

**AN ANALYSIS OF THE SIXTH SEMESTER STUDENTS' PERCEPTIONS
IN WATCHING ENGLISH YOUTUBE VIDEOS IN LEARNING ENGLISH
AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP
UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau*



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PEKANBARU
2022**

THESIS APPROVAL

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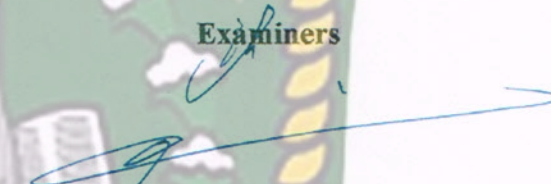
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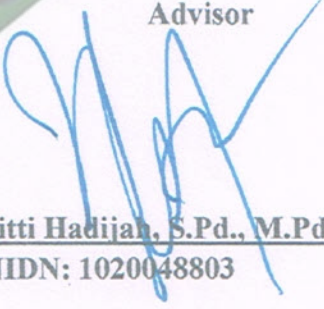
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It is ready to be examined. This letter is made to be used as required.

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DECLARATION

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I hereby declare that this thesis is genuinely comes from my own works, except the quotations either directly or indirectly used which were taken for various sources, and mentioned scientifically in references. The researcher is responsible for the data and facts provided in this thesis.

Pekanbaru, 09 December 2021
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PERCEPTIONS IN WATCHING ENGLISH YOUTUBE VIDEOS IN
LEARNING ENGLISH AT ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF FKIP UNIVERSITAS ISLAM RIAU".**

This paper is intended to fulfill one of the bachelor's degree requirements in English Study Program, Teacher Trainings and Education Faculty, Islamic University of Riau. The writer rendered a lot of thanks and put her high appreciation of correction, revision, and suggestions which were continually given by the following individuals:

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Finally, the researcher realizes that the thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this thesis.

Pekanbaru, 09 December 2021

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ABSTRACT

Nadilla Aulya 2021. AN ANALYSIS OF THE SIXTH SEMESTER STUDENTS' PERCEPTIONS IN WATCHING ENGLISH YOUTUBE VIDEOS IN LEARNING ENGLISH AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UNIVERSITAS ISLAM RIAU

For English Language Learners, YouTube videos can be used as learning resources to improve their English skill because a large number of YouTube contents are in English. Hence, this study aims to know the students' perceptions in watching English YouTube Videos in Learning English at English Language Education Study Program of FKIP Universitas Islam Riau.

The study worked on a survey research with quantitative analysis approach. The population of this research was 82 students, while the sample consisted of 20 students. The sample was selected through random sampling technique. This research used questionnaire to collect the data. The questionnaire consisted 4 indicators (Perceived Usefulness, Attitude Toward Use, Perceived Ease of Use, External Variables) of 24 items which were taken from Al-Khatiri (2019), Balbay & Kilis (2017), Davis (1989), and (Balasubramanian et al., 2014). Some modifications towards the items were taken to fulfill the context of this research. The online data collection was applied by using Zoho application. Then, the data were analyzed quantitatively.

The findings of this study showed that at the highest mean value comes from the first indicator with 3.6 mean values (60%) meaning strongly agree with perception that YouTube is beneficial learning tool, followed (45%) Strongly Agree by enjoying in choosing English materials from YouTube with 3.4 mean values, and (25%) Strongly agree that YouTube learning activities are interesting and motivating with 3.25 mean values. it shows the result that learning English through YouTube videos was agreed and enjoyed by the sixth-year students of English Education major in Universitas Islam Riau proven by scale "Strongly Agree" as the most frequently selected by the respondents

Keywords: YouTube, Perceptions, Learning English.

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Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Technology is a tool for communication to make human life easier and get information only in short order in daily life, Salahdine & Kaabouch,(2019). Technology devices consist of computers and smartphones that allow seeing pictures and videos. People also use technology to find out the information that happens outside of the world, it can be news, education, movies, songs, and life tips. The easiest way to find out the information is through the internet. The Internet offers various websites that connect to many sources of information, including social media, such as Twitter, Instagram, Facebook and YouTube. Research by Voorveld, et al., (2018) showed that social media exist for people to express their mind and speak about problems. However, there is an interesting social media that offers videos that can be easily accessed by people and also contain various information, from entertainment to educational contents, which is widely known as YouTube.

YouTube is an online service that was formally introduced in late 2005, allowing registered users to upload video clips to the general population of Internet users for viewing. Thus, to make it more detailed, Lie et al., (2020) stated that YouTube with over 2 billion users producing billions of daily views, is one of the most dominant sources of online content. In contrast to other social media sites, the strength of YouTube is the judicious use of audio and visual

communication. YouTube provides a lot of features along with its development. In YouTube, people, from kids to adults, can find everything they want to explore supported by audio and visualization. People are also possible to share or upload everything, anywhere, and every time on YouTube. Those who love to share their videos through their channel are named YouTuber.

YouTubers can be addressed as micro-celebrities, which are often ordinary people who have amassed a significant number of followers or subscribers on social media platforms. The more viewers the YouTuber get, the more famous the YouTuber is. By having a YouTube channel, YouTubers can upload videos to convey to the viewers. While the viewers can choose selectively what the viewers want to watch and what information to get. YouTube can also be as media for learning a language especially in learning English.

Since English becomes an international language. In most parts of the world, technology and social media are using English as a tool for communication. The key factor in the area of learning English is the ability to use and speak up about it. Overall, the results of the previous studies indicated that the use of social networking sites has successfully improved the language skills of English as a foreign language student. Atmojo et al., (2020)

In addition, YouTube supports the learning process in English class. As Nofrika (2019) stated that YouTube can increase students' English skills such as listening skill, writing skill, speaking skill, reading skill. The researcher who is a student from Universitas Islam Riau also uses the YouTube app for learning. Based on the researcher's, watching YouTube videos are exciting and YouTube

have so many appealing videos to make learning more interesting to watch in a positive way especially on YouTube Education, Marone & Rodriguez,(2019). The researcher who also a student always get the information about material homework by searching YouTube features name Education type. It provides a presentation also through YouTube can watch on repeat if it some other people can not understand about the material that the YouTubers upload. Then, some other students who were asked about the benefits of using YouTube in learning English shared that YouTube contents could help them to practice English, such as listening to English videos from YouTube channels, Silviyanti (2014). In addition, the students could learn English contents, such as vocabulary and grammar. The contents help them to better understand the basic knowledge of English language learning that they have to know.

