STUDENTS’ PERCEPTION ON THE USE OF YOUTUBE IN ENGLISH LANGUAGE LEARNING DURING PANDEMIC IN WIRALODRA UNIVERSITY

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Abstract

The Indonesian Minister of Education and Culture has instructed schools to carry out online learning since March 17, 2020 along with widespread COVID-19. Among all online learning media, YouTube has become increasingly popular for learning tools, especially with young adults. Thus, this research tried to investigate the students’ perception of using YouTube in the study of English skills class. The qualitative approach with case study design was implemented to six undergraduate students of the 3rd semester who voluntarily participated in this research. The instruments used in this research are questionnaires and interviews. The data was analyzed descriptively to answer the research question. The finding reported that YouTube videos make students happy to learn English; it helps them understand the material. However, youtube makes communication with lecturers and classmates difficult without Whatsapp. In terms of strengths and weaknesses, Youtube can keep the students from feeling bored; they can study anytime and anywhere, they can also re-watch the video at will. However, YouTube videos can be a poor learning media if the videos are too long. Youtube is considered expensive without Wi-Fi access. Then the last is the possibility of signal interference.

Keyword: online learning, perception, Youtube videos, strengths, weaknesses
INTRODUCTION

The educational process recently was held in online learning due to the widespread of COVID-19 to maintain the health of students, teachers, and all education personnel (Mendikbud, 2020a). This policy provides new challenges for all education fields, especially English language learning. Therefore, the students and teachers inevitably have to apply and adapt the online learning system that conveys English material through online media such as Google Classrooms, WhatsApp, Zoom, Email, and even using Video-sharing sites learning process can keep going. Among all of the video-sharing websites such as Google Video, iTunes, Vimo etc, YouTube has become increasingly popular as a learning tool, especially with young adults (Alimemaj, 2010).

Three former PayPal employees created the YouTube web-based platform on February 14, 2005 (Jefferson, 2005). This platform allows one to upload, share, and view video clips easily. Thus, teachers worldwide created their own YouTube channels and regularly uploaded various educational videos whose students have found many benefits. Furthermore, YouTube has also proven capable to supports the learning process in English class. Watkins and Wilkins (2011) mentioned that YouTube can enhance student English language learning ability, including reading, writing, speaking, and listening skills.

Some researchers have investigated the use of YouTube in the educational field. The first research is conducted by Bethany et al. (2016). This research focuses on how best to apply YouTube in learning and students’ perceptions of its use. The result of this research shows that students’ perceptions of YouTube videos are positive. The second research was also conducted by Shizhen (2019). This research focuses on the use of YouTube in teaching and it benefits in the teaching activities. As a result, there are three main benefits of using YouTube in teaching activities: information-based, engagement-based, and communication-based benefits. The third research is carried out by Nofrika (2019). This research explores the types of youtube videos that English language education students often watch that can develop their English competence. The research findings indicated that there were three categories of YouTube videos often watched by students, such as art and humanities, vlogs, and social sciences. Lastly, the fourth research conducted by Naidu, Pandaram and Chand (2017). Their
research aimed to examine the positive and negative impacts of using YouTube videos to enhance student learning. They found that some of the positive impacts of using YouTube videos are that they are easy to follow and help deliver online and blended courses. The negative impacts of YouTube videos are of poor quality, unreliable and lengthy.

Considering that there are only a few studies conducted on students' perceptions on use of YouTube video in English Learning. So in this research, the researcher tried to find out students' perceptions on the use of YouTube in the English Education Department, entitled “Investigating students’ perception on the use of Youtube during the pandemic in Wiralodra University.”

LITERATURE REVIEW

Perception

Perception generally consists of observation of a particular situation or environment. It can be a mental image, concept or awareness of the environment’s elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone’s ability to see, hear, feel, present, or understand what they fell about their environment, social life physically, and mentally. Schmidt (2002) defines perception as recognizing and understanding the event, object, and stimuli through sense (sight, hearing, touch, etc). To conclude, a perception is an act of observing particular situations with sense such as sight, hearing, touch, etc.

