

YouTube Shorts in Teaching Idiomatic Translation for Higher Education Students

Inggar Dwi Rahmawati¹, Yepi Sedy Purwananti²
Universitas Bhinneka PGRI^{1,2}
Inggar.dr14@gmail.com

ABSTRACT

This thesis aims to find out how YouTube Shorts can be used in teaching idiomatic translation for higher education students in the sixth semester at Universitas Bhinneka PGRI in the academic year 2022/2023. The type of research used is descriptive qualitative, the researcher directly observed and obtained information from respondents about conditions, processes, events and others. The source of the data in this study was 6th semester students in translation subject in English Education department of Universitas Bhinneka PGRI. The data collection method used is questionnaires, interviews, and documentation. From the results of the study, the researcher also found that the students and the teachers responded positively to the use of YouTube Shorts as a media for learning idiomatic translation, it can be seen when learning takes place. Before using YouTube Shorts as a learning media, they were bored, lacked enthusiasm, and paid less attention to the material but after learning idiomatic translation using YouTube Shorts the student became more enthusiastic, and had a strong desire to participate in learning.

Keywords: Idiomatic Translation, Learning Media, YouTube Shorts

ABSTRAK

Tesis ini bertujuan untuk mengetahui bagaimana YouTube Shorts dapat digunakan dalam pengajaran penerjemahan idiomatik untuk mahasiswa semester enam di Universitas Bhinneka PGRI tahun ajaran 2022/2023. Jenis penelitian yang digunakan adalah deskriptif kualitatif, peneliti mengamati secara langsung dan memperoleh informasi dari responden tentang kondisi, proses, peristiwa dan lain-lain. Sumber data dalam penelitian ini adalah mahasiswa semester 6 mata kuliah penerjemahan di Jurusan Pendidikan Bahasa Inggris Universitas Bhinneka PGRI. Metode pengumpulan data yang digunakan adalah kuesioner, wawancara, dan dokumentasi. Dari hasil penelitian, peneliti juga menemukan bahwa siswa dan guru memberikan respon positif terhadap penggunaan YouTube Shorts sebagai media pembelajaran idiomatic translation, hal ini terlihat pada saat pembelajaran berlangsung. Sebelum menggunakan YouTube Shorts sebagai media pembelajaran, mereka merasa bosan, kurang antusias, dan kurang memperhatikan materi namun setelah pembelajaran idiomatic translation menggunakan YouTube Shorts siswa menjadi lebih antusias, dan memiliki keinginan yang kuat untuk mengikuti pembelajaran.

Kata Kunci: Terjemahan Idiom, Media Pembelajaran, YouTube Shorts

INTRODUCTION

Language is a tool for communication in human existence since its primary purpose is to enable conversation. English is the first foreign language in Indonesia. In this globalization era, where culture and information from other countries can quickly enter through social media, English is a very vital language to learn. In the Indonesian school curriculum, a student's ability to

communicate in English is one of the skills that must be developed because English is regarded as a foreign language in Indonesia.

Translation is a talent that must be learned in order to learn English since it is crucial for the exchange of knowledge between cultures, languages, and countries. Translation work gets advanced as a process to accurately and equitably translate messages or intentions from one language into another. According to Moentaha (2006), The translation is the process of replacing text from the source language (SL) with text from the target language (TL) while maintaining the original text's level of content. The translation is used to transfer meaning-unaltered messages from one language to another in a piece of content. According to Catford, (1965), translation can be defined as the substitution of text in one language (SL) with equivalent text in another language (TL). Larson adds a definition that is similar Larson, (1991). Translation, according to him, entails transferring the meaning of the source language into the target language. There is no doubt that translators face challenges during the translation process. According to Cahyadi in Sari (2012), there are various ways to convey the meaning of a word or sentence in a particular language as a result of differences between the sociocultural practices of one ethnic group and those of other ethnic groups. For translators, this condition creates very complex issues, especially if they are unfamiliar with the cultures of the source and target languages.