Based on the explanation above, the researcher is interested in doing a research, entitled: **“An Analysis Of The Sixth Semester Students’ Perception In Watching English YouTube Videos In Learning English At English Language Education Study Program Of FKIP Universitas Islam Riau”**.

1.2 The setting of the Problem

Based on the background of the problem above, there are some phenomena relating to the use of YouTube among English language learners at the sixth semester of English language education department of FKIP Universitas Islam Riau. The students usually get homework from their lecturers and then submit it on YouTube. In this case, the students are exposed to use YouTube for their learning needs.

Besides that, YouTube is also used by the learners to watch expand their understanding of the lessons. As commonly known that there are numerous English language contents that can be used by the learners to support their language learning process. The learners can easily find out what they want to know by clicking on the search feature.

YouTube is also used by the learners to practice the language by creating English contents that can help them in developing their verbal communication skill in a more interesting way because the learners can share anything that they want to share by using English.

However, the use of YouTube videos does not only bring benefits to the students, for example, so many irrelevant contents, clickbait, buffering and not good quality videos by the picture or content. The occasion that always happens in the education field nowadays is when the lecturer asks the student to open the YouTube application to watch the video that is suitable in the learning process and the students watch another content video that is not suitable in a during the class activity instead of the video about the subject.

1.3 Limitation of The Research

Based on the identification of the problem above, the researcher focuses on analyzing students' perception in watching English YouTube Videos in Learning English for the sixth semester students of FKIP Universitas Islam Riau only. The perception here relate to some indicators from Davis (1989); Perceived Usefulness, Attitudes toward Use, Perceived Ease of Use, External Variables.

1.2 Formulation of The Problem

The research question was addressed in this research includes:

1. What are the students perceive in watching English YouTube as media of learning English as foreign language learning?

1.3 Objectives of The Research

The objective of this research is:

1. To investigate the students' perceptions in using YouTube as media of learning English as a foreign language for their learning.

1.4 Significance of The Research

1. Teachers

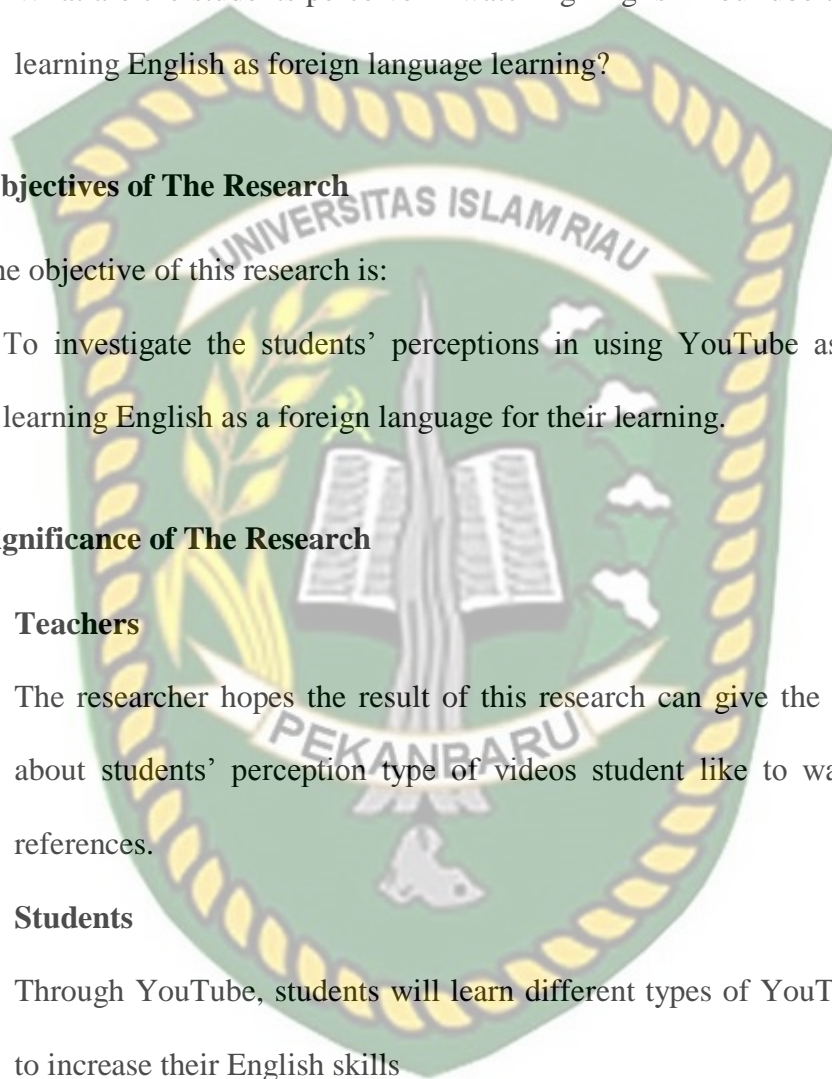
The researcher hopes the result of this research can give the advantages about students' perception type of videos student like to watch as the references.

2. Students

Through YouTube, students will learn different types of YouTube videos to increase their English skills

3. Researcher

To know the students' perception type of videos that students mostly watched on YouTube.



1.5 Definition of The Key Terms

1. Analysis

Analysis is one of knowledge that discussed in details to a problem and find out the reasons, causes and the problems of the study.

2. Students

Students are the people who are studying at a school or college. One who be presents to the school, or who seeks knowledge from professional teachers or from the books.

3. Perception

Perception is a process of combining and organizing data of our senses (sensory) to be developed in such a way to be aware of all around". can be a statement of views in a problem.

4. Watching

Watching is an activity that can do by giving an attention and looking at a pictures and videos media that provide by eyesight in human to get some information can be through television or the others.

5. YouTube Videos in Learning English

YouTube is one of technology that supports media in learning English can be different language in form internet that have website is YouTube that support videos and pictures in it.

