THE STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH

ONLINE LEARNING MEDIA IN SMA NEGERI 13 PADANG

THESIS

BY:

DINDA TRIANA
1810013121024

ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2023

THE STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH

ONLINE LEARNING MEDIA IN SMA NEGERI 13 PADANG

THESIS

Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English
Department, Teacher Training and Education Faculty,
Bung Hatta University

BY:

DINDA TRIANA
1810013121024

ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2023

HALAMAN PERSETUJUAN SKRIPSI

Nama   : DINDA TRIANA

NPM   : 1810013121024

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : THE STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH ONLINE LEARNING MEDIA IN SMA NEGERI 13 PADANG
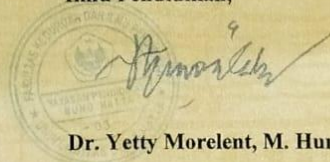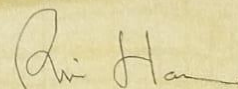
Padang, 10 November 2022

Pembimbing

Dr. Lely Refnita, M.Pd

Dekan fakultas Keguruan dan Ilmu Pendidikan,

Ketua Program Studi Pendidikan Bahasa Inggris

Dr. Yetty Morelent, M. Hum
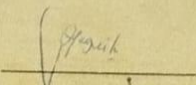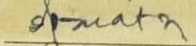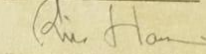
Fitrina Harmaini, S.S., MA

ii

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama   : DINDA TRIANA

NPM   : 1810013121024

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : THE STUDENTS' PERCEPTIONS OF
                    USING   YOUTUBE   AS   ENGLISH   ONLINE
                    LEARNING MEDIA IN SMA NEGERI 13 PADANG

Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada 10 November 2022.

Tim Penguji Skripsi

Nama   Tanda Tangan

Dr. Lely Refnita, M.Pd

Dr. Welya Roza, M.Pd

Fitrina Harmaini, S.S., MA

i

ABSTRACT

Triana. D. (2022). *The Students' Perceptions of Using YouTube as English Online Learning Media in SMA Negeri 13 Padang*

Advisor: Dr. Lely Refnita, M.Pd.

The purpose of this research was to describe the students' perceptions of using YouTube as English online learning media in SMA Negeri 13 Padang. The population of this research was all the students of grade XI MIPA and XI IPS in SMAN 13 Padang in the 2022/2023 academic year. Stratified cluster random sampling was used in this research and the number of samples was 69 students. The instrument for collecting the data in this research was questionnaire. To analyze the reliability of the questionnaire, the researcher used Alpha formula. The result of the analysis showed that the questionnaire was reliable. It was supported by a total score 0.85 (Very High Reliability). Then the questionnaire was valid in terms of content because it was determined by expert judgment.

The result of this research showed that the students of grade XI at SMAN 13 Padang had a moderate perception of using YouTube as English online learning media. It was indicated by the data that 46 (66.7%) students had a moderate perception. In detail, there were 11 (15.9%) students categorized as having positive perception, and 12 (17.4%) student categorized as having negative perception. Specifically, the students' perception of the English learning process using YouTube as a media was moderate. It was proved by the fact that 46 (66.7%) students categorized as having moderate perception. Then the students' perception of the English learning material using YouTube as a media was moderate. It was represented by the fact that 47 (68.1%) students categorized as having moderate perception.

Based on the findings, it could be concluded that the students' perception of using YouTube as English online learning media was generally moderate, on learning process moderate, and on learning material moderate. The teacher is suggested to utilize YouTube as media for online learning in order to help students' millennial in developing their English skills by using YouTube as the latest technology in learning English. The next researcher is suggested to look more and investigated into YouTube effects on particular English skills and how to overcome difficulties that can come up when utilizing YouTube to teach listening in casual settings. Students are suggested to use YouTube as a medium to help them learn English.

TABLE OF CONTENTS

UNIVERSITAS BUNG HATTA

UNIVERSITAS BUNG HATTA

CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses the background of problem, identification of problem, limitation of problem, formulation of problem, research questions, purposes of research, significance of problem and definitions of key terms.

1.1 The Background of the Problem

Technology plays a very important role in people's lives today and can be used in various aspects of life. For example, today's society tends to use technology in their activities; such as looking for job information, completing work, and even searching for information via the internet. The internet has grown rapidly, and through internet media everyone can access various useful information for the development of each individual. Various information contained on the internet can also be used for teaching materials and they are generally more up to date, so many students are interested in reading and accessing them (Lestari, 2017).

Industrial revolution 4.0 has entered Indonesia and has influenced the development of technology, especially in the world of education in the use of online learning media. The use of online learning media also provides an opportunity for teachers to optimize the use of technology in education. The current phenomenon requires teachers to be more creative in carrying out the teaching and learning process to meet their demands. Many online learning media

can be used, one of which is learning media through the YouTube channel (Maryati *et. al,* 2021).

Youtube is one of the most popular video-sharing services on the internet today. The advantage of learning with video is that it presents image and sound representations of an event to students in the classroom (Snelson, 2011). With the inclusion of Youtube as an alternative learning media, it is hoped that students can improve collaboration skills and integrate technology into educational programs. Youtube can also stimulate active learning and provide additional knowledge beyond the expected capabilities. One of the lessons that can use YouTube as a learning medium is English lessons. This is because English is a universal or global language and is a language that is widely studied by people in various countries in the world (Moran, M., Pelaut, J., & Tinti-Kane, H. (2011). YouTube learning media, especially in learning English, is one of the stimuli provided by the teacher in online learning.