Since idioms are more frequently used in sentences when we learn a language, studying translation will also indirectly teach students idioms. An idiom is a grouping of words that have different meanings when combined. Idioms in a language are correlated with the culture of the speakers, claims Suyatno Gusti, (2012). The meaning of an idiom in one language may not always be the same in another. Idiomatic translations cannot always be rendered literally. Despite this, translators frequently use this tactic as a "workaround" because it can be challenging to find the appropriate equivalent. McCarthy and O'Dell define an idiom as a phrase whose meaning cannot be inferred from its words. It does imply that idioms do not have literal meanings and that their meanings are figurative. Recognizing and considering the entire context of the text is the only way to truly comprehend the meaning of the idiom McCarthy & O'Dell, (2002). Idioms are pre-determined word combinations whose meaning frequently differs from the meaning of each individual word. Idioms can be made up of a single word, a group of words, a phrase, or an entire sentence. Idioms are sometimes referred to as proverbs or dialects in some languages. However, we know that frequently discover students are not interested in learning idioms or translation since idiom learning is regarded as difficult and the techniques that teachers frequently employ to educate do not pique students' interest.

In order to enhance the quality of the learning process, technology use as a learning tool can now be incorporated with the subjects covered in class (Noermanzah et al., 2018). Social media is a form of media that can be

used in education. Social media is a tool that can be utilized to communicate with other users in this region of the world and makes it simple to obtain information quickly and completely Gita & Haryono, (2019). Social media has evolved with the times and is now widely used and demanded by the younger generation, particularly students, making it a tool that is well-known to them. The availability of various learning media is certainly a significant demand on educators to implement various cutting-edge teaching strategies in line with the times and technology. Internet usage is expanding quickly in the age of globalization. This is demonstrated by the prevalence of smartphones among students who have constant internet access Apriani et al., (2021). According to Dalyono, (2005), motivation to learn is a power mover or encouragement by humans to do something work is study. According to Slameto, (2010), several indicators of interest in learning, there are: pleasure, interest, acceptance, and student engagement. Google offers a number of information on the rising popularity of content that attracts Indonesian internet users. According to data from Pew Research that was quoted by CNN, the most popular YouTube channel among young adults. With an 82% use rate among those between the ages of 18 and 29. Internet users visit YouTube not only for get entertainment, but also to learn or get information. The information above is an interesting study to be researched and developed that YouTube users who are between the ages of 18 and 29 years old. YouTube users by number the largest users, namely with percentage 82%. Based on the data obtained from the central bureau of Statistics the age range is dominated by youth who work as students. It is undeniable that society, especially students, is easier understand the information in the form of knowledge through related media information technology such as YouTube Shorts compared to learning conventional in class. Most of the students, interested in video visuals compared to common methods such as the mere transmission of knowledge come from a book. Utilization of learning media can help teachers deliver lessons more efficiently and effectively Fatimah et al., (2021). Based on the explanation above, one solution to overcome this is an effective technique required while teaching English to higher education students. By utilizing YouTube Shorts, With background music, filters, text, and a description, 15–60 second short videos can be uploaded using the YouTube Short feature. So, the students can understand a material faster than studying through textbooks, as it usually is learning media made interesting, so students will not feel bored. Subsequent opinions relating to the use of YouTube were expressed by Sainipar in Samosir et al., (2018), that YouTube is a database containing video content that is popular in the media, as well as a provider of various information that is very helpful. From using YouTube Shorts as a learning media for Idiomatic Translation we can find out how YouTube Shorts can be used to teach idiomatic translation to higher education students.

METHODOLOGY

This research used a descriptive qualitative research design. According to John W. Creswell (2012), qualitative research is study a phenomenon in a society. It focused on description. Descriptive design is used observation, case study, and surveys to obtained data result. So, this research used descriptive qualitative design. The researcher's procedure in this study includes preparation, identification, literature review, participant selection, data collection, analysis and interpretation, and reporting.