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1 Nature of Perception

In general, perception can be defined as specific point of view toward any particular condition, knowledge, or something else. Derribery & Tucker (1994) stated that the word perception stems from Latin which means “*receiving, collecting, and action of taking possession, apprehension with the mind or senses*”. Meanwhile, Qiong (2017) cited the definition of perception from Longman dictionary of contemporary English as natural ability to think, understand, notice, and give some ideas about specific thing throughout the senses. In line with the previous theory, Mismara (2019) also argued that perception is the way people react on specific information based on the five senses. In accordance, Sanhei et.al (2020) theorized that perception relates to people awareness and understanding toward specific condition happens around them which involve the use of sensory organs such eyes, noses, skin, and ears to give response on the related issues.

Meanwhile, the nature of perception can also be implied from different side as Galotti (1999) deduced that perception – viewed from psychological side – covers how people interpret the stimulus given on particular condition. Perception may be disrupted when the perceiver don’t recognize or understand the stimulus given. Considering this problem, Qiong (2017) stated that there are 3 stages of perception process that is better to be followed; *selection, organization, and interpretation*. Therefore, we can assume that perception is better taken from the

sample that have been familiar to the condition or object that we'll ask. At last, perception is separated into 2; positive and negative. Jalaludin (2007) defined positive perception as agreement and acceptance point of view toward the object while the negative one as a rejection and or dissatisfaction feeling toward the object. Henceforth, the researcher also considers these statements before retrieving data related to the learning media used in English language teaching from students' perception.

Further, in collecting the data, the researcher should be aware of the indicators of questions that will be distributed to the respondents in asking their perception. Maziriri et.al (2020:124) adapting Davis (1989) model of TAM (Technology Acceptance Model) that is used to measure users' acceptance toward a particular system. It will yield the intention of respondents toward the use of the system. Those measurement indicators are classified into 4;

- a. **Perceived Usefulness;** respondent's perception toward the utility and efficiency of specific technology where it is YouTube for this research.
- b. **Attitudes toward Use;** respondent's response and point of view when experiencing the use of YouTube which can be either positive or negative.
- c. **Perceived Ease of Use;** respondent's opinion toward the easiness during accessing YouTube
- d. **External Variables;** Other aspects which may influence the use of YouTube in learning English such as the supporting facilities that help respondents in accessing YouTube.

However, some items relate to the above indicators. The items can be seen in the following test:

a. Perceived Usefulness

No.	Statements
1.1	YouTube is a beneficial tool for language learning.
1.2	YouTube videos help better understand the lesson.
1.3	YouTube videos encourage to ask and answer questions in the class.
1.4	YouTube encourage to learn English more.
1.5	If I were a teacher, I would use a YouTube channel/videos in my courses
1.6	Find the download YouTube Videos option is very useful for repetition the video material.

b. Attitude Toward Use

No.	Statements
2.1	I can follow the procedure of accessing YouTube well.
2.2	I can easily run and download related videos that you need for learning.
2.3	I never experience any meaningful difficulties in accessing YouTube.
2.4	I enjoy choosing materials on YouTube in learning English from

2.5	channels available.
2.6	I like the sharing YouTube Videos because it enables me to access my lecturer's resources. (e.g. Videos)

c. Perceived Ease of Use

No.	Statements
3.1	Enjoy learning English through YouTube platform.
3.2	YouTube videos capture and retain attention during the whole class.
3.3	Learn English faster and better by using YouTube videos.
3.4	Using YouTube videos in language learning decrease anxiety in the class.
3.5	YouTube learning activities are very interesting and motivating.
3.6	YouTube videos minimize fears to pronounce words in front of the whole class.
3.7	It is easy to identify the study material in the YouTube Videos
3.8	I like YouTube for submitting my assignment (e.g. Presentation, reports, etc) because comment from my lecturer is fast.

d. External Variables

No.	Statements
4.1	I enjoy choosing materials on YouTube in learning English from channels available.

4.2	I have appropriate mobile devices that support me to access YouTube
4.3	I ever run out of internet quota when I am watching videos instructed by lecturers amidst the classroom.
4.4	I ever lose my connection or buffering when I am still watching videos on YouTube.
4.5	My lecturers guide and help me when I experience problem in operating YouTube.

2.2 Learning Media

Since education affects the growth of cognitive, emotional, and spiritual intelligence which will determine students' outcomes in society, teachers must beware in choosing appropriate materials to students. Meanwhile, considering the diversity of learning material that students have to received, it will be essential to provide compatible learning media used during teaching and learning process. Therefore, teacher must master both of learning material and media that will be provided.

Akrim (2018) mentioned that learning media comes from 2 terms; learning and media where media has meaning as tool or anything that can transfer information from the sources into the recipients. Meanwhile, Hamalik (2003) argued that learning is the communication process which involves human, facilities, equipment, materials, and also procedures which are combined each

other to achieve the goals. In conclusion, Depdiknas (2003) sum up that learning media as the tool, resources, and materials used to support and facilitate teaching and learning process which eases both of teachers and students to reach the target learning.

Suryani (2016) categorized learning media into 2; traditional – includes printed media such books, modules, posters, and anything that don't involve the use of computer and network – and digital as the opponent. These kinds of technological learning media is eventually called as multimedia, the use of computer that combine sound, video, text, picture, graphic, and animation which rely on sight and hearing sense used to collect, process, and interactively demonstrate the information (Suryani, 2016). In addition, Anderson (1976) as cited in Nasution (2019:29) divided learning media into 10 types including “*Audio, Print, Audio Print, Proyeksi Visual Silent, Audio Visual Projection Silent, Visual Motion, Audio Visual Motion, Physical Object, Human and Environment, and the latest one are Computer*”. Thus, it can be portrayed that by following the advancement of technology, the varieties of learning media significantly increase.

Besides, people nowadays, specifically students, are also native digital that have been familiar with the use of technology as mentioned by Mardiana (2016). In accordance, Puspitarini & Hanif (2019) stated that the engagement of technology as learning media may solve some problems that causing students bored and having less interest toward textual instruction course. Therefore, it is important for teacher to elaborate the use of technology as the media during the process along with teachers' awareness in providing material that suitable with

learning needs, students' levels and ages, so it will engage students to be more interest in joining the class and comprehending the learning properly as it is asserted by Suryani (2016) that the materials delivered to students will be more absorbed if the media used is more concrete – but still effective to be applied for the material – where students can experience it.