Media in Language Learning and Teaching

Media is a valuable instructional tool that can help make learning more effective and interesting. Harmer (2007) says that media is a range of objects, pictures, and other things that can present and manipulate language and involve students. Bertram et al. (2010) mentioned that popular print media offer good opportunities for improving learners’ reading and writing skills in particular and popular electronic media provide teachers with excellent resources for improving language skills, such as listening and speaking. It means that there are so many media that can be used in teaching and learning. Reiser and Dick (1996) designate media in language learning as one of
the instructional planning teachers should prepare before entering the classroom. Media also needed to deliver the messages to the students. Thus it can be concluded that media in language learning are everything connecting and delivering messages purposively from teachers to students to bring in a controlled instructional environment.

**Using Videos/YouTube in Language Learning and Teaching**

YouTube is a multidimensional resource that offers easily accessible videos in all areas of knowledge. YouTube technology can be considered a valuable learning tool as more and more research shows significant findings driving the integration of YouTube video clips in education. As Mayer has mentioned earlier, video is very effective, especially for introductory courses, because it can facilitate difficult concepts and attract students’ attention (Mayer, 2001). Besides, videos on YouTube have a time limit which makes them suitable for limited class time. Studies have also examined how YouTube can be part of a learning system to support self-learning in language learning (Hafner & Miller, 2011). Studies show how YouTube can increase student engagement and participation in class and present learning strategies (Callow & Zammit, 2012).

According to Balcikanli (2011), YouTube offers many opportunities to learn a second language because it provides the students to watch and listen to various types of spoken material (formal, informal), genres (songs, debates, talk shows, film clips). In addition, McKinnon (2011) states that the scenes, movements, feelings, and gestures presented in the YouTube video segment offer a significant visual boost to language learning. Several other experts share the opinion from Ghasemi, Hashemi, & Bardine (2011) who state that incorporating YouTube in a language classroom can reduce stress levels. The students may feel when learning a new language because they may view it as an entertaining, educational activity.

**METHOD**

This research uses a qualitative approach to explore the phenomenon using YouTube videos in teaching and learning English. This research involved 6 students from the 3rd semester of the English Education Department of Wiralodra University who conducted online class (e-learning) using YouTube videos. They were selected from
different IPK levels; low level (3.0-3.1), medium level (3.2-3.5) and high level (3.6-4.0).

To collect the data, this research used instruments used questionnaires and interviews. The researcher used a close-ended questionnaire adopted from Sakkir (2020) and Balbay (2017) with the following assessments: 1) Agree; 2) Neutral and 3) Disagree. The questionnaire has five points to examine about the use of youtube videos: The experience, the comprehension, the communication, the strengths and the weakness. Besides, an open-ended interview was conducted to strengthen the result of the questionnaire. The questionnaires were given to the participants via email and the interview was conducted via Whatsapp application. The participants recorded their answer in voice note and sent it via Whatsapp due to the Pandemic situation.

After the data was collected, the researcher analyzed the data descriptively by considering the steps from Creswell (2009:183): preparing data for analysis, reading and understanding all the data, classifying the data, interpreting the data, and drawing the conclusion.

**DISCUSSION**

The students’ perceptions on the use of a YouTube video in the study of English skills class.

**a. Participants’ Experience**

Table 1.1 reported that almost all of the participants agree YouTube videos made them happy in learning English because it provides much better performance than learning via Whatsapp or Google classroom.
The participant felt comfortable with Youtube Video for its clearer and detail explanation than the other platform.

The data in Table 1.1 also shows that using Youtube video can keep students away from feeling bored. Youtube video provides scenes, animation, and movements that make the students interested. Watching Youtube videos perceived as a more interesting learning method than reading books. This statement is supported by McKinnon (2011), who stated that the scenes, movements, feelings, and gestures presented in the YouTube video segment offer a significant visual boost to language learning.

In the other hand, the participants were not sure that Youtube video motivates them better in learning. They had less pleasant experience while learning using Youtube video related to the duration of the video. This condition of course lessens their motivation to learn from the Youtube video. Harmer (2006) stated that duration of the video used in class must be calculated. It won’t be effective if the video is too long, they can fall asleep or lose attention. The use of short videos will be one way to attract students’ attention in learning activities. They believe that there are still some things that make them uncomfortable using Youtube videos to learn English. It needs deeper investigation for the factors that make them uncomfortable in using Youtube video in learning English.

