



# The Students' Perception on The Use of YouTube Videos in English Language Teaching and Learning at Vocational High School

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## Abstract

The use of YouTube videos in the English teaching process can help students in understanding the teaching materials. However, there are some factors that might affect the successful use of YouTube videos in classroom context. This research was conducted to investigate the students' perceptions on the use of YouTube videos at SMK Kesehatan Terpadu Manokwari. Thirty-five students in class X Nursing were chosen as participants in this study. The questionnaire was administered to the students to collect the data. The result showed that students have positive perceptions on the use of YouTube videos in the English language teaching and learning process. The process of how the YouTube videos use in the classroom is explained.

**Keywords:** *Perceptions, YouTube Video, Learning English*

## Introduction

Since English is a compulsory subject in senior high schools in Indonesia, all students must learn the language. Some students might learn the language only for school needs and learn the language only in school classrooms with limited time and facilities, depending on their teacher presence. They might be less interested in learning when their teachers do not provide any media in the teaching and learning process. In this research, the use of YouTube videos is recommended.

YouTube is an engaging social media that can be useful for teaching purposes

(Almurashi, 2016). The availability of various videos on YouTube can help teachers in the teaching process (Nasution, 2019, Almurashi (2021). Research on English teaching has shown that the use of videos on YouTube can help students to improve their English such as speaking skills, vocabulary, grammar, and pronunciation (Riswandi, 2016; Jalaluddin, 2016; and Shoufan, 2019).

Although the use of YouTube videos in the classroom can give positive impacts on students, there are some factors to be considered such as students' perceptions. Understanding students' perspectives can help teachers to decide the content of teaching materials, teaching strategies, and the instructions in the learning process (Bourgonjon et al., 2010, Braun et al. 2017, and Mallipa., 2018; Slameto, (2021)

The students' perceptions can be investigated by using observation, interview, and questionnaire (Putri, 2022; Gracella & Rahman Nur, 2020; Nurdiawati 2019; Creswell, 2009). This present study aims at investigating the students' perception on the use of YouTube videos in teaching and learning English process.

## **Method**

This research employed a descriptive quantitative method consisting of a questionnaire. The questionnaire was administered to the students in nursing class at SMK Kesehatan Terpadu Manonwari. The questionnaire contained statements about the students' perceptions of the use of YouTube videos in learning English. Thirty-five (35) students in class X participated in this research. The participants were taught by using YouTube videos for four meetings. The questionnaire is the Five-level Likert scale: Strongly Agree (SS), Agree (S), Undecided, disagree (TS) and Strongly Disagree (STS).

*Table 1. Likert scale*

<b>Category</b>	<b>score</b>
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

Students' perceptions in this research referred to the degree of positive feelings and attitude about participating in the learning process in which their English teachers use YouTube videos. The statements of the questionnaire to get the students perceptions were adapted from Bourgonjon et al., (2010). There were 20 statements with four categories: usefulness, experience, opportunities, and preferences. There were five statements for each category.

*Table 2. Category 1. Usefulness category*

No	Statement
1	Youtube videos help me improve my Listening
2	Youtube videos help me improve my English Vocabulary
3	Youtube videos encourage me actively participate in English language learning process
4	Youtube videos help me get a good grade in English subject
5	Youtube videos help me improve my Speaking skills

*Table 3. Category 2. Experience*

No	Statement
6	I like to watch YouTube videos when learning English in classroom
7	I like to watch YouTube videos when learning English
8	I spend more times to watch YouTube videos than play

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	with my friends
9	I watch various types of YouTube videos in English as a reference for learning
10	I usually practice speaking by watching YouTube videos

*Table 4. Category 3. Opportunities*

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<b>No</b>	<b>Statement</b>
<b>11</b>	Youtube videos encourage me to be more active in learning English
12	Watching Youtube videos increases my curiosity about many things
<b>13</b>	Youtube videos make me more enthusiastic in learning English
14	Youtube videos got me interested in learning English
<b>15</b>	Youtube videos help me to know my ability to speak English

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*Table 5. Category 4. Preferences*