2.3 Benefits of Using Learning Media

In previous section, it has been mentioned that learning media is an essential thing that teachers should engage within the classroom. We may portray that the use of media will support the presentation of learning material discussed by engaging students' attention and interest throughout interactive learning media. However, the benefits of using learning media can be classified based on theories stated by some experts. There are variations of multimedia used as supporting system, or learning media, along with their beneficial functions in facilitating students' learning such Google Classroom, Quizlet, Padlet, Zoom meeting, and Google Meet. Moreover, assessment app such Kahoot! and Edmodo along with other social media such Facebook, Instagram, and Twitter are also categorized as multimedia used as learning media. However, the researcher will only focus on the use of YouTube videos for English learning in digital era.

Adapting Munir (2012) theory cited in Suryani (2016), he classified several benefits of implementing multimedia in classroom, those are; (1) Learning material and abstract objects can be perform in concrete which gives real and direct experience, (2) Learning material can be repeated where students can freely

share their opinions and perception toward it, (3) It facilitates and helps students to know and understand the material in entertain way, (4) Students' attention can be attracted through its interactive pattern, so it can help students to learn either personally or in group, (5) It will also be easier to find older material quickly which can be accessed every time and everywhere, so it will cope the limited time and space that usually occurred in traditional class.

2.4 Challenges in Using Learning Media

Finishing the discussion about benefits of learning media in digital era, especially YouTube, now we have to reflect the challenges faced in operating and using this platform for English learning. Kurniawati (2013) argued that the obstacle faced during the use of YouTube video is caused by negative attitude shown by students which make them can't get the benefits granted by YouTube. Nevertheless, Ngonidzashe (2013) quoting Reuben's generalized the obstacles faced when using social media are the disruption of network connection, the internet quota availability, information overload, and account manipulation. Besides, the validity of information obtained from self-seeking output along with its selection, data analysis and evaluation can be other challenges if students have no enough knowledge about the utilization of particular social media (Armanda et.al, 2016).

Furthermore, quoted from one of Google website pages, www.boclips.com, updated on February 2020, the researcher sums up that dangers of using YouTube in the classroom that users should be aware are: (1)

Distracting content or advertisement, (2) Accuracy and appropriateness of information related to specific issues, and (3) There's no permanent control over the link of videos. In conclusion, the distraction in using YouTube as English learning media comes from internal and external of YouTube platforms, but it can be overcome through the coordination of cooperation among teachers and students before using the platforms.

2.5 YouTube

Anbumozhi and Kimura (2018) as cited in Sanhei et.al (2020) framed that technology plays vital roles for generations living in this modern digital era of the 4.0 industry which has specific space for students' life (Gracella & Nur, 2020). As the advancement of technology overpowering the world nowadays, YouTube, with domain name www.youtube.com, becomes one of the biggest platforms used in society. Since its launching on February 2005, – the founders are; Chad Hurley, Steve Chen, and Jawed Karim – the fame of YouTube existence significantly increases as reported by Hootsuite – a site of content management provider – in its strategy homepage with an article entitled “*25 YouTube Statistics that May Surprised You: 2021 Edition*” that YouTube is the second-most used after Facebook with more than 2 billion logged-in monthly users while it is also the world's second-most visited website after Google with more than a billion hours of total video watched every day.

Considering its achievements, it is not surprising that today, YouTube also plays important role in the growth of education and the number of content creators

in education field are significantly increase where it paves the way of integrated learning that we can call it as mobile learning that can be accessed anytime and anywhere (Rahmi, 2019). Cahyana (2020) deduced that learning process of 21st century elaborated with the 2013th curriculum emphasized the integration of technology in learning to face digital learning era where YouTube can be one of platforms that facilitates the requirement. Gracella & Nur (2020:21) framed that YouTube covers various forms of content usually used as media in teaching and learning such audio, visual, images, and texts. By watching the videos provided by YouTube's content creators which perform the integration of various forms mentioned previously, students can feel the concreteness of the material they are discussing.

Since YouTube is aimed to entertain, Almurashi (2016) as cited in Nasution (2019) exposed that the engagement of YouTube as learning media, particularly English, is a representation of effective learning media which may increase students' levels in English course and understanding toward the material through a fun way, but still can be experienced by them. Indeed, there are also other reasonable reasons in using YouTube videos as learning media. The videos shared on YouTube are available in various languages, even there's generated English subtitle, while the creators are expertise and specialists in their section (Almobarraz, 2017). Hence, students can directly see the application or how to demonstrate the utilization of particular activities performed by native, for example the way English people greeting person.

Moreover, because of its easy-accessed, most of students have known how to operate YouTube, so it will not take many times to explain it anymore. Instead, both teachers and students are able to directly operate the app (Nofrika, 2019). However, teachers should be aware that the use of YouTube as supporting media must be adjusted to the material and integrating method applied along with the learning outcomes that will be achieved in order to maximize the effectiveness of YouTube videos served to students by selecting appropriate channel of videos will be performed along with the consideration on benefits and challenges obtained from using YouTube videos. For example, education term, cultural, entertainment, news, and so on as argued by (Almobarraz, 2018).

According to the extract above, the researcher adapted and simplified the benefits of using YouTube as English learning media from Azhar (2008) where both of teacher and students can achieve through the use of YouTube as part of digital learning media as follow;

- a. Learning process can be more interactive and effective.

YouTube has numerous advantages in supporting learning, specifically English in this research, because students can directly experience the material discussed by watching and understanding the videos of native's habits. Afterward, teacher can engage students to criticize, give comment, or practice the material as the video they have watched previously. It becomes effective since teacher doesn't need to create her own material which may waste time.

- b. It retrenches time and place since it can be easily accessed when students have spare time whenever they are (*Mobile-learning*).

Most of mobile learning can be accessed anytime and anywhere so it will ease students to repeat the material students haven't learn previously or probably forget. YouTube also provides this easiness since the video shared can be accessed through students' mobile devices as long as they have internet quota or Wi-Fi connection and stable network. Beside, students can also download the material, either directly from the app or out of the app by using additional website such as accessing www.savefromnet.com site on Google platform.

- c. Learning outcomes quality may be improved since the learning source is more varies.

Besides its easiness in accessing, YouTube also has varieties of learning source. Teachers and students can access diverse kind of videos which appropriate with their learning needs and material going to discuss because there are billions videos are uploaded on YouTube by the content creators. Thus, teachers and students can select appropriate educational channel that provides the most convenient learning video. The duration are also varies, it can be chosen based on students' learning needs.

