

Students' Perceptions on The Use of YouTube to Learn English Post-Pandemic

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Abstract.

YouTube can be a preferable media for effective and engaging English learning. This survey research was conducted to investigate the students' perceptions on the use of YouTube to learn English post-pandemic. The participants were 88 second-grade students in one of the public junior high schools in Batu. The data were taken by administering the questionnaire directly to the students. The findings revealed that YouTube was effective, attractive, and motivating to help the students learn English post-pandemic in the classroom. Thus, it is recommended that English teachers teach English by means of YouTube in their class. Moreover, it is also suggested that future researchers investigate whether the students' perceptions on the use of YouTube will differ across their learning styles.



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A. INTRODUCTION

Technology can benefit teachers and students during the teaching and learning process. As stated by Kurniawan (2018), the use of technology in the classroom by teachers can create different classroom situations. It means that by using technology the classroom atmosphere can be enjoyable because it can attract students' attention to learning. Moreover, the use of technology can help improve student-centered learning. According to Warni et al. (2018), using technology offers students the opportunity to learn independently and collaboratively with others. In addition, various kinds of technology choices for learning can facilitate students' learning goals both individual and group learning.

Nowadays, there are many media that can help students improve their English skills instead of only learning English from books,

one of them is YouTube. It has many video references for learning English. Simanjuntak et al. (2021) agree that YouTube could be a means of learning English because it offers and provides various material sources in the world of education. Thus, the use of YouTube in the classroom develops students' motivation and interest during the class. Sakkir et al. (2020) agree that using video allows students to use both sides of the brain activity so as to increase understanding. Moreover, audio-visual learning is considered to help students understand the material presented because it is exciting and not boring. This can inspire teachers to use YouTube as the learning media to teach English.

There are several studies regarding students' perceptions on YouTube in the context of English teaching and learning. Simanjuntak et al. (2021) investigated the

students' perception on using YouTube as a tool media for English learning at SMA Negeri 4 Pematangsiantar during the Covid-19 pandemic. There were 72 students who took part in this study. The participants agreed that the use of YouTube to learn English was attractive, effective, and motivating. This study used qualitative research design to explore students' experience by using YouTube as English learning media in the Covid-19 situation. The study revealed a positive response from the students, so YouTube can be used as a good facilitator for student learning. Moreover, Febriani et al. (2023) investigated whether using YouTube as a learning media during the Covid-19 pandemic had a positive perception from the students. This research used purposive sampling technique with a total of 10 participants from SMPN 51 Makassar. This study showed a great result that the use of YouTube could help students learn English during the Covid-19 pandemic because it could be easily accessed anywhere and anytime. Learning media using YouTube is considered flexible, so it makes students feel that their English skills improve since they can learn English on their own by accessing learning videos on YouTube during the Covid-19 pandemic. On the other hand, Shalsabilla et al. (2022) used a mixed method with questionnaire and interview guide as the instruments to find out the perception of using YouTube among junior high school students. This study involved 30 students from one of the junior high schools in Sidoarjo. There were

four aspects discussed such as attractiveness, relevance, effectiveness, and motivation. Using YouTube in face-to-face classes gained advantages in those aspects from the students' perceptions. The findings showed that they had positive perceptions that YouTube could help their English learning.

To fill the gap within the research, the researchers are interested in finding out the students' perception on the use of YouTube to learn English in the context of face-to-face meetings post-pandemic with a greater number of participants. The previous research was conducted online without any physical encounter because it focused on students' perceptions of using YouTube as an online learning media during the Covid-19 Pandemic whereas in this current study, YouTube was used directly in the English class as the learning media.

B. RESEARCH METHOD

This survey research aimed to explore students' perceptions on the use of YouTube to learn English. The participants were 88 second-grade students at one of the public junior high schools in Batu in the academic year of 2022/2023 who used YouTube to learn English in the class. To get the data, the researchers distributed a close-ended questionnaire consisting of eleven items written in Indonesian and English about the effectiveness (items 1 to 4), attractiveness (items 5 to 6), and motivation (items 7 to 11) of using YouTube in the English class to the participants to make them understand more

about the content. It used a four-point Likert scale, including strongly agree (4 points), agree (3 points), disagree (2 points), and strongly disagree (1 point). The collected data were analyzed using Microsoft Excel and displayed in the form of percentages to show the students' perceptions on the use of YouTube to learn English as a whole. The average percentage of each statement was categorized into some categories based on Natawiria & Riduwan (2010) that can be seen in Table 1.

