

STUDENTS' PERCEPTION IN USING YOUTUBE VIDEO IN LEARNING SPEAKING AT UIN ALAUDDIN MAKASSAR

Fani Faradillah

Universitas Islam Negeri Alauddin Makassar
fanifaradillah160@gmail.com

Sitti Nurpahmi

Universitas Islam Negeri Alauddin Makassar
sitti.nurpahmi@uin-alauddin.ac.id

ABSTRACT

This research is aimed at finding out the students' perception in using YouTube video in Learning speaking at UIN Alauddin Makassar. In the modern era, there are a lot of online learning platforms. New technologies developed to make learning process easier. One of the examples of online learning platforms is using YouTube video. This research started with designing blue print questionnaire for students and validation checklist for experts. This research employed a quantitative research and design is survey, where the data obtained from the questionnaires and interview. The questionnaires by the researcher with using theories from some experts. There were Theory motivation, Theory of Attitude, and Theory of Interest. The subject of this research was 85 students of English Education Department academic year 2019 at UIN Alauddin Makassar. The data was analyzed by using the frequencies of Likert Scale and mean score. The mean score of students' perception on using YouTube video in Learning speaking was 4.4. Based on the finding and discussion of the research, the researcher proposed to provided recommendation especially for the Head of English Education Department to apply using YouTube video in Learning speaking in English Education Department.

Keywords: Perception, YouTube video, Learning speaking

INTRODUCTION

In the modern era, YouTube application has been known by many people and has a great influence in the world of education, especially in learning speaking in English subject. YouTube video is one of audio-visual media because we can watch the pictures and hear the sounds. According to Richards (1990: 67) Using YouTube video is very helpful for students who learn English to become a good communicator. This can be proven, use YouTube video as a learning media the students will learn accents and dialects from native speakers.

Morevore, communication also is discussed in QS. Al-Mujadalah 58: 11

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ {١١}

"Surely Allah will exalt those who believe among you and those who are given some degree of knowledge".

In the surah above, it can be understood that every human being to maintain good manners in a majlis and also explains the virtues of people who believe. Allah SWT has promised people who have faith and knowledge will be elevated by Allah SWT. In Surah Al-Mujadalah verse 11, it is closely related to educational centers, it be families, schools, communities and mosques, every educational center has the opportunity to make a large contribution and that contribution develops not only in individual affairs but also develops in others.

In Indonesia, students are very familiar with YouTube videos because they are not only used for watching videos but also as social, work and learning needs. In developed and developing countries, many people have adopted the use of YouTube videos in the learning process. Many studies have been conducted by a number of researchers to identify the use of technology among students, including using YouTube videos in learning. With YouTube videos students can learn about anything, including how they practice speaking in English properly and correctly.

YouTube video media has attracted the attention of interested people, namely the attention of students, educators and policy makers as an educational tool for language teaching and learning. The development and application of Web 2.0 technologies, such as blogs, online discussion boards, MySpace, Facebook and others, have increased in popularity in recent years. This new application allows users to interact and collaborate with each other through social media in virtual communities (AbuSa'aleek, 2015). Another study who investigated using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out that using YouTube videos is a relatively simple strategy to create relevant and specific teaching material Seilstad (2012).

English language learning especially speaking, mostly happens inside the classroom, with teacher's guidance and instruction. However, learning speaking does not just include classroom experience (Balcikanli,2011). It also takes place outside the classroom where learning occurs independently, and these independent out-of-class learning offers wide range of possible materials for language learners. YouTube is considered a source of online material that can play a key role or key word in the learning field. This website, can provide students with everyday videos and authentic situations to may help the students to improve their understanding and performance in English language lesson. (Maness 2004).

Kelsen's (2009) in the university English Language course, the supplementary materials used from YouTube video found that to be interesting, relevant, and beneficial. Based on Aron and Singleton (2012), it was therefore possible to use YouTube as a learning tool to find videos that engage the students while promoting their acquisition of language.

YouTube video media has changed the way individuals and the public socialize and communicate with others. This media is used by people share information, exchange ideas and learn. Some educators in the field are aware that social media especially YouTube videos are powerful tools that can change learning, The students can use them for learning purposes inside or outside the classroom. Furthermore, through YouTube videos students get the opportunity to build and share knowledge with people in a way outside the classroom walls. With YouTube video can help students improve their skills and develop their independence. The reasons above become the interest for the researcher to know the response of students about "Students' Perception on Using YouTube Videos in Learning Speaking".

METHOD

The subject of this research were the students of the third semester academic year 2019 at English Education Department of UIN Alauddin Makassar which consisted of 85 students. In this research, the researcher will be used two instruments. There were questionnaires and interview to find out the perception of students in English Education Department academic year 2019 on Using YouTube video in learning speaking. Where questionnaire made by the researcher with using theories from some experts. There were Theory of Motivation by Kreisen (2009), Theory of Attitude by Latchanna and Dagneu (2009), and Theory of Interest by Stempleski (2002). While, the interview was used to further strong then the students' perception on using YouTube video in learning speaking.