- d. The videos shared on YouTube can be long-term learning tools

It means that the video uploaded on YouTube can be played repeatedly for unlimited times unless the content creator deleting the video. Yet, the educational learning videos mostly will exist longer since the video doesn't contain anything which may violate the rule of copyright. Hence, students

will always be able to access the video whenever they accidentally or purposely need to watch the video.

On the other hand, the researcher will also describe the dangers of using YouTube in the classroom that users should be aware from the previous section as follow:

a. Distracting content or advertisement.

It is a big challenge that must be solved through the cooperation among teachers and students because these obstacles come from the internal application. Therefore, it will only be able to reduce the possibility of inappropriate ads appear by downloading the video instead of playing the video online. Another way to overcome this problem is using YouTube premium that prevent ads. Meanwhile, for distracting content, since this research is for university students, this problem can be solved by students themselves as earlier adult.

b. Supporting facilities

It consists of tools that encourage and facilitate students to access YouTube such the disruption of network connection, the internet quota availability, and also the availability of mobile devices.

c. Accuracy and appropriateness of information related to specific issues.

This challenge can be found during the learning process, especially when teacher instructs students to self-seeking the materials which widen the possibility of misunderstanding and personal error. However, this challenge can be experienced by teacher as well, particularly, if the material

isn't familiar and the handbook given less supporting the understanding toward the materials which leads teachers and students to experience this challenge.

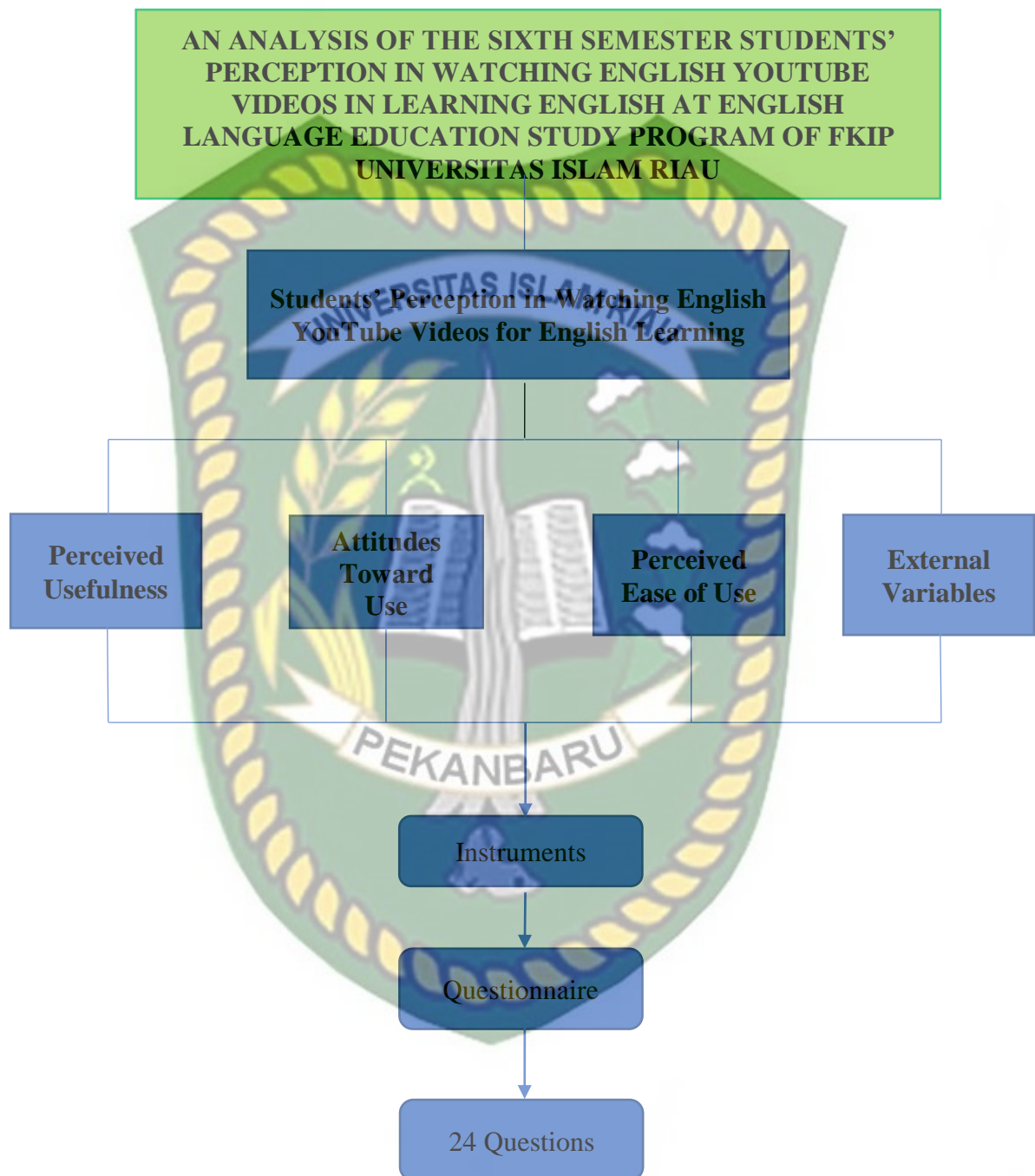
Nevertheless, the distraction in using YouTube as English learning media comes from internal and external of YouTube platforms can be overcome through the coordination of cooperation among teachers and students before and in using the platform.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

2.6 Conceptual Framework



The first column is the title of this research followed by the second column as the focus of the research. Then, the 4 columns below are the indicators of learning media usage which consists of perceived usefulness, attitude toward use, perceived ease of use, and external variables experienced during the use of YouTube videos for learning English. The theories are measured by using instrument in the form of questionnaire with 24 total questions.

2.7 Assumption

Considering the theories framed above, the researcher assumes that students' perception toward the use of YouTube videos will be diverse because each person has distinctive mindset and attitude even toward same object. However, the researcher assumes that students will tend to positive perception toward YouTube videos in enhancing their English learning. Further, since YouTube usage as English learning media revealed both of benefits and challenges, students' perspective might be either positive or negative for each statements which will be known from the questionnaire distributed.