Table 1. Classification of Categories

Category	Mean Percentage
Strongly Agree	76-100%
Agree	51-75%
Disagree	26-50%
Strongly Disagree	1-25%

Moreover, the score range of the students' perceptions can be seen in Table 2. It was obtained by subtracting the highest possible score from the lowest one divided by the number of categories. The statement consisted of eleven items, so the highest possible score was 44 points while the lowest one was 11 points. There were two categories (positive and negative perceptions), so the gap between those categories was 16.5. The score range for each category can be seen in Table 2.

Table 2. Score Range for Each Category

Category	Score Range
Negative perception	11-27.5
Positive perception	27.6-44

C. RESULTS AND DISCUSSION

The results of the students' perceptions on the effectiveness of the use of YouTube to learn English post-pandemic can be seen in Table 3

Table 3. Students' perception on the effectiveness of the use of YouTube to learn English post-pandemic.

Statement	SD	D	A	SA	Mean	Category
I use YouTube to understand English learning materials if I do not understand the materials in the English textbook.	0% (0 student)	11.36% (10 students)	62.5% (55 students)	26.13% (23 students)	78.68%	Strongly Agree
I can understand English learning materials more easily by watching YouTube.	0% (0 student)	18.18% (16 students)	57.95% (51 students)	23.86% (21 students)	76.42%	Strongly Agree
The materials shown on Youtube are clear.	1.13% (1 student)	11.36% (10 students)	69.31% (61 students)	18.18% (16 students)	76.13%	Strongly Agree
I listen well when Youtube is shown in the class.	0%	11.36%	64.77%	23.86%	78.12%	Strongly Agree

	(0 student)	(10 students)	(57 students)	(21 students)		
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According to Table 3, in the first statement, the students mostly strongly agreed with the use of YouTube to clarify the things they did not comprehend in their English textbook by 78.69%. It meant that YouTube could complement the English textbook to make them understand more about the materials. The second statement showed an average percentage of 76.42% in which most of the students strongly agreed that watching YouTube could help them comprehend the English materials more comfortably. It meant that YouTube videos could make English learning easier for students in terms of comprehending the materials learned. In the third statement, 76.13% of the students strongly agreed that the content of YouTube

regarding the materials learned was comprehensible. It meant that the materials on YouTube contained clear explanations for them to learn English. The fourth statement revealed that most students strongly agreed that the use of YouTube could make them pay more attention to the materials by 78.12%. It meant that YouTube could affect students' auditory ability to comprehend English learning. In brief, all items in this dimension indicated that most of them strongly agreed that YouTube was effective to help them learn English post-pandemic.

Furthermore, the results of the students' perceptions on the attractiveness of the use of YouTube to learn English post-pandemic can be seen in Table 4.

Table 4. Students' perception on the attractiveness of the use of YouTube to learn English post-pandemic

Statement	SD	D	A	SA	Mean	Category
The materials shown on YouTube are complete and interesting.	0% (0 student)	11.36% (10 students)	73.86% (65 students)	14.77% (13 students)	76.13%	Strongly Agree
I prefer learning with audio-visual media (YouTube) rather than traditional learning.	0% (0 student)	18.18% (16 students)	53.40% (47 students)	28.40% (25 students)	77.84%	Strongly Agree

According to Table 4, in the fifth statement, most students strongly agreed that the content of YouTube to learn English was fun and comprehensive by 76.13%. It meant that the use of YouTube could attract their

interest in studying English in the classroom without feeling bored. The sixth statement got an average percentage of 77.84% in which most of the students strongly agreed with the use of YouTube as a preferred way to acquire

English material. It meant that YouTube could be the one of alternative media options preferred by students to learn English over traditional learning or English textbooks. In sum, all items in this dimension revealed that the majority of them strongly agreed that

YouTube was attractive to assist them learn English post-pandemic.

