STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH ONLINE LEARNING MEDIA DURING COVID-19 PANDEMIC

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STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH ONLINE LEARNING MEDIA DURING COVID-19 PANDEMIC

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Article Info	Abstract
Article History Received: March 2021 Revised: April 2021 Published: April 2021 **Keywords** Students' Perceptions; YouTube; Online Learning Media;	This study aims to analyze the students' perceptions in using YouTube as online English learning media during the Covid-19 pandemic. at grade XI of SMA Negeri 4 Pematangsiantar. The aspects of students' perception cover attractiveness, effectiveness, relevancy, and motivation. These aspects are seen in students learning experiences in classes. The research subjects include students in class XI PMIA 6 and XI PMIA 7 at SMA Negeri 4 Pematangsiantar. The data are collected using qualitative research methods, namely the type of basic interpretive studies where the data are obtained using a questionnaire distributed to students in form of a Google Form. The result of data analysis shows that most students gave a positive response to each statement in each aspect of the questionnaire given. Based the research results obtained, this study can be concluded that the use of YouTube as an online English learning medium is attractive, effective, and relevant to the course content. It also motivates students in English online learning during the Covid-19 pandemic grade XI of SMA Negeri 4 Pematangsiantar.

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INTRODUCTION

Online learning is one of the essential activities to be concerned about nowadays (Michael et al., 2019; Gacs & Spasova, 2020). Online learning is commonly rutting with the interaction between teachers and students in online without face-to-face. Most EFL teachers carrying out online learning employ Google classroom, Google-meets, Edmodo, and Zoom (Hurlbut, 2018; Haratikka, 2020; Bardakci, 2019). In other words, online learning is the activities that are done in non-physical schools. This learning change because of the situation. The Covid-19 pandemic makes the school activities are done from home. In this situation, teaching and learning activities are carried out at home. It purposes to minimize the spread of the covid-19 pandemic. It is one of the learning obstacles. Learning must be run in this situation. The alternative of doing learning in this situation is learning through the online system. This situation teaches us that learning can change based on the situation. It means that teaching and learning activities are no longer limited to the stigma of physical school and classroom (Balbay & Kilis, 2017).

Online learning is a learning experience carried out by students using different devices such as laptops, mobile phones, etc., with internet access to support the teaching-learning activity (Dhawan, 2020; Blake, 2011). In other words, online learning is a learning situation in which the continuity of learning occurs with technology supported by internet access. With the

existence of learning alternatives through online learning, so far teaching-learning activity during this situation can be helped properly, despite the shortcomings in its application.

The need for online learning for teachers and students is currently due to the Covid-19 pandemic situation in Indonesia. This made the government assign students from elementary school, junior high school, senior high school or vocational school, and even college students to stay at home and continue learning from home (Purwanto et al., 2020). This means that learning conditions are applied online with internet access through various types of supporting media. That is what teachers use in providing learning materials to students in online learning during Covid-19 pandemic. It is also to avoid the spread of Covid-19 in an education environment that will expand when physical contact occurs directly between individuals. The situation of online learning during the Covid-19 pandemic is currently reaping many teachers' and students' perceptions.

During the online learning period, the presence of technology becomes an important role in online teaching and learning. It is also emphasized that technology in education has a very important role in students' learning that can help them obtain a variety of cognitive knowledge goals (Stošić, 2015). Nowadays, teachers can use many teaching-learning media in delivering materials to students to keep up with online lessons as targeted and designed through distance learning design. Some of them are Zoom, Google Meet, Edmodo, Videos, and etc.

One kind of website that uses videos as media in online learning is YouTube. The most common reason why many teachers use YouTube as a teaching medium in this online learning is that YouTube is the most accessible media. YouTube is also one of the most popular websites in the world, where people can share different types of videos by uploading them to YouTube (Duffy, 2008: 123). YouTube itself in the world of education is one of the platforms that can offer and provide various types of materials needed in various subject areas such as English. The use of YouTube as a learning media also occurs in English learning in one of the schools in Pematangsiantar, which becomes the researcher's place in conducting teaching training programs in online learning during the Covid-19 pandemic, namely at SMA Negeri 4 Pematangsiantar.