2.8 Review of Related Studies

Research is a study conducted to strengthen previous study which discuss similar subject. Hence, this research is conducted to prove and strengthen the study related to students' perception toward the use of YouTube in learning English. There are several past studies related to this research as listed below;

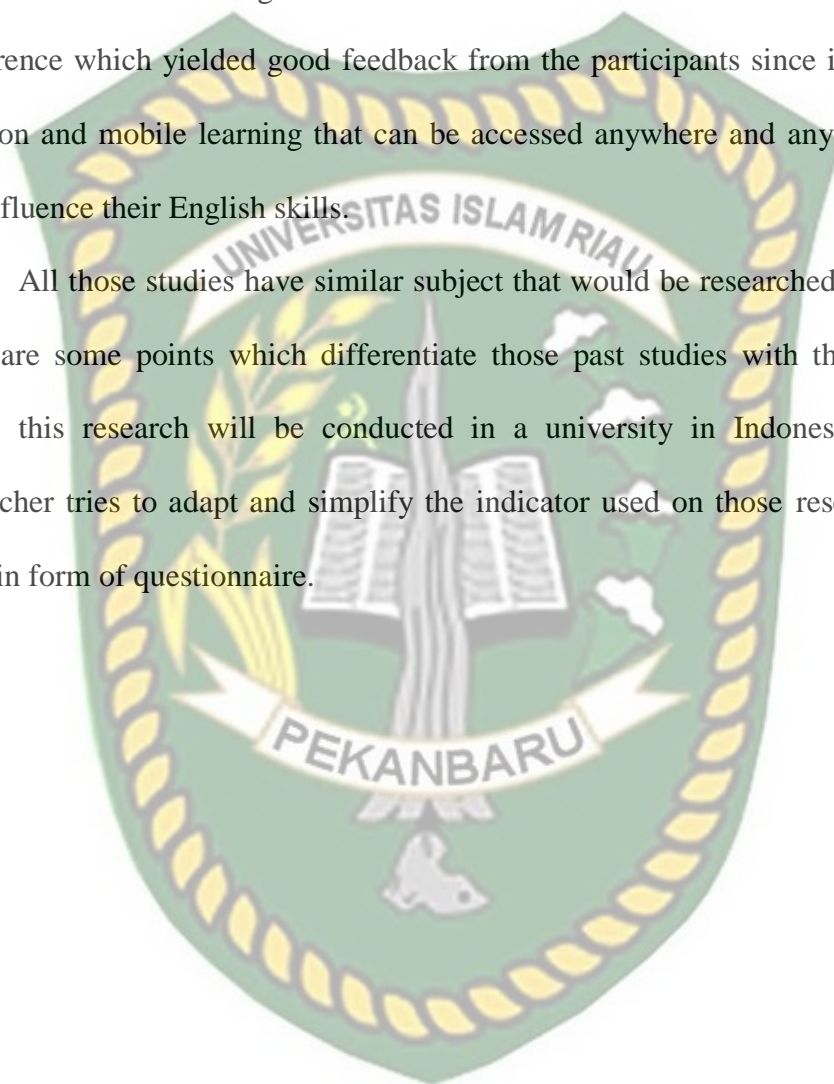
The first study was conducted by Maziriri, Gapa, and Chuchu in 2020 entitled *“Student Perceptions Towards the use of YouTube as An Educational Tool for Learning and Tutorials”* which aimed to figure out the use of YouTube as an educational tool by observing 381 students at a university located in Johannesburg, South Africa which yielded the result that more than 80% students used YouTube as tutorial. Moreover, the hypotheses noted by the researcher are significant and supported because YouTube was positively accepted.

The next study entitled *“Students Perception for English as a Second Language by using YouTube: A Case Study in Private University in Phnom Penh City, Cambodia”* was conducted by Sanhei, Somnang, Kanyi, and Jamaluddin on 2020 which has purpose to investigate the perception of students toward the use of YouTube for English learning as the 2nd language by distributing questionnaire to 22 males and 28 males in a university located in Phnom Pen city. The research found that 67% respondents used YouTube everyday where 44% used it for learning English, 56% for entertainment, and shockingly 40% assumed that watching YouTube wasted their time. However, it was also found that the use of YouTube in class is more effective than watching slides that enhanced students’ participation at class and improve students’ comprehension – in listening as well – toward the lesson that can be seen from the descriptive statistics shown in the finding and discussion section.

Meanwhile, the last study related to this research was conducted by Gracella and Nur entitled *“Students' Perception of English Learning through YouTube Application”* which was published on February 2020. This study has is

aimed to observe students' perception in using YouTube which are beneficial for their English learning. The data of this research was obtained from interview toward 5 students at XI grade studied in SMKN 17 Samarinda through Zoom conference which yielded good feedback from the participants since it has many function and mobile learning that can be accessed anywhere and anytime which can influence their English skills.

All those studies have similar subject that would be researched. However, there are some points which differentiate those past studies with this research where this research will be conducted in a university in Indonesia and the researcher tries to adapt and simplify the indicator used on those research to be unity in form of questionnaire.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Rahmi (2019) defined that research design covers all things have correlation to the data collection and analysis aims to find particular result. The data required to support this research taken by considering quantitative approach which consists of 4 indicators of measurement. The researcher refers to quantitative analysis in conducting this research since it is used the statistic approach to analyze the data. According to Seno H Putra (2014) "*Quantitative research is a study, where the data obtained from samples, informants, and those objects should be calculated through statistics.*" this research aims to know the perception of YouTube usage by sixth semester students majoring in English education at FKIP Universitas Islam Riau and describe its discovery based on numerical data.

3.2 Location and Time of the Research

This research was conducted at English Education major, FKIP Universitas Islam Riau that is located in Jl. Kaharuddin Nst No. 113, Simpang Tiga, Kec. Bukit Raya, Pekanbaru city. This research was conducted on May-June 2021 toward the sixth semester students in academic year 2020/2021.

3.3 Population and Sample

According to Bungin (2005), The sample is a subset of the population. Because it is a member of the population, it must share the same qualities as the rest of the population. A sample could be a good representation of the population, but it relies on how closely the sample's characteristics match those of the population. The population for the study was drawn from the sixth semester students in the academic year 2020/2021, a total of 82 students. The researcher choose the random sampling strategy to obtain a sample of the smallest number of pupils.