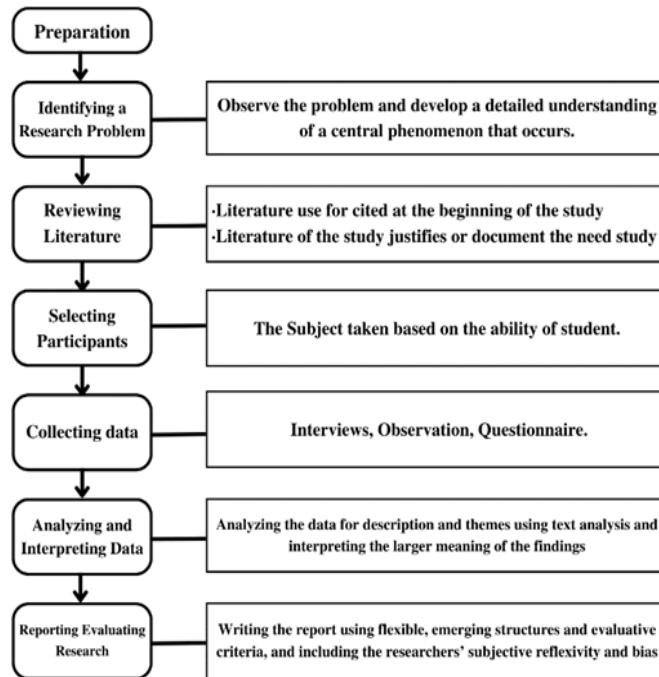


Figure 3.1 Research Procedure
 Adapted from: Creswell, J.W. (2002)

The participant in this research was in the sixth semester English Department in academic years 2022/223 at Universitas Bhinneka PGRI. The researcher used interviews and questionnaires to collect the data. The researcher used semi-structured interviews in this research. The researcher chose a closed questionnaire because the researcher wanted to know the students' responses by using YouTube shorts in learning idiomatic translation. The questionnaire is formed in the form of a Likert Scale. Likert Scaling is a bipolar scaling method, gauging either a positive or negative reply to a statement. According to Creswell (2014) For qualitative research, there are six steps to data analysis: (1) Data Organization and Preparation for Analysis, (2) Reading or Looking at All the Data, (3) Coding the Data, (4) Description, (5) Interrelating Description, (6) Interpreting the Meaning of Description.

RESEARCH FINDING AND DISCUSSION

YouTube Shorts is an audio-visual learning media that can be used as an idiomatic translation learning media. Here are the steps for making learning

videos through the YouTube channel. In teaching idiomatic translation using YouTube Shorts there are several steps that must be taken: Preparing, Applying, and Closing. In step preparing there are steps to follow includes: (1) Make sure the handphone is connected to the internet because we need a fast internet connection to open YouTube. (2) Make sure YouTube is installed on the handphone, (3) Log in to YouTube using the email. (4) Click icon "Shorts" on the YouTube's screen and click "search" to find the desired material. (5) Select the appropriate video with the material. (6) The last step prepared the quiz. Step Applying there are: (1) prepare tools to be used for teaching, (2) Opening activities, (3) Playes the videos 4-6 in the class. (4) Discussion. (5) Quiz game This was carried out to measure the level of understanding of students after learning to use YouTube Shorts. And the last is Closing in the step the teacher gave the students the opportunity to ask questions, and given messages, impressions, and also encouraging sentences for students so that they would be even better in the future.

The advancement of technology in the field of education is crucial for teachers to provide engaging teaching and learning activities for students. Using YouTube Shorts as a learning tool for idiomatic translation is one of the efforts that may be performed. The purpose of using videos from YouTube as media Idiomatic translation learning is to facilitate students in learning, students can obtain subject matter not only from books but, using YouTube Shorts students can be more interested in looking at examples directly activities from YouTube. So, students understand more and have broader insights related to the material that has been taught.

Based on research procedure by Creswell, the methods in this study include preparation, identification, literature review, participant selection, data collection, analysis and interpretation, and reporting. In first step is preparation, The teacher determines the time to be used for teaching, determines the material and prepares the material to be used for teaching. Second steps identification, determine the subject related to the material. The subject is sixth semester English department in Universitas Bhinneka PGRI, The subject was chosen because they carried out a translation course. Next is literature review surveys scholarly articles, library genesis, books, and other sources relevant to a particular area of research to objectively evaluate and clarify the research. In the next steps collecting data with interviews, distributing questionnaires and documentation. And the last is analyzing and interpreting data.