Perception

Perception is a process where humans can make the process of observing something that is complex in responding to something and the information around by using our own five senses so that we are able to know, understand and also realize something. Perception is a phase which aims to acquire and process the theory data (Démuth, 2013: 23). With perception as a process, humans are able to relate to the surrounding environment. This relationship can be made through the human senses such as the senses of sight, hearing, smell, touch and taste. Besides, perception is an understanding of the human environment which is generated from information captured and digested by our senses. (Johnson, 1994 cited in Naidoo and Kapofu, 2020: 2). Not only about the senses and the understanding, perception can be assessed by giving the indication of agree, strongly agree, neutral, disagree and also strongly disagree for a set of statements about something that given to the respondents (Ary, Jacobs & Sorensen, 2010: 209). Our ability to produce perception will certainly help us in realizing many things in our environment that we may not have been aware of the existence of our point-of-view in responding to or reacting to something that is happening in our environment and around us.

We can feel various things on the outside and become aware and able to identify what is happening around us with perception (Qiong, 2017: 18). Besides, the perception of objects in our visual world is not only influenced by low-level visual features such as shape and color, but is also influenced by high-level visual features such as meaning and the relationship among them (Hwang, Wang & Pomplun , 2011: 1192). Humans do not only depend on the gesture of color and shape for a certain thing in producing a perception, but human perception can also be

influenced by the semantic meaning that exists to connect with what happens or what is interpreted around.

Based on the explanation of the understanding above, it can be concluded that perception is an activity carried out by humans by involving the senses of sight, hearing, smell, touch and taste to identify something around us and become connected to the surrounding environment. Also, by the experiences of someone, it can be a base for the point-of-view of something. The perception process itself also helps teachers become more aware of and connected to everything outside and transforms it into sensory information by collecting or interpreting it. By analyzing students' perceptions, teachers also know better how their students' point-of-view, arguments, or opinions on learning. It certainly helps teachers to be more connected to the environment (Blake, 2011).

Aspect of Perception

Aspects of perception consist of Attractiveness, Perceived Effectiveness, Relevance, and Perceived Motivation (Horton, 2003). Attractiveness is one aspect that can measure a person's perception. In perception, personality inferences about attractive targets by self-attraction most likely reflect different implicit theories that attractive and unattractive individuals have formed through observation and experience (Horton, 2003). Indeed, the influence of attractiveness on students' perceptions appears to be embedded in cognitive structures that are well studied and experienced.

Perceived effectiveness is one of the perceptions aspects which supports the existence of students' perception-based experiences. Perceived effectiveness is those perceptions experienced by the people towards something. It is based on the effectiveness of the use of something to their needs (Raheem, 2015)

Additionally, the relevance aspect and perceived motivation aspects are the aspects of perception. The relevance aspect is the relevance use of things to the needs. It obtained based on what someone observes, feels, experiences when a person relates a relationship between something and finds conformity to it. The relevance can be seen based on the accuracy and suitability of something. These are the basics of giving perception to something. Then perceived motivation is one of the aspects that can be felt to be the basis for giving positive perceptions. The motivation factor occurs when a person can feel an effective change in their own self, which is influenced by something. With this perceived motivation, the basis for positive perceptions will be stronger (Balbay & Killis, 2017).

English Online Learning

Judging from the current 4.0 era, where everything is all technology, including the world of education, it also has demanded to involve online-based learning with technology and internet access—no exception in learning English as a second language or a foreign language. Due to the increasingly global use of English in various institutions, educators' demands for teaching and educating students in the use of English has increased (Khalaf, 2018: 1115). Therefore, the role of the Internet in accommodating English learning is very necessary. With the English online learning implemented by existing schools, the continuity of learning carried out has been able to keep up with the times from the use of technology and internet access in the 4.0 era. And in addition, the school has supported and is able to apply its proper use in creating better English learning through online learning.