Gay (1987) defined sample as the process of selecting a number of persons from a population to be studied. The researcher take 25% of the population as it is suggested by Seno H Putra (2014) to take (50%), (25%), or (12,5%) for the sample it depends on the total of the population. Further, the method of sampling used by the researcher is random sampling technique,

According to Gay (2000) states that random sampling a useful technique to conduct sample selection because it allows each individual in a defined population an equal and independent chance of being selected for the sample. where the researcher is free to select a number of students from each class from the overall sample determined previously as the data gathering process sample. In conclusion, the researcher takes 20 students from 82 students in each four classes in random sampling.

3.4 Instrument of the Research

In designing a study, the researcher should collect relevant data to start the research. There are two kinds of data source, primary and secondary. Hox and Boeije (2005: 593) defined that primary data are first-hand collected-data used for specific research problem which are credible, original, and hasn't published yet. In conducting this research, the researcher requires primary data taken from questionnaire as a tool which consists of several written questions used to get information from the respondents (Arikunto, 2013). The questionnaire is distributed to respondent that consists of 24 questions adapted and simplified from Al-Khatiri (2019), Balbay & Kilis (2017), (Balasubramanian et al., 2014) and Davis (1989) that still needs to be validated.

Table 3.2 Likert-Scale

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
3.01-4.00	2.71-3.00	1.71-2.70	1.00-1.70

Table 3.3 Blue Print of the Questionnaire

Indicator of Students' Response toward the Use of YouTube in Learning English

NO.	Indicators	Items
1.1 - 1.6	Perceived Usefulness	6
2.1 - 2.5	Attitudes toward Use	5
3.1 - 3.8	Perceived Ease of Use	8

4.1 - 4.5	External Variables	5
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3.4 Data Collection Technique

In order to obtain credible data, the researcher collected the data from the participants. Questionnaire was distributed to the students through Zoho form. The data collection technique was conducted in April-May 2021.

3.5 Data analysis Technique

After data collection finished, the researcher analyzed the data obtained by following some procedures. At first, the researcher percentage each question within the questionnaire to know the average of students' answer. In scoring the questionnaire, the researcher adopt the formula framed by Rahmi (2019:31) and (Balasubramanian et al., 2014) as follow:

Next step must do is finding out the mean by applying the formula:

$$M = \frac{X}{N}$$

M= Mean

X= Total score

N= Number of Respondents

To find the standard deviation (S.D) being used as follow:

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

P.S:

S.D= Standard Deviation

X= Mean

N= Number of Respondents

To find statistical formula being used was percentage formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P.S:

P = Percentage

F = Frequency of score

N = Number of Respondents

From the formula above, the researcher obtains numerical data for this research. Afterward, the researcher tabulates the questions by attaching the percentage for each indicator. A last, the researcher describes the percentage of data obtained, narratively.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

In this section, the researcher displays the result obtained from the questionnaire about the students' perceptions in using YouTube as media of learning English as a foreign language for their learning. The researcher used Likert scale with 4 range of opinion named: *Strongly Disagree*, *Disagree*, *Agree*, and *Strongly Agree*. Further, the researcher also determined 4 indicators of students' perception in using YouTube for learning English; *perceived usefulness*, *attitude toward use*, *perceived ease of use*, and *external variables* which were distributed into 24 questions. Moreover, the researcher presents the data into table based on the indicators mentioned into tables below statistically along with the narrative description for each table.

4.1.1 Personal Information Data

Entire students participated in the data were taken from 20 of the sixth-year students which consists of 18 (100%) female and 2 (10%) male. Their range on learning English are different, 11 (55%) of respondents have learnt English for 11-15 years while in 1-5 and 6-10 years there are 4 respondents for each, and there is 1 uncategorized respondent. In addition, the range of starting YouTube usage is also various where 10 (50%) respondents have used

YouTube for 6-10 years while 6 (30%) of respondents in 1-5 years and 4 (20%) respondents have used during 11-15 years. Furthermore, the researcher categorized the necessity of respondents in using YouTube into 3 categorizes. 13 (65%) respondents used YouTube as entertainment media, 5 (25%) for education purpose and 2 (10%) respondents have other reasons.

In more specific way of YouTube utilization, the researcher also classified those necessity mentioned above into 3. 8 (40%) respondents obviously mentioned something related to English lesson in their search list and 3 (15%) respondents looking for education in general and course materials while 9 (45%) of them looking for various genre served in YouTube such music, vlog, film, mukbang, and others. From the data mentioned above, it can be inferred that YouTube is accessible English learning media which proven by (40%) respondents who looked for English lesson there.

4.1.2 Students' Preference in Using English Videos on YouTube to Learn English

There are 4 main indicators of questionnaire distributed to the respondents, after obtaining the answer and counting the result, the researcher puts the result on the following tables based on each indicator;

Table 3.1 Perceived Usefulness

Perceived Usefulness	Mean	S.D	Level
1.1: YouTube is a beneficial tool for language learning.	3.6	0.502	Strongly Agree
1.2: YouTube videos help me better understand the lesson.	3.4	0.598	Strongly Agree
1.3: YouTube videos encourage me to ask and answer questions in the class.	3.1	0.307	Strongly Agree
1.4: YouTube encourage me to learn English more.	3.3	0.470	Strongly Agree
1.5: If I were a teacher, I would use a YouTube channel/videos in my courses	3.3	0.470	Strongly Agree
1.6: I find the download YouTube Videos option is very useful for repetition the video material.	3.3	0.470	Strongly Agree
Total	3.3	0.469	Strongly Agree

From the table 1 above, it can be described that this indicator has positive opinion where the result yielded result that students strongly agree with the items asked. They (60%) strongly agree that YouTube is a beneficial learning tool which may help them to understand the lesson better proven by its mean value which is the

highest in the table with 3.6 mean values (item 1:1). Moreover, the respondents feel that YouTube can enhance their motivation in learning English because they can download the video and repeat the material, even they will probably use YouTube if they eventually be a teacher.