The use of YouTube Shorts as a media for learning idiomatic translation is a form of utilizing advances in information and communication technology in the world of education to support the improvement of the quality of teaching and learning activities in the classroom. Teachers should really master the techniques of the media teaching used. For that, the teacher must know how to form and present an appropriate teaching and learning atmosphere for students' needs. Teachers should really master the techniques of the media teaching used. For that, the teacher must know how to form and present an

appropriate teaching and learning atmosphere for students' needs. The use of YouTube Shorts is helpful in many areas, particularly when looking for information online. The use of YouTube Shorts in education is presently widespread among teachers and students. Because virtual learning may be accessible at any time and from any location, distance and time issues in learning activities can be resolved by applying it. YouTube Shorts use as a virtual learning tool, of course, have both motivating and discouraging effects for its users. Students majoring in education in the sixth semester of English at Universitas Bhinneka PGRI saw the effects. The respondents identified more advantages of using YouTube Shorts as a training tool for idiomatic translation. There are several advantages and disadvantages, according to the respondents of this survey. According to the findings of this research, YouTube Shorts have both advantages and disadvantages for teaching idiomatic translation to students in higher education. The advantages of YouTube Shorts in teaching idiomatic translation are:

1. Make it easy for teachers and students to interact and deliver material.
Teachers can interact and convey material or knowledge to students only through YouTube Shorts. Teachers and students do not have to sit in the classroom in the learning process to teach, but only with YouTube Shorts the teacher can do it all. While it may be done without in-person interactions, the teacher's supervision is necessary for this activity to be as effective as possible
2. Free
All individuals, especially students, have access to the free YouTube app, making it unnecessary to pay for a costly subscription in order to utilize it.
3. Learning materials that are interesting.
There are a number of aspects in YouTube Shorts that might leave an intriguing impact on viewers. This tool allows you to modify the provided content into a video format. Following the editing of the film, the material can be quickly published and seen, particularly by students. Without producing content, you can also look for it on YouTube Shorts; all you need to do is modify it to fit the delivery of the material.
4. Reachable
Using YouTube as a learning requires a smartphone to access YouTube so that learning is very easy to reach for everyone, especially for students. Almost all students use this application because it is easy to use and accessible widely so that students can study every time and everywhere. In addition to the several advantages that have been described, there are also some disadvantages in the application YouTube as a learning media, namely:
 1. Unstable network connection
According to data from interviews by researchers with respondents, one of the disadvantages of using YouTube shorts as a learning media for idiomatic translation is that the internet network is unstable, disrupting the learning process. Because to be able to access this application, the

internet network must also be stable because if the internet error then the learning process is disrupted.

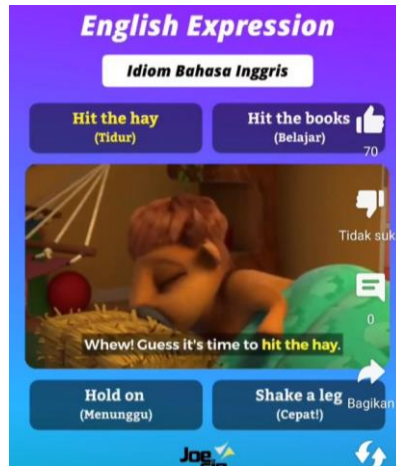
2. Quota used more

According to information gathered from researcher-conducted interviews, the second drawback of using YouTube Shorts as a teaching tool for idiomatic translation is the increase in the quotas employed in the instructional process. Because some of the respondents use data packages on their smartphones to connect to the internet. so, the second issue while studying idiomatic translation is a quota.

The results of the questionnaires, interviews, and documentation collected at 6th semester Universitas Bhinneka PGRI show that students are more engaged in class; when the teacher explains the material, the students pay attention; when the teacher asks a question, the students can respond, and when the teacher assigns a task or question, the students work diligently on it. Following the implementation of YouTube based learning materials for idiomatic translation classes in the 6th semester at Universitas Bhinneka PGRI, student motivation was as follows:

1. Students become more enthusiastic in participating in learning
2. During the teaching and learning process students become more active in class.
3. Learning idiomatic translation using YouTube Shorts can make students happy.
4. Listening to idiomatic translation material via YouTube Shorts is easier to understand.
5. At the time of debriefing at the end of learning students can answer questions given by the teacher.
6. There was an increase in student learning outcomes.