The current Covid-19 pandemic also demands educational institutions' demands to involve the presence of technology and internet access in continuous learning that is carried out from home remotely, including learning English itself. Thus, the presence of the Internet's role in learning English is well recognized in today's online learning era. In addition, online learning in EFL (English as a Foreign Language), in particular, is one of the learning situations that have

experienced good development (Mutambik, 2018). So that it can help the course of learning English online effectively in the Covid-19 pandemic that we are facing.

The presence of online English learning also helps the effectiveness of distance language learning. In addition, learning English online can make students more motivated to learn the language. Students feel a completely different sensation of learning in learning English as was done in previous times in face-to-face learning through online-based English learning (Mardiah, 2020: 54). Their access to information has also increased drastically. Learning English online provides many learning materials and learning resources for students that they can access freely (Kuama & Intharaksa, 2016: 72). This online English learning can help students improve their skills in English. It not only plays a role in helping students learn English as a foreign language, yet the existence of English online learning also helps teachers in various things. The existence of online-based English learning will certainly help teachers' work in teaching so that teachers can more easily master English through the creativity of teachers in providing illustrations of material delivered in English online learning (Cai, 2012). In addition, English online learning brings a change strategy and ultimately increases teaching and learning efficiency.

It can be concluded from some of the concepts above regarding English online learning that the existence of English online learning is very helpful for the continuity of learning that takes place remotely, such as during the Covid-19 pandemic. Learning English, which is facilitated by the presence of technology and the Internet, also helps students in language learning so that they become more motivated. On the other hand, students also can access various sources of English language material provided in English online learning. In addition, the teachers are also helped by the existence of online English learning in teaching English as a foreign language.

RESEARCH METHOD
Research Design

A qualitative research design is used in exploring data analysis in this research. The qualitative research design is used to perform the data in the form of words rather than numbers (Bogdan and Biklen, 2007). This study explores the results of data analysis in the form of statements. It is a basic interpretive analysis to understand a phenomenon, a process, or a particular point-of-view from the participants involved (Ary, 2010). The participants' point of view is to explore in statements from the students' experience during the use of YouTube as English online learning media during the Covid-19 pandemic. In expressing the data analysis, students provide different perspectives on online learning using YouTube as a learning medium.

The content analysis is the basic control of analysis to be systematic. It is based on the characteristic of content analysis, which is a systematic procedural analysis based on text content in from words, phrases, statements, and documentation (Hurabarat et al., 2020). To support the data analysis, percentage figures are used. It means this research design is qualitative with non-parametric. It was used to optimize the final conclusion of the students' perception in using YouTube as English Online Learning Media during the Covid-19 pandemic. The qualitative design may use the number in the form of percentage to complete research orientation (Maxwell, 2010: 480). Thus, in other words, the use of numeric figures in qualitative research can provide additional kind of support for the conclusion. The subjects of this research are students of grade XI PMIA. They are 72 students as subjects. They study in the class of XI PMIPA 6 and XI PMIPA 7. They were chosen as the subjects by the reason that they use YouTube as a medium in English online learning during the Covid-19 pandemic. It means that the subjects were chosen purposively. Purposive subjects give appropriate information as the data source of research (Ary, 2010).

Instruments

The instrument is one of the essential points in collecting data. It is a tool to collect research data (Manurung et al., 2020). In other words, an instrument is a research tool used to help researchers in collecting data in a clear, complete and systematic manner (Tampubolon, Silalahi, Herman, and Purba, 2020: 1590). The questionnaire is the instrument of this research to gain students' perceptions in using YouTube as a medium in delivering the material of English online learning during the Covid-19 pandemic. It was shared through Google Form. It contained twelve items. This instrument was adopted from the instruments of students' perception in using YouTube learning media which was proposed by Balbay & Kilis (2017).

