THE USE OF YOUTUBE TO TEACH INTERCULTURAL COMMUNICATION

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Abstract – Teaching media as supporting facilities is one of the important parts that must be provided because it improves teaching performance in implementing the learning activity. In connection with technology developments, teachers can choose one of the technology media that suits the teaching objective or motivates the students to be autonomous learners. Therefore, this study attempts to promote the possibility of using Youtube videos in the teaching-learning process, especially in teaching intercultural communication to EFL learners. By using Youtube videos, teachers can show the cultural context that is relevant to the language being taught so it can provide an interactive learning environment and motivate students to learn faster and better.

Keywords: intercultural communication; media; youtube

INTRODUCTION

Today's learners are advised to study across cultures and borders so later they can compete in careers both in the international and global environment. Therefore, educating learners to become intercultural speakers who can face the complexities of language and culture and take part in multicultural situations is one of the ultimate goals of language training programs. Moreover, intercultural communication influences making learners become intercultural speakers who have intercultural communicative competence.

Intercultural communication deals with understanding others' language and cultural backgrounds to create appropriate and effective communication (Wello, Nur, & Aziz, 2017). Therefore, teachers need to understand how to make the classroom a pleasant place to learn intercultural communication. It is essential to improve the learners' participation in the classroom, improve the pattern of thinking and focus on the students' attention to the problem faced by them. There have been a lot of studies that examined different suggested theories and techniques to engage and help the learners in learning.

The role of technology in teaching and learning is vital because a new generation of students has grown up in the modern and digital era. Technology has manipulated the

way students learn, and teachers teach. Therefore, EFL teachers must be familiar with this fast-changing technology to cope with the digital age. Teachers need to adopt the pedagogical approach to fit with the needs of digital natives (Dina & Ciornei, 2015, p. 312). The teachers must decide whether or not to use technology in the classroom and how to apply the technology.

Moreover, several studies have been done concerning the appropriate approaches and techniques to engage and help the learners develop intercultural competence; one of the approaches is edutainment. Edutainment is a feature of the technology implementation of modern forms of entertainment in traditional lectures, lessons, classes, workshops, and master classes (Anikina & Yakimenko, 2015). According to, Halwani (2017), technology has an important role because teachers can introduce the lesson and give it added value to the better illustration. Teachers will use different approaches and tools to teach their students and their active learning. One of the tools is the teachers will use video clips in the classroom to encourage students' learning process and make it easier and more enjoyable. There are many video clips available these days; one of them is youtube. Video clips are a major resource for teaching the *Net Generation* and drawing on their multiple intelligences and learning styles to increase the success of every student.

In conclusion, based on some important points above, the writer aims ~~at~~ promoting the possibility of using the videos in the teaching-learning ~~process,~~ especially in teaching intercultural communication to EFL learners.

LITERATURE REVIEW
Communication

Tran & Seepho (2016) assumed that the issue of delivering Intercultural communication to ESL/EFL learners had been identified as one of the ultimate goals in the current context of globalization as an effort to present learners with cultural differences which help learners become aware, appreciate and respect the intercultural differences. The ultimate goals of English language training programs are to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and participate in multicultural situations. Intercultural communication is a basic aspect of teaching English in EFL classes, and it can be established if all students from different cultural backgrounds respect each other. (Weda, Atmowardoyo, Rahman,

& Sakti, 2021). Furthermore, Corbett (2003, p.2) believes that the ultimate goal of an intercultural approach to language education is not only about the 'native speaker competence' but also 'intercultural communicative competence. Intercultural communicative competence includes linguistic competence, sociolinguistic competence, discourse competence, strategic competence, sociocultural competence, and social competence. In the following words, the communication process includes the transmission of information, ideas, emotions, skills, and knowledge using symbols, words, pictures, figures, graphs, or illustrations. Communication is an ongoing process where communication not only conveys ideas, words, emotions, and information but also makes meaning together (Venter, 2019).

Tran & Seepho (2016) cited that the definition of intercultural communication (or communicative) competence is the ability to communicate effectively and appropriately in a diverse environment. Intercultural communication is a process of interaction between different human cultures which focuses on the importance of understanding the language and background of other cultures to create appropriate and effective communication (Wello, Nur, & Aziz, 2017) (Olga & Mirzhalilovna, 2022). There are three components of intercultural communication competence: intercultural sensitivity (effective process), intercultural awareness (cognitive process), and intercultural adroitness (behavioral process) (Tran & Seepho, 2016).

Technology as a learning tool

As a tool for language learning/teaching, media have undoubtedly always facilitated the task of language learning for both structured and unstructured learners. However, the extent to which media use has varied widely, depending on the methodology selected. Media can and do enhance language teaching, thus in the daily practice of language teaching, we can find the entire range of media. In choosing such methods and materials, it is important for faculty to consider how students learn for their teaching to have the greatest impact. The success of learning is determined by two main components, namely the method of teaching and the learning media because the use and selection of one particular teaching method have consequences on the use of appropriate types of learning media (Ramdhani & Muhammadiyah, 2015).

Education media plays an important role in the learning process. The use of educational media can help lecturers in delivering the lecture material. Ramdhani & Muhammadiyah (2015) suggest the criteria that should be considered in the selection of instructional media are as follows:(1) purpose; (2) target of media usage (the condition of learners); (3) characteristics of media; (4) time; (5) cost; and (6) availability.

Additionally, in choosing such methods and materials, the teachers need to consider how students learn for their teaching to have the most significant impact. Regarding education, YouTube has a crucial role in affording information since YouTube can be accessed by students from all around the world where every people have language differences (Sari, 2019). Moreover, social media sites would allow learners to immerse themselves in situations where they openly interact with others who are more competent than them in the use of the language (Siddig, 2020).