Table 3.2 Attitude toward Use

Attitude Toward Use	Mean	S.D	Level
2.1: I can follow the procedure of accessing YouTube well.	3.35	0.489	Strongly Agree
2.2: I can easily run and download related videos that you need for learning.	3.35	0.587	Strongly Agree
2.3: I never experience any meaningful difficulties in accessing YouTube.	3.05	0.825	Strongly Agree
2.4: I enjoy choosing materials on YouTube in learning English from channels available.	3.4	0.598	Strongly Agree
2.5: I like the sharing YouTube Videos because it enables me to access my lecturer's resources. (e.g. Videos)	3.05	0.510	Strongly Agree

Total	3.24	0.601	Strongly Agree
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Table 3.2, which is respondents' opinion in attitude toward YouTube use also indicated positive perception where the value present that respondents (45%) strongly agree with the items where enjoy in choosing English materials from YouTube videos (item 2:4) has the highest mean value with 3.4. Further, the respondents also (40%) strongly agree that YouTube rules are easy to be followed and accessed so they didn't experience hard times during the use of YouTube while they can also easily access their lecturer's material uploaded on YouTube.

Table 3.3 Perceived Ease of Use

Perceived Ease of Use	Mean	S.D	Level
3:1 I enjoy learning English through YouTube platform	3.4	0.502	Strongly Agree
3:2 YouTube videos capture and retain my attention during the whole class	3.1	0.640	Strongly Agree
3.3: I learn English faster and better by using YouTube videos	3.15	0.875	Strongly Agree
3.4: Using YouTube videos in language learning decrease my	3	0.561	Agree

anxiety in the class.			
3.5: YouTube learning activities are very interesting and motivating.	3.25	0.444	Strongly Agree
3.6: YouTube videos minimize my fears to pronounce words in front of the whole class.	3.25	0.550	Strongly Agree
3.7: It is easy for me to identify the study material in the YouTube Videos	3.2	0.523	Strongly Agree
3.8: I like YouTube for submitting my assignment (e.g. Presentation, reports, etc) because comment from my lecturer is fast.	3.05	0.759	Strongly Agree
Total	3.17	0.606	Strongly Agree

Table 3.3 contains the items from perceived ease of use aspect in accessing YouTube videos to learn English. From the table, it can be assumed that respondents also respond the items in positive way which is shown by the result with (40%) strongly agree scale where the highest mean value was that respondents enjoyed learning English in YouTube platform with 3.4 mean answers (item 3:1). In addition, they also (25%) strongly agree that YouTube help them to

be more focus and enjoy interesting and motivating videos, so they learn English faster and better than without YouTube. Besides, they also loved to submit the assignment on YouTube by creating their own videos and upload it on the platform.

Table 3.4 External Variable

External Variables	Mean	S.D	Level
4.1 I enjoy choosing materials on YouTube in learning English from channels available.	3.25	0.638	Strongly Agree
4.2: I have appropriate mobile devices that support me to access YouTube	3.3	0.571	Strongly Agree
4.3: I ever run out of internet quota when I am watching videos instructed by lecturers amidst the classroom.	3	0.794	Agree
4.4 I ever lose my connection or buffering when I am still watching videos on YouTube.	3.25	0.638	Strongly Agree
4.5 My lecturers guide and help me when I experience problem in operating YouTube.	2.75	0.786	Agree
Total	3.11	0.685	Strongly

			Agree
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Table above present the forth indicator of students' perception toward YouTube use in learning English. From the table, it can be inferred that it also has positive result with (35%) strongly agree average answer with appropriate mobile device to access YouTube (item 4:2) with 3.3 mean values. By the same token, respondents also (35%) strongly agree that they can enjoy learning English on YouTube. However, there are challenges experienced by respondents that they were (25%) strongly agree such losing connection and run out of internet quota when they were still accessing YouTube videos. However, respondents (15%) agree that sometimes their lecturers would guide and help them to overcome the problem.

4.2 Discussion

Regarding to the data collected and analyzed by the researcher previously, it was found that 4 indicators that mentioned in Davis (1989) there are Perceived Ease of Use, Attitude Toward Use, Perceived Ease of Use, External Variables. divided into 24 questions had positive perception from the respondents who answered the questionnaire. The first indicator is perceived usefulness which has function to measure the level of YouTube utility and efficiency as English learning tool. Then, the attitude toward use

is used to analyze respondents' experience in using YouTube videos while perceived of use is an indicator which will show respondents' perception toward the easiness provided by YouTube to access the videos shared on the platform. At last, external variables is indicator to measure other influential factors affected respondents' experience in using YouTube videos for English learning purpose.

Through those questions 24 questions, it was found that the highest mean value comes from the first indicator with 3.6 mean values (60%) strongly agree with perception that YouTube is beneficial learning tool, followed (45%) Strongly Agree by enjoy in choosing English materials from YouTube with 3.4 mean values and (25%) strongly agree that YouTube learning activities are interesting and motivating with 3.25 mean values. Therefore, from the entire data displayed in previous section, it shows the result that learning English through YouTube videos was agreed and enjoyed by the sixth-year students of English Education major in Universitas Islam Riau proven by scale "Strongly Agree" as the most frequently selected by the respondents in answering the questions distributed in the questionnaire. it can be described that the questionnaire adapted and simplified from Al-Khatiri (2019), Balbay & Kilis (2017) and (Balasubramanian et al., 2014).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data presentation described in previous chapter, it can be inferred that researcher's assumption who stated that students' perception toward the use of YouTube videos will be diverse because each person has distinctive mindset and attitude even toward same object. However, the researcher assumed that students will tend to positive perception toward YouTube videos in enhancing their English learning.

Further, the researcher also generates several implications toward education based on the research conducted. First, YouTube can be more frequently used during English learning because students greatly enjoy using the platform, so lecturers have to guide the use of YouTube as learning tool and engage students to be more active in using YouTube for learning purpose in order to utilize the platform maximally. Second, the researcher is also aware that sometimes students may struggle in connection and quota, therefore, the lecturer should be more conscious to not to force students who have problems. Despite, the lecturers have to help them to overcome the problem or give other alternatives to access the learning material so it won't affect the material delivery.

5.2 Suggestion

Based on the whole information provided in this research, the researcher intends to deliver some suggestions which may be meaningful for related individual or parties.

At first, for lecturers, the researcher hopes that lecturers at university feel disposed to engage YouTube as English learning tool more with balance quantity. However, don't push students who face some problems hardly because we know that online learning has both advantages and challenges should be faced.

Secondly, for students, the researcher wishes that all of students who use YouTube as learning tool can use it wisely and convenient with necessity. Takes the positive things you got from the videos served on the platform and leave the bad ones. Moreover, be more creative if your lecturers give you chance to sharpen your ability in English through YouTube platform.

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