The instruments consist of Likert-Scale with the criteria of 'Strongly Agree (SA)', 'Agree (A)', 'Neutral (N)', 'Disagree (D)' and 'Strongly Disagree (SD)'. It is used in each statement to measure attitudes or point-of-view into the use of YouTube as a media in delivering the material of English online learning during the Covid-19 pandemic. Then it is shared through Google Form that consists of some aspects. Those aspects are attractiveness, effectiveness, relevancy of the course content, and motivation using YouTube as an English online learning medium. Each aspect consists of three questions. So, this instrument consists of twelve questionnaires. All the questionnaires involved students' perceptions of using YouTube as a medium in delivering the material of teaching-learning in the Covid-19 pandemic. It is as online learning or without having a physical encounter with the object involved.

Data Analysis

Data analysis is one of the stages carried out in a study to classify and interpret a meaning by providing a statement related to the research data (Pasaribu, Herman, and Silalahi, 2019). This research used the theory from Leavyto to analyze the data gained from the questionnaire. Leavy's theory has some general phases to analyze and interpret the data. The reason to use a theory from Leavy is that there was a match in using the questionnaire. Leavy's theory can measure the students' perceptions as a kind of feeling or satisfaction in values coding (Leavy, 2017).

The first step was data preparation and organization, which aim to prepare the data to be analyzed. The second was initial immersion which aims to feel the pulse of the data. The third was coding which aims to classify the data as needed by using value coding. Value coding was used to measure most of the students' perceptions as the respondents' data from each aspect. The fourth step was categorizing and theming, which aimed to calculate the percentage in each aspect by calculating the total percentage of statements in each aspect. It is divided by the total of statements in the aspect. Then the result was explained by using the descriptive information, which is specifically categorized into the respective aspects. The last step was interpretation, which aims to sum up the result after finishing the data analysis. Then the results of the students' perceptions were made in the form of statements as the conclusion.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

This study is oriented to find out the students' perception on the use of YouTube as learning medium in online learning during Covid-19 pandemic. This research showed majority of students XI PMIA 6 and XI PMIA 7 of SMA Negeri 4 Pematangsiantar T.A. 2020/2021 gave positive responses in every statement on each aspect presented through a questionnaire that they had filled in and submitted it. They mostly chose 'Strongly Agree' and 'Agree' in each statement of every aspect in the questionnaire. In other words, it showed that YouTube as English online learning media is attractive, effective, relevant to the course content, and can motivate students in learning English especially in learning that conducted online during the Covid-19 pandemic. It is in line with Arndt and Woore (2018) inform that YoTube videos can facilitate students to learn and acquire vocabulary. Students can learn cultural vocabulary and

.pression from YouTube videos (Maryani & Aguskin, 2019). In the current study, the use of YouTube is effective to help students to improve speaking performance and vocabulary. The detail results can be seen in Table 1 as follows.

Table 1
Attractiveness Aspect

No	Statements	Scales				
		SA	A	N	D	SD
1.	YouTube is interesting because convenient, affordable and accessible for English online learning during Covid-19 pandemic	23 (31.9%)	47 (65.3%)	2 (2.8%)	0 (0%)	0 (0%)
2.	YouTube media enables me to understand English lessons better in online learning during Covid-19 pandemic	28 (38.9%)	42 (58.3%)	2 (12.8%)	0 (0%)	0 (0%)
3.	Discussion by using YouTube media makes English online learning during Covid-19 pandemic more interesting	24 (33.3%)	36 (50%)	12 (16.7%)	0 (0%)	0 (0%)

YouTube becomes interesting media to facilitate students to learn. The various English YouTube videos are designed to improve students' language skills such as speaking performance and listening skills. Table 1 showed that in the 'Strongly Agree (SA)' scale, the first statement consists of 23 (31.9%) students, the second statement consists of 28 (38.9%) students, and the third statement consists of 24 (33.3%) students. So, it can be found the average percentage is 34.7%. On the 'Agree (A)' scale, the first statement consisted of 47 (65.3%) students, the second statement consisted of 42 (58.3%) students and the third statement consisted of 36 (50%). So, it can be found the average percentage is 57.87%. On a 'Neutral (N)' scale, the first statement consists of 2 (2.8%) students, the second statement consists of 2 (2.8%) and the third statement consists of 12 (16.7%) students. So that it can be found the average percentage is 7.43%.