Educators found that the use of interactive multimedia learning media based on YouTube for English education students can be deemed as an alternative media for learning English (Sirait, Harahap, & Handayani, 2021). Furthermore, V.Bozalek, D.Ng'ambi, & D.Gachago (2013) noted that technologies contribute to improved teaching and learning because they focus on learning needs and pedagogy; provide a more learner-controlled rather than teacher-controlled 'one-size-fits-all' approach; provide opportunities for collaboration, co-creation, and interaction. Moreover, according to (Mathew & Alidmat, 2013) an effective integration of teaching aids and methodology elevates the learning environment.

In considering the use of electronic materials, Kervin & Derewianka (2011, p.349-350) give some pedagogical considerations. The considerations are: How the electronic materials fit with the aims, outcomes, and objectives of the proposed learning experience; connections between the electronic materials and student learning theory; connections between the electronic materials and student learning needs; specific pedagogical practices needed to support the use of the electronic material during the language teaching and learning experience.

METHODS

This study attempts to promote the possibility of using Youtube videos in the teaching-learning process, especially in teaching intercultural communication to EFL

learners. This research was qualitative. According to, (Creswell, 2012)" in qualitative inquiry, the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon". The method used in this study is through a literature study that collects several previous studies to answer the possibility of using Youtube videos in the teaching-learning process, especially in teaching intercultural communication to EFL learners. The main purpose of a literature study is to find a basis for obtaining and building a theoretical basis, the framework of thinking, and determining research hypotheses (Rahayu, 2018).

DISCUSSION

YouTube is one of the online materials that can be embedded in traditional classroom situations. These days YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get a better understanding of their lessons. Watching a video on YouTube will help students to memorize events more easily. Sari (2019) assumed that YouTube can also be employed in language learning to increase the students' autonomy in learning as well as provide students with a better, interesting, easily accessible learning experience that can still be monitored by the teacher.

According to Khalid & Muhammad (2012), YouTube motivates both intrinsically and extrinsically motivated students because it is a technology that deals with the present popular culture. Using YouTube videos in the classroom increased students' engagement in the teaching and learning process. Furthermore, youtube is regarded as a source of interactive language learning because videos on YouTube combine visual context with spoken language and provide students with a better understanding to keep the events in their memory for a long time.

The study "The Impacts of Using Youtube Videos On Learning Vocabulary in Saudi EFL Classrooms" conducted by Kabooha & Elyas (2016) showed that both the students and the teachers believe YouTube Technology to be an effective tool that can help the students understand and comprehend the English language better. Kabooha & Elyas (2016) agreed with the previous study in which videos are a good way to help students learn and retain the vocabulary of a second language. The use of YouTube in the classrooms for learning new vocabulary provided an attractive and interesting learning environment that motivated the students to learn faster and better.

Therefore the teachers can use Youtube videos in the teaching and learning process, especially in teaching intercultural communication. Besides that, according to (Fleck, Beckman, Sterns, & Hussey, 2014) Youtube videos can help engage students in language learning because videos available on YouTube often provide a cultural context relevant to the language being taught. In addition, the videos provide alternative perspectives and explanations that support a variety of learning needs.

the study "Social Media in Teaching of Languages" conducted by Babikir Eltigani Siddig (2020) showed that social media can be applied to aid in teaching languages. Learners can interact freely with native speakers of the language they seek to learn, and they could also direct the process of learning themselves. Further, learners could also immerse themselves in the culture associated with the language they seek to learn. Consequently, the learners would increase their grasp and end up improving the learning experience. Finally, social media may allow free interaction with native speakers of a language.

CONCLUSION

From the explanation in previous parts, it can be concluded that the goal of studying intercultural communication is to understand the language and behavior of the target community and explain it to members of the 'home' community or vice versa effectively and appropriately. Hopefully, the teachers can educate the learners to become intercultural speakers who can deal with linguistic and cultural complexity by applying the appropriate methods and tools.

Due to the use of technology having a good impact on the teaching-learning process, the teacher can use Youtube videos to encourage the students in the teaching-learning process. By using Youtube videos, the teachers can be exposed to authentic English, which can provide an autonomous, attractive, and interesting learning environment and motivate the students to learn faster and better. By watching Youtube videos, students have the opportunity to study the language and behavior of participants in intercultural communication.

SUGGESTION

Although, using Youtube videos have a good impact on the teaching-learning process especially in teaching intercultural communication. Both students and teachers still lack awareness of the use of it to help them in learning intercultural communication.

Therefore, the teachers in the school must encourage and guide the students to use Youtube and provide the students with some suggestions of websites available, which is useful for enhancing students' intercultural communicative competence. Most importantly, the students must change their attitudes toward learning before they can successfully learn from the video. Before Youtube can be successfully integrated into students' language learning, teachers must at first change the students' perceptions and attitudes. Teachers can also inform the students about the variety of benefits that Youtube can provide the students, so students will be made aware of the resources they can use for learning.

Furthermore, the teachers must consider the criteria for using youtube videos in the teaching and learning process, for example, the students' characteristics, the offensiveness of the video, and the video structure. Moreover, the teachers must consider the limitation of Youtube videos, such as the nature of the material and the copyright. Regarding technology improvement, edutainment in teaching intercultural communication will be more developed and student-centered. Therefore, teaching quality will be improved with multimedia technologies. The recommendation for future research is to study the affection for using edutainment, especially Youtube intended for high schools. In addition, more research papers and studies should be conducted on using multimedia technologies in teaching intercultural communication in private schools, high schools, and universities. It can also conduct studies focusing on challenges and negative factors that may affect using Youtube in teaching intercultural communication.

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