In addition, the results of the students' perceptions on the motivation of the use of YouTube to learn English post-pandemic can be seen in Table 5.

Table 5. Students' perception on the motivation of the use of YouTube to learn English post-pandemic

Statement	SD	D	A	SA	Mean	Category
I become more active when learning English using YouTube.	0% (0 student)	27.27% (24 students)	55.68% (49 students)	17.04% (15 students)	72.44%	Agree
I am enthusiastic about learning English in class using YouTube.	0% (0 student)	13.63% (12 students)	63.63% (56 students)	22.72% (20 students)	77.27%	Strongly Agree
My learning motivation towards learning English in class increases because of YouTube.	1.13% (1 student)	15.09% (14 students)	63.63% (56 students)	19.31% (17 students)	75.28%	Agree
I recommend using Youtube in class.	3.40% (3 students)	11.36% (10 students)	53.40% (47 students)	31.81% (28 students)	78.40%	Strongly Agree
I hope that in the future learning English in class will use YouTube.	0% (0 student)	9.09% (8 students)	60.22% (53 students)	30.68% (27 students)	80.39%	Strongly Agree

According to Table 5, in the seventh item, the students agreed with the impact of YouTube to make them more active to learn English by 72.44%. It meant that YouTube could improve their active participation during learning in class to improve the class atmosphere. In the eighth statement, most students strongly agreed that the use of YouTube brought enthusiasm to learn English, proven by the average percentage of 77.27%.

It meant that they could be more passionate when the teacher utilized YouTube to increase their motivation to learn English in the classroom. The ninth statement obtained an average percentage of 75.28% in which the students agreed that watching YouTube in English class increased their learning motivation. It meant that the use of YouTube could make them more engaged in the classroom. In the tenth statement, most of the

students strongly agreed with the use of YouTube as the recommended media to support English learning in the classroom by 78.40%. It meant that they tended to suggest learning English by means of YouTube in the classroom because it could motivate them to participate more. The last statement got 80.39% on average in which most students strongly agreed that YouTube would still be used as the media to teach English in the class. It meant that YouTube could be a prospective media to contribute to teaching English.

The tendency of students' perceptions from the second grade of one of the public junior high schools in Batu on the use of YouTube to learn English post-pandemic can be seen in Table 6.

Table 6. Students' perceptions on the use of YouTube to learn English post-pandemic

Category	Number of Participants	Percentage
Negative perception	5	5.68%
Positive perception	83	94.31%

Based on Table 6, the students perceived the use of YouTube positively in English class by 94.31% (83 respondents). Almost all statements in the questionnaire consisting of the effectiveness, attractiveness, and motivation of using YouTube media in English class gained a strongly agreed response. It means that students agreed that learning English post-pandemic with YouTube could make learning English effective, attractive, and motivating for students.

This study investigated junior high school students' perceptions on the use of YouTube in English learning post-pandemic through survey research. The findings revealed that most of the students strongly agreed that using YouTube in the class was effective, attractive, and motivating for their English learning post-pandemic. In terms of the effectiveness, the use of YouTube in the class could help them understand the materials more. This was in line with the findings of Simanjuntak et al. (2021) research stating that YouTube videos were easy to understand since its content was relevant and increased students' comprehension. The selection of YouTube content in class can be adjusted to the materials that will be taught. Moreover, teachers sometimes are less proficient and competent in explaining the materials to their students. Thus, as stated by Rahmatika et al. (2021), YouTube videos in class can help clarify to the students if the teachers' explanation of the materials is confusing and not clear. Thus, the students' comprehension will increase because the YouTube content relates to the materials learned and complement the teachers' explanation.