Table 2
Effectiveness Aspect

No	Statements	Scales				
		SA	A	N	D	SD
4.	YouTube media makes the English online learning become more comfortable	13 (18.1%)	36 (50%)	17 (23.6%)	6 (8.3%)	0 (0%)
5.	YouTube media captures my attention better in English online learning during Covid-19 pandemic	16 (22.2%)	39 (54.2%)	17 (23.6%)	0 (0%)	0 (0%)
6.	YouTube media helps to accomplish study tasks quicker in English online learning during Covid-19 pandemic	19 (26.4%)	31 (43.1%)	19 (26.4%)	3 (4.2%)	0 (0%)

YouTube Videos are easy to access and are effective to improve students' English skills, such as pronunciation improvement. The EFL teachers involve students to listen and analyze any word produced by native speakers from videos. Table 2 showed that in the 'Strongly Agree (SA)' scale, the fourth statement consists of 13 (18.1%) students, the fifth statement consisted of 16 (22.2%) students, and the sixth statement consisted of 19 (26.4%) students. So that it can

be found that the average percentage is 22.23%. On the 'Agree (A)' scale, the fourth statement consisted of 36 (50%) students, the fifth statement consisted of 39 (54.2%) students, and the sixth statement consisted of 31 (43.1%). So it can be found the average percentage is 49.1%. On the 'Neutral (N)' scale, the first statement consisted of 17 (23.6%) students, the second statement consisted of 17 (23.6%) students and the third statement consisted of 19 (26.4%) students. So it can be found that the average percentage is 24.5%.

Table 3
Relevance Aspect

No	Statements	Scales				
		SA	A	N	D	SD
7.	YouTube videos used are relevant to course content	19 (26.4%)	43 (59.7%)	9 (12.5%)	1 (1.4%)	0 (0%)
8.	The contents of YouTube videos increases my comprehension of the lesson	23 (31.9%)	37 (51.4%)	12 (16.7%)	0 (0%)	0 (0%)
9.	The contents of YouTube videos are easy to understand	27 (37.5%)	37 (51.4%)	7 (9.7%)	1 (1.4 %)	0 (0%)

This aspect showed that in the 'Strongly Agree (SA)' scale, the seventh statement consists of 19 (26.4%) students, the eighth statement consisted of 23 (31.9%) students, in the ninth statement consisted of 27 (37.5%) students. So that it can be found that the average percentage is 31.93%. On the 'Agree (A)' scale, the seventh statement consisted of 43 (59.7%) students, the eighth statement consisted of 37 (51.4%) students, and the ninth statement consisted of 37 (43.1%). So that it can be found the average percentage is 54.17%. On the 'Neutral (N)' scale, the seventh statement consisted of 9 (12.5%) students, the eight statement consisted of 12 (16.7%) students and the ninth statement consisted of 7 (9.7%) students. So that it can be found that the average percentage is 12.97%.

Table 4
Motivation Aspect

No	Statements	Scales				
		SA	A	N	D	SD
10.	YouTube videos in English online learning motivate me to learn more in online learning during Covid-19 pandemic	13 (18.1%)	45 (62.5%)	13 (18.1%)	1 (1.4%)	0 (0%)
11.	YouTube media in English motivate me to participate in English online learning during Covid-19 pandemic	12 (16.7%)	40 (55.6%)	20 (27.8%)	0 (0%)	0 (0%)
12.	YouTube media in English motivate me to study English well online learning during Covid-19 pandemic	13 (18.1%)	41 (56.9%)	15 (20.8%)	3 (4.2%)	0 (0%)