From the learning results it can be concluded that using YouTube Shorts in teaching idiomatic translation has received positive feedback from students and teachers. These programs can support, clarify, add to, amuse, and motivate students to learn using a combination of traditional and modern. Even though learning using YouTube Shorts can be done everywhere and anytime, the teacher's role is very important in learning to direct learning so that it can be optimally.



Picture 1 Example material in YouTube Shorts

CONCLUSION AND SUGGESTION

Based on the results and discussion that has been described, there are several things that can be concluded in this study. YouTube Shorts' steps in teaching idiomatic translation, there are preparing include create account prepare the material and quiz, applicating include opening, play the videos, discussion and quiz games, and closing include give messages, impressions, and also encouraging sentences for students so that they would be even better in the future. But in learning using YouTube Shorts as media, the teacher must accompany students so that learning activities can take place optimally. The utilization YouTube Shorts at Universitas Bhinneka PGRI as a teaching tool for idiomatic translation by English language lecturers at Universitas Bhinneka PGRI has received positive feedback from students and the teacher. These programs can support, clarify, add to, amuse, and motivate students to learn using a combination of traditional and Modern. In learning idiomatic translation using YouTube, researchers found changes in the learning process there are: students become more enthusiastic in participating in learning, students become more active in class, make the students happy, easier to understand, increase in student learning outcomes

Based on the findings of the study, the researcher expects that this study will be able to offer thoughts on utilizing YouTube Shorts in the learning process and be able to provide references to future researchers with the discussion of classrooms that utilize YouTube Shorts in the learning process. This research can help teachers to enhance the quality of instruction by showing them how YouTube Shorts can be a helpful tool for learning English. Students can get knowledge from this research about the English language learning process when utilizing YouTube Shorts as a learning tool.

REFERENCES

- Apriani, D., Williams, A., Rahardja, U., Khoirunisa, A., & Avionita, S. (2021). The Use of Science Technology In Islamic Practices and Rules In The Past Now and The Future. *Int. J. Cyber IT Serv. Manag*, 1(1), 48–64.
- Catford, J. C. (1965). *A linguistic theory of translation* (Vol. 31). Oxford University Press London.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Dalyono, M. (2005). *Psikologi pendidikan* (Cet. 3). Rineka Cipta.
- Fatimah, S. D., Hasanudin, C., & Amin, A. K. (2021). Pemanfaatan aplikasi tik tok sebagai media pembelajaran mendemonstrasikan teks drama. *Indonesian Journal Of Education and Humanity*, 1(2), 120–128.
- Gita, L., & Haryono, C. G. (2019). Komodifikasi sensualitas dalam tayangan Kimi Hime di media sosial Youtube. *SEMIOTIKA: Jurnal Komunikasi*, 13(1).
- Gusti. (2012). *Idiom Baru Perlu Dikamuskan*. <https://ugm.ac.id/id/berita/4369-idiom-baru-perlu-dikamuskan/>
- John W. Creswell. (2012). *Educational Research*.
- Larson, M. L. (1991). Translation. *Translation*, 1–279.
- McCarthy, M., & O'Dell, F. (2002). *English idioms in use* (Vol. 2). Cambridge University Press Cambridge.
- Moentaha, S. (2006). *Bahasa Dan Terjemahan*. Kesaint Blanc. <https://books.google.co.id/books?id=PV0drgEACAAJ>
- Noermanzah, N., Abid, S., & Septaria, S. (2018). Improving the ability of writing a narrative charge by using animated images media student class VB SD Negeri 17 Lubuklinggau. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 17(2), 114–127.
- Samosir, F. T., Pitasari, D. N., & Purwaka & Tjahjono, P. E. (2018). Efektivitas Youtube Sebagai Media Pembelajaran Mahasiswa (Studi Di Fakultas FISIP Universitas Bengkulu). *Record and Library Journal*, 4(2), 81–91.
- Sari, T. K. (2012). Kesulitan Bahasa Dalam Proses Terjemahan. -.
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya* (Ed.Rev. cet.5.). Rineka Cipta,.
- YouTube dengan angka-angka. 2015. (Online) (www.cnnindonesia.com) February 15th 2015