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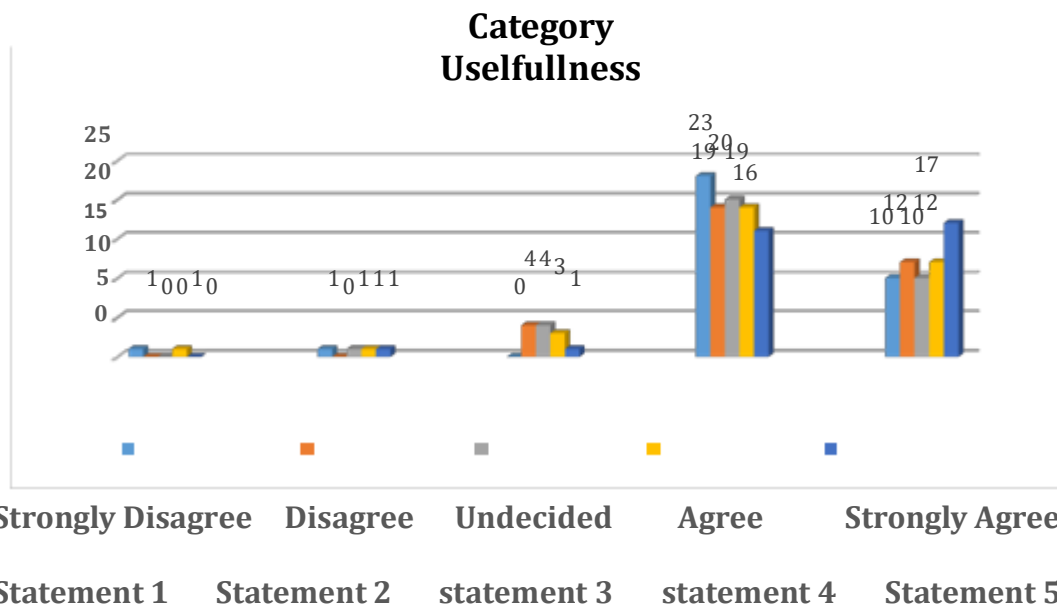
<b>No</b>	<b>Statement</b>
16	If I had a choice, I would choose a class that uses Youtube videos in learning English
<b>17</b>	I will be very enthusiastic in learning English if my teacher use YouTube videos in classroom
18	If I had a choice, I would choose to take an English class using YouTube videos

- 19 Youtube videos make me more enthusiastic in learning English
  - 20 Youtube videos will help me with my English assignment
- 

**Result**

In the results, the data were analyzed by tabulating the students' responses to each statement in the questionnaire and presenting them in the following charts.

Chart 1. Usefulness

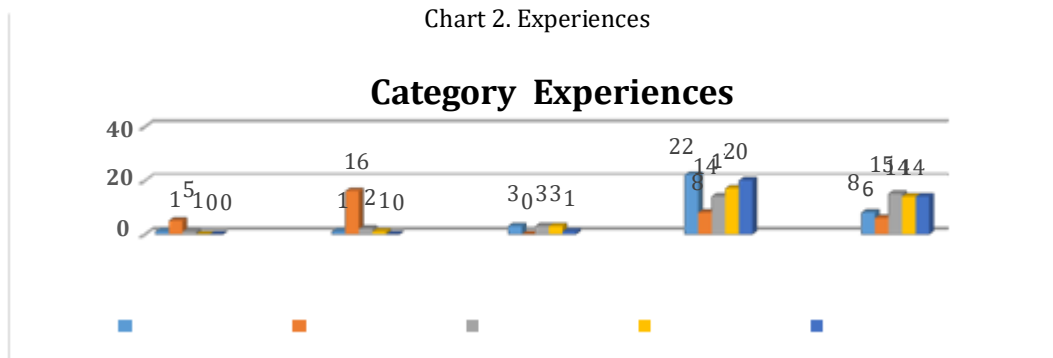


The results on chart 1 shows that most students chose to agree and strongly agree on the statement that YouTube videos are very useful and help them in improving their English. More than half of the students as participants in this study agreed and strongly agree that the use of YouTubes videos in learning English help