This aspect showed that in the 'Strongly Agree (SA)' scale, the tenth statement consists of 13 (18.1%) students, the eleventh statement consisted of 12 (16.7%) students, in the twelfth statement consisted of 13 (18.1%) students. So that it can be found the average percentage is 17.6%. On the 'Agree (A)' scale, the tenth statement consisted of 45 (62.5%) students, the eleventh statement consisted of 40 (55.6%) students, and the twelfth statement consisted of 41 (56.9%). So that it can be found that the average percentage is 58.3%. On the 'Neutral (N)' scale, the tenth statement consisted of 13 (218.1%) students, the eleventh statement consisted

of 20 (27.8%) students and the twelfth statement consisted of 15 (20.8%) students. So that it can be found that the average percentage is 22.23%.

Discussion

This research showed that the students' perceptions in using YouTube as English online learning during Covid-19 pandemic refer to the four aspects, namely attractiveness, effectiveness, relevance, and motivation. YouTube videos are useful, and it is proven by EFL teachers can administer to facilitate students to learn and improve their language skills (Rangarajan et al., 2019). EFL teachers create various videos and post them in YouTube channels. From the channels, students learn many things dealing with language skill improvement (Fay & Matias, 2021). The current study focuses on students' perception on the use of YouTube videos, and the learning activities are conducted in online learning.

The four aspects of perceptions found in this study are cited from Horton (2003), Raheem (2015) and Balbay & Killis, (2017). The aspects include issues of attractiveness, effectiveness, relevance, and motivation. These issues are investigated based on students' online learning experiences during Covid-19 pandemic. Dealing with issues of attractiveness, the use of YouTube videos in EFL online learning can improve students' interaction simce they practice to imitate the speakers from videos. It is also in line with Dollah and Ahmad (2020) who argue that YouTube videos help students to practice imitating how English words are pronounced properly. In addition, YouTube videos facilitate students to analyze English simple structures and it can be used by students in real communication (Michael & Shah, 2020). With precise YouTube videos, EFL teachers can develop students' language skills such as speaking and listening performance (Zaidi et al., 2018).

The similarities that found in this study with the other previous researches could be seen from the result of the data that being analyzed where in this study, there was found that in each aspect showed the positive response from the students to express their perceptions in using YouTube as English online learning media during Covid-19 pandemic. The research from Sakkir, Dollah & Ahmad (2020) also found that from the two aspects being analyzed, it showed the positive perceptions from the students in using YouTube media. The next research from Michael and Shah (2020) which focused to the two aspects of perceptions also showed the positive response from the students. The last study from Zaidi et al. (2018) also got the positive perceptions in using YouTube as English online learning media especially in the attractiveness, effectiveness, and motivation aspects of perceptions.

It can be concluded that the use of YouTube as English online learning media was the attractive, effectiveness, relevancy to the course content, and could also motivate students to learn English in online learning during the Covid-19 pandemic. This has been proven true by evidence of data that has been analyzed by researchers. The existence of YouTube media is very good as a means of infrastructure used in learning English online during the current Covid-19 pandemic.

CONCLUSION

The use of YouTube as learning medium in EFL online learning can facilitate students to learn and improve their language skills such speaking, listening, grammar, pronunciation, and vocabulary acquisition. 72 students were involved in this study and they are asked to fill questionnaire by using the Google Form format. The perception is focused on the issue of attractiveness, effectiveness, relevance, and motivation. The contents in the questionnaire were presented with a Likert-scale which students could choose to express their perceptions through the statements provided. As a final conclusion, it can be concluded that the use of YouTube as English online learning media is attractive, effective, can be relevant to the course content, and can motivate students in learning English. Especially in learning conducted online during the

Covid-19 pandemic. It clearly proved through data that has been processed and concluded in research finding. Where the majority of students gave a positive response in every statement on each aspect presented through a questionnaire that they had filled in and submitted it. For further studies, researchers can focus on how the YouTube videos are implemented for EFL students in developing their language skills.

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