A teacher needs to be able to find out how students perceive the use of youtube so that they can take corrective steps as well as guidelines in making decisions. In other words, a teacher needs to know the students' perceptions of the use of youtube. Perception is a response to a stimulus received by a person. This is to research conducted by Echols (2018), students' perceptions related to the stimulus that the teacher provides need to be known to be able to evaluate learning. Students as subjects in learning have an important role in the learning process to achieve learning objectives.

Many students build their English vocabulary through a fusion of methods by taking English classes, reading books, watching English movies and learning English with English software, and using media Youtube for videos or listening to music (Alqhatani, 2015). Therefore the students are hoped to increase their ability and upgrade skills in English (Khalaf, 2018). Four language skills are supposed to master in studying English. They are listening, writing, speaking, and reading. The four skills are supported by the learning of vocabulary. By having vocabulary students can listen, write, speak, and read (Alqhatani, 2015).

To increase the enthusiasm and interest of students when learning English, there needs to be an effort to find ways (methods) and learning media that are effective and interesting to use in the process of learning activities. Various research results concluded that a media used in teaching and learning activities that are appropriate can increase the enthusiasm of students in learning.

Based on the above background, the researcher was interested conducting research related to student's perceptions of the using youtube as a learning media in English online learning at SMA N 13 Padang.

1.2 The Identification of the Problem

A few problems arise from YouTube as a learning media at SMA Negeri 13 Padang. The first problem that arises is how the learning process occurs at SMA Negeri 13 Padang, the activities of a teacher in the learning process including planning, implementing the learning process, and evaluating learning outcomes. The second problem deals with the existence of learning media such as youtube will make teaching and learning activities more effective and fun or could

it be the other way around. The third is dealing with how the learning materials and learning media are given or chosen by the teacher to students. They can be chosen based on the material.

Wang & Chen (2020) in their research show that the most highlighted goals for learning English on YouTube are to explore more learning resources, to find the attraction of learning English, and to explore cultural knowledge. After watching a video on YouTube, students were more likely to hit the "like" button and share the video with their friends. In addition, learning English on YouTube is considered more flexible, more interesting, and more interactive than formal learning in the classroom; However, this learning approach is also considered less effective for students who want to improve their English skills or prepare for English exams. The study also concludes by highlighting the pedagogical implications of this research and proposing the use of YouTubers' complementary English teaching videos for classroom learning.

Saiful (2019) in his study revealed that teachers use YouTube Vlogs to teach English vocabulary and genre-based texts. This study explains teachers' beliefs about the implications of YouTube Vlogs in teaching, knowledge of how to teach English using YouTube Vlogs, and YouTube Vlog compliance with students' characteristics and learning styles, as well as thoughts about YouTube Vlogs. In addition, this study shows that teacher knowledge is the most dominant mental construct influencing teachers' decision to use YouTube Vlogs in learning English.

Jalaluddin's research (2016) shows that the use of YouTube inside and outside the classroom can be very useful for developing speaking, listening, and pronunciation skills. YouTube can be a valuable tool through which various language skills can be taught. YouTube videos can be used to sensitize students about the diversity of English spoken around the world and provide them with authentic material for speaking skills.

1.3 The Limitation of the Problem

Given the many problems that exist, the researcher limits this research problem so that it is focused and in-depth. The limitation of the problem in this study was that the YouTube learning media is only seen from students' perceptions according to Wang & Chen (2020).

1.4 Formulation of The Problem

Based on the limitation of the problem above, the researcher formulated the problem of the research as follows "How are students' perceptions of using Youtube as English online learning media in SMA Negeri 13 Padang?".

1.5 Research Question

Based on the formulation of the problem above, the research questions that researcher can raise are:

1. How are students' perceptions on English learning process using YouTube media at SMA Negeri 13 Padang?

2. How are students' perceptions on English learning materials using YouTube at SMA Negeri 13 Padang?

UNIVERSITAS BUNG HATTA

1.6   The Purposes of the Research

In general, this study described students' perceptions regarding the use of YouTube as a learning media at SMA Negeri 13 Padang.

More specifically, this research aims :

1. To describe students' perceptions on the learning process (reading, speaking, listening, writing) using YouTube as a media in the English Study Program.

2. To describe students' perceptions on learning materials (video) using YouTube as a media in teaching the English Study Program.

1.7   Significance of the Study

The researcher assumes that this research needs to be done because its findings contributed scientific information that can be useful for improving the teaching and learning process of English in the classroom. Using YouTube inside and outside the classroom can be very useful for developing speaking, listening, and pronunciation skills. YouTube can be a valuable tool through which various language skills can be taught. YouTube videos can be used to sensitize students about the diversity of English spoken around the world and provide them with authentic material for speaking skills.

The results of this study provide empirical information to teachers about students' perceptions of the use of YouTube as a digital learning medium. In other words, the results of this study can be used as input for teachers in teaching English using digital media.

For researchers, this research provides great benefits in the world of education, especially in advanced research because it will be an important reference for development, teaching, and research, especially in English courses.

1.8 Definition of Key Terms

There are some key terms used in this research. To avoid misunderstanding them, the researcher provides their definitions as follows:

1. Perception is a student's point of view or understanding of YouTube as an online learning media.

2. Youtube is a useful social media and contains useful content in the field of education such as students who get literature in the clear learning process in visual form.

3. Online learning is a form of information technology applied in education in the form of a website that can be accessed anywhere.

4. Learning process is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.

5. Learning material means any course materials or other academic materials developed, created, or used by faculty, students, or administration in connection with the facilitation or evaluation of student learning outcomes. Learning materials can also include online resources, videos, and other interactive materials that reinforce course content.