet connection, prepare well, and maintain interaction with students. Despite the benefits of YouTube videos, teachers must also address challenges to ensure effective teaching.

"If a bad connection becomes a challenge for us as teachers, it will help us develop the Material, so we have to prepare a video that has been downloaded." (ET 1 interview)

"As a teacher, we have to make children patient because we have to break the video; the meaning is to break it down, to give a pause, so we must first explain what the intention of what is conveyed in the video is like. Moreover, yes, it is also one of the habits of children now they are easily bored and want to rush when we are explaining." (ET 2 interview)

A Comparashion of English Language Teaching in Hospitality Class Using Youtube Media at Two Senior High Schools in Cirebon.

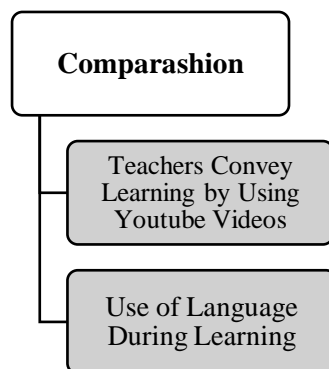


Figure 7. *Comparashion for 2 English Teachers*

Teachers Convey Learning by Using Youtube Videos to Teach Between Two Senior High Schools in Cirebon.

English teachers 1 and 2 use YouTube as a learning medium for English, with different approaches. English Teacher 1 uses PowerPoint to explain material and then displays videos from YouTube to teach grade XI students. The first video focuses on handling guest requests and delivering guest requests, while English Teacher 2 uses multiple YouTube channels to teach material. Both teachers actively explain and summarize videos, interact with students, and provide reviews after watching the videos.

Use of Language During Learning

The use of language during learning varies between the two teachers. English Teacher 1 uses Indonesian and English, sometimes translating words, while English Teacher 2 uses English in class. Both teachers use English to improve speaking skills and engage students, with Teacher 2 always using English.

There is no "right" or "wrong" approach to language use in the classroom; teachers must choose the best approach for students' needs and learning styles. Using YouTube videos as a learning medium can increase student interest and engagement, but it is essential to ensure that the videos are relevant and appropriate for the student's ability level.

Discussion

The Integration of Youtube to Teach English for Professional Hotel Staff at Two Senior High Schools in Cirebon.

Cremin (2022) suggests that creative teaching encourages young people to engage creatively and develop their capacity for evaluation and teamwork. Dabamona & Yunus (2022) highlight the importance of YouTube in supporting students' learning process by providing limitless resources, real content, and freedom of expression. Teachers should set clear learning goals, choose appropriate teaching materials, and adapt language content to suit the student's level.

Wahyuningsih & Ni'mah (2023) emphasize the significance of YouTube in improving public speaking skills. Binmahboob (2020) and Riswandi (2016) also highlight the benefits of YouTube videos in improving speaking fluency. Teachers encourage students to communicate orally and in writing in English and provide feedback and corrections to help them improve their speaking skills.

Kristianii and Pradnyadewi (2021) suggest that using YouTube can help students focus on the material and become interactive in learning. English teachers 1 and 2 use YouTube to improve teaching and learning, preparing detailed lesson plans, selecting appropriate materials, and simplifying language content.

In hospitality classes, teachers use various teaching methods, discussions, role plays, and games to encourage active participation and clear instructions. Almurashi (2016) and Khoiroh (2021) also highlight the importance of YouTube in online learning.

In conclusion, English teachers 1 and 2 demonstrate effective teaching practices that promote students' language learning and development through careful planning, use of various teaching methods, and regular feedback. They enhance students' ability to absorb lessons

through YouTube videos, practice listening and pronunciation, and practice speaking skills in the hospitality classroom.

Benefits and Challenges of Using Youtube Videos to Teach English at Two Senior High Schools in Cirebon.

This research highlights the significant role of YouTube in English language teaching, highlighting its ability to enhance students' understanding and performance. Almurashi (2016), YouTube videos simplify complex topics, make lessons more enjoyable, and provide visual accompaniment for teachers. They also enhance the classroom environment, encouraging collaboration, creativity, motivation, and enjoyment. Hendrayasa (2021) YouTube videos can provide visual demonstrations of hospitality skills, engaging students by providing role models and real-world contexts. However, the result of Purwanti et al (2022) technical issues such as unstable internet connections, choosing suitable films, and managing lengthy movies pose challenges. The study identifies seven challenges in using YouTube videos in language learning: unstable internet connection, unsuitable length of videos, students' low readiness, lack of learning autonomy, discrepancy between videos and learning goals, loss of interaction between students and teachers, and low comprehension of the material. Teachers need to be aware of these challenges and strategically use YouTube to maximize its benefits for student learning.

CONCLUSION

Researchers have found that YouTube can be effectively used in teaching English to hotel staff in senior high schools. Teachers use various methods, adapt content, and provide feedback. While it enhances teaching and learning, it can also limit student interaction and understanding of complex topics. Therefore, teachers need to strategically use YouTube to maximize its benefits.

The results of this research are consistent with previous studies. Cremin (2022) found that teaching English in creative environments encourages youth to participate and extend their abilities. Wahyuningsih & Ni'mah (2023) found that YouTube significantly improves students' public speaking skills. Kristiani and Pradnyadewi (2021) found that using relevant YouTube videos can help students focus and become interactive in learning. Almurashi (2016) found that YouTube can effectively address students' challenges when trying to grasp English. Khoiroh (2021) found that YouTube is a helpful and accessible media for language

learning during online learning. Abduramanova (2021) found that YouTube can help students overcome their fear of speaking a foreign language.

In conclusion, integrating YouTube in teaching English to professional hotel staff has been shown to improve students' speaking skills and public speaking abilities. Teachers should use YouTube strategically to maximize its benefits and minimize its challenges. The results of this research are consistent with previous studies and provide valuable insights into the use of YouTube in teaching English.

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