Furthermore, the use of YouTube was considered effective based on students' perception of the effectiveness of the use of YouTube to learn English post-pandemic. It was shown in the first statement that the students used YouTube to clarify the materials rather than English textbooks. As proven by Febriani et al. (2023) findings, the students agreed that their English proficiency improved

by using YouTube because they could listen to sounds compared to traditional learning using books. Thus, they preferred to learn using YouTube as media to traditional learning methods. In addition, YouTube was used not only in online learning during the pandemic but also in offline learning post-pandemic. The second statement revealed that the students could understand English learning materials more easily by watching YouTube. Simanjuntak et al. (2021) showed that the students agreed the content of YouTube was easy to understand in English learning. Content from YouTube adapted to the students' materials in accordance with the curriculum at school can strengthen and facilitate their comprehension. In addition, YouTube videos are explained in the form of points or summaries so students can more easily remember the material. In the third statement, the students strongly agreed that the materials shown on YouTube were clear to help them learn English. Shalsabilla et al. (2022) found that YouTube could assist the students' understanding because the explanation could be better and clearer than that of the teachers in the classroom. It could make students feel the use of YouTube is clear and concentrated in English learning. Therefore, the use of YouTube as media is considered sufficient to help students learn English. In the fourth statement, the students listened well when Youtube content related to the materials learned was shown in the class. In this way, Febriani et al. (2023) agreed that the students could focus on listening to the

materials on YouTube to study English. The speakers from YouTube content can explain the materials in an interesting and straightforward way, so the students pay more attention when watching and listening to the YouTube videos related to the materials learned.

The students' perceived YouTube to be attractive to help them learn English post-pandemic. In the fifth statement, most of the students strongly agreed the materials shown on YouTube were interesting and comprehensive. Nofrika (2019) stated that YouTube provided a lot of fun videos to make the students feel interested in learning English. Fun videos could certainly attract them to watch English materials without being bored. In addition, the materials presented are easier to remember because they are more catchy. The sixth statement revealed that the students preferred using YouTube over traditional learning to support their learning. Febriani et al. (2023) found that using YouTube increased new vocabulary and learning pronunciation rather than reading books from the students' view since they could choose various English material videos. Furthermore, they agreed that they used YouTube when they did not understand the materials from the book. Learning using books or traditional learning may not be sufficient to increase their understanding, so it is necessary to integrate technology to complement it. Mutmainah et al. (2022) found that the students expressed YouTube as the best "attractive" choice for learning media. It has been proven that

YouTube could be favorable media during the online learning or post-pandemic context.

YouTube was perceived to be motivating for the students in the English class post-pandemic. The seventh statement showed that YouTube made the students more active in the English class. Zaidi et al. (2018) stated that the use of YouTube videos as media could encourage students to actively interact in the classroom. It meant using YouTube could help improve their language skills because they are more active and engaged with the learning activities during the class. In the eighth statement, students feel enthusiastic about using YouTube in classroom learning. Shalsabilla et al. (2022) found that YouTube made students more active and enthusiastic, so it could improve their passion for studying English since learning by means of YouTube was considered interesting and fun by most students. By using YouTube as the learning media, they could enjoy the English materials because the YouTube content can present engaging audio and visual. The ninth statement showed that the students' motivation could be increased by watching YouTube videos. According to Shalsabilla et al. (2022), the students felt more motivated when using YouTube in class because it could engage their motivation in learning English. They could be more active, enthusiastic, and excited during learning in the classroom. The tenth statement revealed that the students recommended using Youtube in class to study English. It could be one of the favorable means to learn English since the students gained motivation and

confidence by watching YouTube videos (Pratama, Ningsih & Kurniawan, 2022). In the last statement, most of the students expected the use of YouTube in the future to learn English. Jailani (2022) found that using YouTube videos whether online learning or face-to-face learning is suitable, affordable, and accessible based on the students' perception. It could be a reason to utilize YouTube as a learning media in future.

Thus, it can be concluded that the use of YouTube was effective, attractive, and motivating for the students, especially in English learning class. The use of YouTube is beneficial both online learning caused by the pandemic and post-pandemic class.

D. CONCLUSION

The students had positive perceptions on the use of YouTube to learn English post-pandemic in terms of effectiveness, attractiveness, and motivation. YouTube makes them understand the materials more than using traditional learning by means of textbooks because it consists of attractive and enjoyable audio-visual content instead of only explanation of English materials in the form of texts that can increase their attention during the teaching and learning process in the class. Therefore, English teachers are suggested to use YouTube for more optimal and innovative teaching in the class so that the students can comprehend the materials more and feel motivated to participate more. Moreover, future researchers are recommended to investigate whether the students' perceptions

on the use of YouTube will differ across their learning styles.

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