

# Viewers' Comments of the Utility of a Popular Educational Channel on Youtube

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# INTRODUCTION

## Background of The Study

- online media

online media is one of the few mainstream media outlets that have been designated to gathering information and sharing information from all over the world. The speed and ease of use of online media have made it the preferred medium in the modern day. The use of internet media as a learning tool is justified by its ability to provide worldwide information without regard for time or place.

- Youtube

One of the most popular media on the internet for people and students today is YouTube. YouTube is a media sharing site, which is a type of social media that facilitates its users for various media, ranging from video, audio, and images

# INTRODUCTION

- Youtube EDU

Youtube EDU is a learning tool for educators that provides short lectures from teachers, complete university courses, professional development materials, and motivational videos from world leaders. It's critical for students to comprehend how youtube videos can be used to improve their language skills.

# DATA COLLECTION GAP

## Previous Research

- The research conducted by L. Solano (2020) using close ended questionnaire
- The research conducted by S. P. Haryadi (2023) using interview and questionnaire
- The research conducted by M. J. Z. Abidin (2019) using test, observation and spss

## This Research

But in my research will use Observation and analyze the interactivity of the viewers through their comments, whether their comment is very useful or not.

# NOVELTY

- This study expected to explore the viewer's comments of the role of educational channel on Youtube in English language learning. This research is different from what has been mentioned before (data collection) and from the object. The previous research using samples or informants from several students. However, this research will use viewers' of the channel. In previous research only focused on one youtube account, but in this research will focus on a total of one youtube accounts which will find more comments and data to be analyzed.

# RESEARCH OBJECTIVE

- To explore the viewer's comments of the role of Youtube video content on English language learning.

# RESEARCH METHOD

- **Design**

This research will use qualitative descriptive methods

- **Settings**

This research conduct on the Youtube channel

- **Data collection**

To collect the data this research used online software namely “ytcomments” to scrape the comment from Youtube videos with time range February – May 2025

# RESEARCH METHOD

- **Data analysis**

This study analyzed viewer comments from the Linguamarina YouTube channel, which is widely known as an educational channel for English language learners. With over 8 million subscribers and millions of views on each video, Linguamarina presents a wide range of content focused on improving English language skills in a practical and communicative way. The researchers used a thematic analysis approach to audience comments over the past 4 months to evaluate their perception of five main aspects of English language learning: speaking, listening, pronunciation, vocabulary, and grammar.

- According Braun & Clark there are 6 steps to analyze the data :

1. Familiarization with Data :

Actively reviewing and rereading the data to gain a thorough understanding of its scope and depth

2. Initial coding :

Labeling data's intriguing properties in a methodical manner.

3. Searching for themes :

Sorting relevant codes into possible topics.

4. Reviewing themes :

Verifying that the themes make sense in light of both the coded and uncoded material. During this stage, concepts are frequently refined, combined, or divided.

5. Defining and naming themes :

involves thoroughly examining each one, figuring out its core, and then providing a clear and insightful name.

6. Producing the report :

Writing an analytical story that highlights the themes found and is backed up by pertinent data references.



# RESULT

- **Phase 1 familiarization with data**

In the first phase, the researcher read some of the comments from the 5 videos to be analyzed to get a general understanding.

The result was that the researcher concluded that many video viewers felt helped after previously feeling difficulties. some also felt motivated such as increased enthusiasm and self-confidence. there are also very concrete success testimonials from the video.

- **Phase 2 Initianil coding**

In the second phase after reading some comments, researchers create codes according to the comments that researcher have read

*“Your video is extremely useful and it helps me a lot enhance my listening skills”* - codes: *helps, useful.*

*“Thank you, Marina! I finally understood how to pronounce difficult words”* – codes: *pronunciation-topic, easy-explanation.*

*“From your video content i feel more confident”* – codes: *feel-confident.*

# RESULT

- **Phase 3 searching for themes**

In the third phase the researchers determines themes based on the codes that have been made in phase 2, then creates several groups of themes that have the same main idea.

- Theme A: clarity of material explanation

Code : *easy-explanation, helps, useful, pronunciation-topic*

- Theme B: emotional and psychology impact

Code: *feel-confident, increase-motivation*

- Theme C: proof of success in the real world

Code: *practical-application, career-impact, real-evidence*

- Theme D: evaluation of production aspect and teaching style

Code: *video-quality, audio-quality, fun-learning*

- **Phase 4 reviewing themes**

- In the fourth phase, the researchers reexamines the themes above. Is the code correct?does the theme fit the overall data? Upon review, these four theme ideas are fairly strong and distinct from one another. Theme A focuses on the 'what' and 'how' of teaching topics. Theme B focuses on the audience's 'feeling' afterward. Theme C emphasized the 'ultimate outcome' of learning. Theme D focuses on the 'packing' of the video. There were no codes that seemed out of place. The theme map is sufficiently representational for this tiny dataset and does not require further merging or breakdown."

# RESULT

- **Phase 5 Defining and Naming**

In the fifth phase, the researchers make the final names more academic, descriptive, and provide detailed description for each topic.

- Theme A: concept clarification

Definition: this theme captures the audience's opinion of the channel's ability to clarify complex English subjects, frequently succeeding where public education techniques fail.

- Theme B: motivation and confidence building

Definition: this theme includes the channel's affective impact, in which viewers not only learn but also receive an emotional boost to continue trying and feeling more confident in their English skills.

- Theme C: validation through real-world impact

Definition : this subject is the most concrete sign of efficacy, since it includes experiences from viewers who have successfully employed channel information to attain actual goals, such as landing a job.

- Theme D: evaluation of production persona and creators

Definition : this theme includes audience input on things other than the primary material, such as the video's technical quality (audio, images) and the creator's personal style (humor, charm), all of which impact the learning experience.

# DISCUSSION

- the findings of this study provides empirical evidence that YouTube educational channels like Linguamarina have become credible alternative learning entities, successfully bridging the gap between formal education, flexible, and contextual learning.

# CONCLUSION

- The study show that educational platforms such as Linguamarina effectively close the gap between traditional classroom instruction and contemporary learning requirements that are adaptable, self-directed, and relevant to real-world situations.