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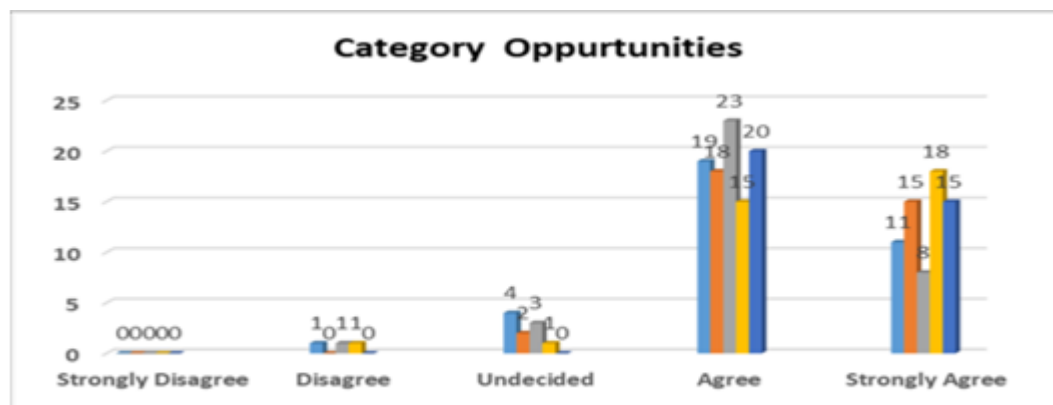
them to improve their listening (statement 1) English vocabulary (statement 2), speaking (statement 5) and grade in examination (statement 4). It encouraged them to participate actively during the learning process in the classroom.

Chart 2. Experiences



**Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree**  
**Statement 1    Statement 2    statement 3    statement 4    Statement 5**

Chart 3. Opportunities

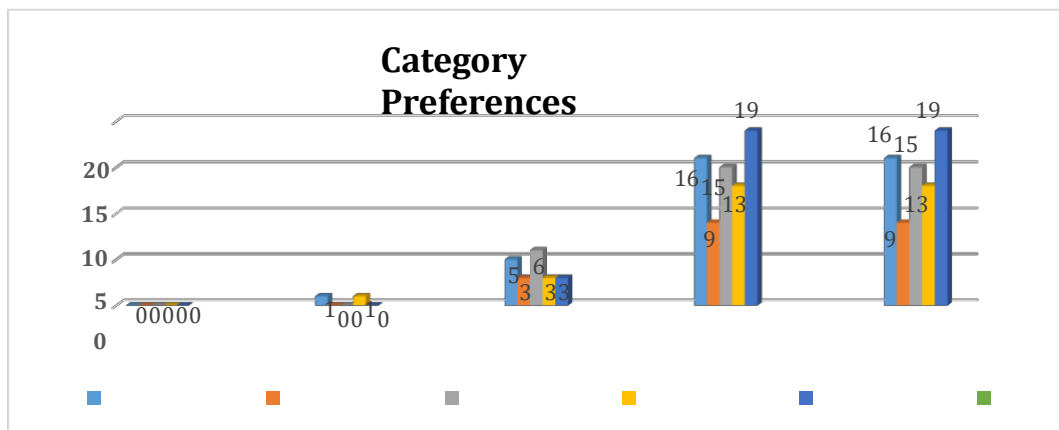


In their English class. They were encouraged to be more active during learning process (statement 11), the opportunities to show their curiosity and interests

(statement 12, 13, and 14), and the opportunities to figure out their skills in speaking.

In preferences category, only a few of students who do not prefer teaching and learning using YouTubes videos. Chart 4 provides a clear information about the students' preference. Most of the students are in a positive skew.

Chart 4. Preperences



### Discussion

The result of this study showed that the use of YouTubes videos in the classroom benefited students in learning English. Most students as participants in this research agree with the positive statements about the usefulness on YouTubes videos in learning English. The students think that the use of YouTube videos helps them to improve their Listening 33 (94,3%), Vocabulary 31(88,4%), their participation 30 (85,7%), getting good grade 31(88,5%) and Speaking 33(94,2%). It is in line with the results from Riswandi (2016), Jalaluddin (2016), and (Shoufan, 2019).