b. Participants’ comprehension

Table 1.2

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<tr>
<td>4</td>
<td>I like learning English using YouTube because it easier to understand the material.</td>
<td>16,7%</td>
<td>50%</td>
<td>33,3%</td>
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<tr>
<td>5</td>
<td>Using YouTube videos increased my comprehension of the lesson content</td>
<td>50%</td>
<td>33,3%</td>
<td>16,7%</td>
</tr>
<tr>
<td>6</td>
<td>Learning with YouTube makes my learning achievement increased.</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
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Next, in terms of increasing comprehension, the finding from table 1.2 reported that the student can better understand the material with YouTube videos when the video’s vocabulary is not too complicated. It
means that Youtube video is a media that can help the student understand the material by using simple vocabulary. This finding confirmed the theory from Balcikanli (2011), who stated that YouTube offers many opportunities to learn a second language because students can watch and listen to various types of spoken material (formal, informal), genres (songs, debates, talk shows, film clips). Youtube allows the students to learn new vocabulary or other language skills.

In addition, the participants got a more precise explanation by the features of subtitles and visual display in Youtube videos. The finding was supported by Napikul, Cedar, & Roongrattanakool (2018). They mentioned that learning English through subtitles can help students know more about English. It helps students to remember the meaning(s) of a variety of vocabulary. Moreover, students gained more knowledge after watching English videos with subtitles. Also, in terms of visual display, McKinnon (2011) added that the scenes, movements, feelings, and gestures presented in the YouTube video segment offer a significant visual boost to language learning.

The finding also reported that student learning achievement has increased, such as their listening and writing skills and pronunciation and vocabulary. Watkins and Wilkins (2011) confirmed that YouTube could enhance students' English language learning, including reading, writing, speaking, and listening skills. Watkins and Wilkins (2011) also mention that YouTube has a role in increasing students' pronunciation. Unfortunately, the researcher did not take a test to measure the improvement, so in this case, further research is needed to discuss the learning achievement using Youtube videos. Fortunately,

c. Participants’ Interaction

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<tr>
<td>7</td>
<td>I have more opportunities to interact with my teacher and peers when using youtube.</td>
<td>33,3%</td>
<td>16,7%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>I can get feedback easier from the lecturer while using youtube</td>
<td>16,7%</td>
<td>66,7%</td>
<td>16,7%</td>
</tr>
<tr>
<td>9</td>
<td>I like using youtube because it is effective for cooperative learning</td>
<td>16,7%</td>
<td>66,7%</td>
<td>16,7%</td>
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The research also found that learning English using YouTube videos made it difficult for students to interact with lecturers and classmates. During the learning with YouTube video, the participants had difficulty in interacting with both lecturers and classmates. This finding concluded that YouTube video is perceived as a media that makes interaction with classmates and lecturers difficult. YouTube video also perceived as media where the students do not get direct feedback from the lecturer. Liimatta (2015) supported this by mentioning that not communicating with lecturers and other students is a major disadvantage. This problem seemed can be solved with the support community, especially in the IT field. Still, it won't overtake direct feedback and support from a lecture. Without interaction, the participants cannot gain new perspectives of the material.

The other problem reported from the finding is that YouTube video does not support group work activity. Learning using YouTube video made the participants were not able to work with their classmates. However, they could overcome it with the help of a chat application like Whatapps. This finding concluded that YouTube is perceived as a media that is only used to watch the material explanation. It is not an application for online interaction.

### The strengths and weaknesses of YouTube video in the study of English skills class experienced by students

#### a. The strengths

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<tr>
<td>10</td>
<td>Learning English using YouTube is effective because I can re-watch it any time.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>I like learning English using YouTube videos because it is cheap and reduced my education costs.</td>
<td>33,3%</td>
<td>50%</td>
<td>16,7%</td>
</tr>
<tr>
<td>12</td>
<td>I can access YouTube from anywhere in the world easily.</td>
<td>100%</td>
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<td>0%</td>
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The next is the strengths and weaknesses of Youtube videos in English Language Learning. The finding showed that learning English
using YouTube was more effective because the student can re-watch and access the Youtube video anytime and anywhere. The findings show similarities with Rahayu (2020) result, who found that students preferred multimedia activities such as Youtube videos because YouTube as the source of media can be accessed easily. YouTube is available everywhere and every time.

Moreover, YouTube also offers videos with various topics to learn English. In addition in terms of re-watch, Wilson (2015) in his research found that video watching and being able to access educational videos at home via YouTube can help a student achieve higher success because of the possibility to re-watch the videos and watch it at their own desired pace. According to Monkhouse and Forbes (2015), this is true: YouTube is more accessible because students can watch videos on smartphones / personal computers whenever they want. In addition, Windermere (2015) also stated that Major advantage from Youtube is that video material has the possibility of repetition.