The students also have positive experience in using YouTube videos. They

agree and strongly agree that when they watch YouTube videos when learning English, they have more time for watching videos on YouTube and enjoy watching the videos than playing or doing other activities. Therefore, based on the data in chart 2, students use YouTube videos as references in their learning process. The students who have experiences in using a method or strategy will engage in the learning process (Bourgonjon et al.,2010). Furthermore, the experience of using YouTube videos can be influenced by the opportunity to learn and exercise their English skills. The students think that the YouTube video can encourage them 30 (85,7) increase their curiosity 33 (94,2), make them enthusiastic 31 (88,5), make them interested 33(94,2%) then they also agree that the youtube video help them to increase their ability speaking in learning English 35 (100%).

In the preference category, most students prefer a class that use YouTube videos in the English learning process. They are more enthusiastic in learning English with the YouTube video. Watching YouTube videos can help them work on their English assignment. This finding is in line with the result from Bourgonjon et al., (2010) who stated that students who perceived the usefulness of video will have preferences for the use of video.

Overall, the participants of this research have positive perception on the use of YouTube Videos in learning English. The use of videos on YouTube for teaching purposes is often perceived to be effective, beneficial, and useful when teachers use it in interesting and interactive ways (Shoufan, 2019). The English teachers in this present study use YouTube videos as media to present their teaching materials in the classroom. The process of learning use videos from YouTubes are as following:

1. The teaching materials in PPT form were distributed to the students on WhatsApp group. There were 4 materials taught: Narrative Text, Descriptive Text, Simple Past Tense, and Giving Directions.
2. The selected videos on YouTubes were in forms of animation, stories, and cartoons. The projector was prepared as a teaching aid to present the videos from YouTube.
3. To get students' attention, ice breaking was conducted at the beginning of the process. The activities included dancing and guessing the dances.
4. Before presenting the videos to the students, the teachers give information about the purpose of the videos, general information, and some interesting questions to stimulate students' curiosity.



5. After the videos were watched, the students were given opportunities to give their answer to some questions given before the videos were played for them.
6. To have more discussions among students, the students were grouped and worked on exercises on the provided worksheets. While the students were discussing, the teachers observed whether all the students were actively involved in the activities. The teachers would help the students who needed some assistance.
7. After the exercises were done, each student presented the results of their answers.

The students who have positive perceptions on the use of videos on YouTube in the learning process seem to take the opportunities to exercise their speaking skills and communicate their ideas. The students with no experiences

in watching YouTube videos for learning purposes still tend to see the limitations of the learning process. They thought that the teachers should be the one to explain the concept of learning material to them.

### **Conclusion**

The Students at SMK Kesehatan Terpadu Manokwari as the participants of this present research had positive perceptions on the use of YouTube videos in learning English. The YouTube videos were very useful for them in improving their English. They agree that the use of YouTubes videos in learning English help them to improve their listening, English vocabulary, speaking, grade in examination, and learning participation. The students who benefited from the use of YouTube videos in classroom context have experience in watching YouTubes videos for learning purposes at home in which YouTubes videos are used as a reference for working on take-home assignments and practicing speaking.

The students take the opportunity given by the teachers to exercise and practice their English during the learning process in the classroom. The students agree that the questions asked before watching the videos encourage them to watch and listen attentively to the information on the videos. The opportunities to give responses to the videos and to discuss the videos in groups help the students to figure out their skill in speaking. For these reasons, most students have a

preference for the learning and teaching process in the classroom using YouTube videos. However, there were few students who did not have the preference on YouTube videos for learning purposes in the classroom. Based on the result of this study, it is suggested for the teachers to know the students' perception and preference before using YouTube videos for teaching purposes in the classroom. The future studies are recommended to study about how the students' perceptions can help teachers to decide the types of teaching materials and the strategies to utilize the videos in classroom context. The students who have negative perceptions in this study might not be ready for the learning process using YouTube videos. The future study can design a specific strategy to assist them.

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