Furthermore, the findings reported that learning through YouTube can save a lot of students’ educational costs and other shows that learning using YouTube video actually increases the cost of education. However, learning via YouTube video became cheaper if the student had Wi-Fi access. On the other hand, it will increase their education costs for those who had no Wi-Fi access because they had to buy the quota for the online learning. So, YouTube is perceived as an expensive learning media without access to Wi-Fi. The theory of Azzi-Huck, Shmis, and Paxson (2020) confirms the finding regarding education cost. In their research, they found that online learning requires a quality internet network. All students cannot experience this for economic reasons (not having access to Wi-Fi or limited credit) or geographical (living in areas with limited internet access). From the theory above, online learning will experience difficulties if students do not have access to Wi-Fi or have limited educational funds.

b. The weaknesses

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<td>13</td>
<td>I dislike learning English with Youtube videos because I often have technical problems such as problem with the</td>
<td>16,7%</td>
<td>50%</td>
<td>33,3%</td>
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<tr>
<td>14</td>
<td>I dislike learning with YouTube videos because it provided me with poor material delivery.</td>
<td>0%</td>
<td>33,3%</td>
<td>66,7%</td>
</tr>
<tr>
<td>15</td>
<td>I would rather study normally than use YouTube videos because the videos are too long and boring.</td>
<td>33,3%</td>
<td>50%</td>
<td>16,7%</td>
</tr>
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The findings also reported that the lecturers went straight to the important points of the material when they deliver it with Youtube video. This method of delivery is perceived as a good way to deliver the material faster and clearer. This finding was supported by the theory from Moghavvemi, Sulaiman, Jaafar, and Kasem (2018) they emphasized that YouTube provides deeper explanations and helps students to understand difficult topics and it is an effective app that provides students with in-depth explanations.

The researcher also found that student felt uncomfortable when the duration of the learning videos they watched was too long. Learning with Youtube video can be very boring if the duration is longer than 20 minutes. The student would become bored and this would decrease their level of focus. They would stop watching the video and switch to other activities. This finding shows that Youtube video is perceived as bad learning media if the duration of the videos is too long. As confirmed in Harmer's (2006) theory who states that the duration of the video is used in the class must be calculated. It won't be effective if the video is too long, the participants can fall asleep or lose attention. The use of short videos will be one way to attract students' attention in learning activities. However, the student feel less bored when Youtube video contained many visual displays. In other words, Youtube video is perceived as an interesting learning media because of visual. The statement is confirmed by the theory of McKinnon (2011) who stated that the scenes, movements, feelings, and gestures presented in the YouTube video segment offer a significant visual boost to language learning.

And lastly, the findings reported that the student sometimes experienced signal interference. The problem of signal condition from 4G to E (edge) affected the quality of the video, such as the blurry and slower image loading. As a result, the learning process was obstructed.
In this case, Youtube is perceived as a media that has the potential to experience technical difficulty. As said Liimatta (2015), Technical problems may arise during teaching and learning activities and one of them is probably the video quality. It's very difficult to learn from videos that are blurry or have poor display quality.

CONCLUSION

This research reported that Youtube is perceived as an interesting media in learning English because it is supported with moving visuals image. It also motivates the students to learn because the explanation in Youtube is perceived as more precise and detail. The features of subtitle supported the students to understand better the material that presented in the Youtube video. From these features, the students felt that they could improve their listening, writing, reading, speaking skills, pronunciation, and vocabulary enrichment. This research also reported the strength of Youtube for the re-watch ability and the ease of access. The students can re-watch the video and access it easily everywhere. Youtube is also perceived to reduce education costs in terms of connection, although it does not guarantee those who had no Wi-fi access and stayed at the remote area.

On the other hand, Youtube became problematic when the video duration is too long. It can affect students’ interest to keep going learning from the video. Youtube also reported as a media that does not support cooperative learning and interaction. Thus, this research implies that the lecturer or teacher should have comprehensive preparation to anticipate problematic possibilities during the learning activity using Youtube video. It suggests the lecturer to provide another supportive application to cope with the interaction problem. Alternatively, the lecturer can intensively guide the students to interact from the comment column provided in the Youtube channel. This research also suggests a more profound investigation of Youtube video's effectiveness in teaching and learning English, especially in improving English language skills.
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