This data collection procedures are ways to obtain data and information needed in the study. The data collecting procedures use by the researcher in this research is questionnaire and interview. Where, an interview conducted by online, namely made video call with the respondent. After that, the researcher asked the selected respondents to rewrite the answers of the question that had been given accordance their answers when did a video call. As well as giving the questionnaire for the respondents. The questionnaire also was administered with online by Google Form. Where, the questionnaire includes the students' perception on using YouTube video in learning speaking. The first part of questionnaire design presented the information of respondents such as registration number and class. Then, respondents were

asked to choose the suitable number according to their perception about using YouTube video in learning speaking.

In measuring the answers of the questionnaires form of the respondents, the researcher used Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person about social phenomena. Gay (2012) stated that the answer of each instrument item using the Likert scale has a gradation of positive to very negative. In this research, the researcher will use a quantitative data analysis technique by using statistical method.

FINDINGS AND DISCUSSION

Findings of the Questionnaires

Table 1. Range and criteria of Students' on Using YouTube videos in learning speaking

Range	Categories	Total Respondents	Percentages
1.0 - 1.8	Strongly disagree	0	0 %
1.8 - 2.6	Disagree	1	1.17%
2.6 - 3.4	Neutral	0	0 %
3.4 - 4.2	Agree	16	18.83%
4.2 - 5.0	Strongly Agree	68	80%
Total		85	100%

Based on the table above, the mean score of students' perception on Using YouTube videos in learning speaking was strongly agree with the mean score **4.4** with 14 statements and total respondents **85**. It can be proved through a formula above. There are 68 respondents who chose strongly agree with total percentage of 80%, 16 respondents chose agree with total percentage of 18.83%, and there is respondent who chose disagree with total percentage 1.17%.

One respondent chose disagree because according to his perception using YouTube Videos in learning speaking is indeed very efficient. However, it needs to be reviewed that student as respondents must have awareness of themselves to using YouTube wisely.

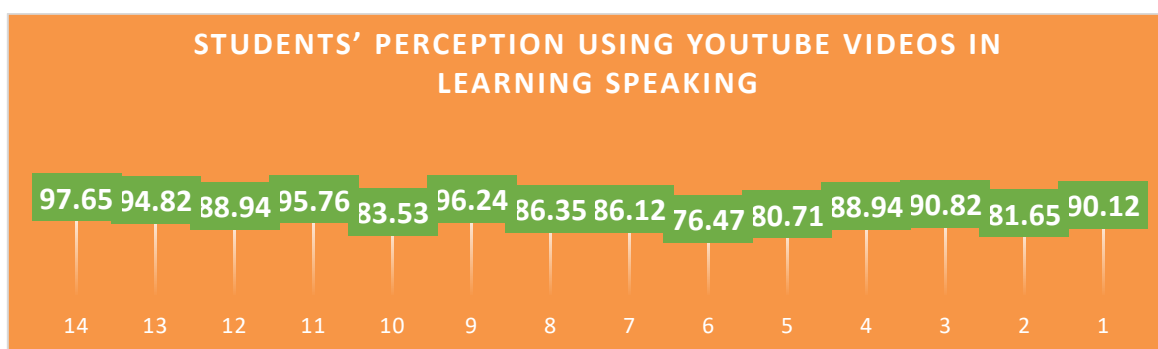


Figure 1. The result of question

From the chart above, it appeared that the highest percentage of students' response on the Students' Perception on Using YouTube videos in learning speaking was in the statement 14 namely "Using YouTube videos in learning speaking help me to speak fluently" with 97.65%. Then, be followed by the statement 9 namely " Using YouTube videos in learning speaking, help me understanding the material being delivered with see the picture" with 96.24%. Then, be followed by the statement 11 Using YouTube videos in learning speaking, help me to improve the performance when I speak" with 95.76%. Then, be followed with the statement 13 Using YouTube videos in learning speaking help me to improving my pronunciation" 94.82%. Then, be followed by the statement 3 namely "Using YouTube videos in learning speaking can help me to develop my expression in speaking" with 90.82%. Then, be followed by the statement 1 namely "Using YouTube videos in learning speaking can help me to understand the accent and pronunciation" with 90.12%. Then, be followed by the statement 4 and 12 namely "Using YouTube videos in learning speaking can help me to use the correct vocabulary and the correct grammar form" and "Using YouTube videos in learning speaking, I can see the mimic and expression" 88.94%. Then, be followed by the statement 8 namely "Using YouTube videos in learning speaking, help me to develop my level communication each other" with 86.35%. Then, be followed by the statement 7 namely "Using YouTube videos in learning speaking, I have problems in concentrating while learning the subjects" 86.12%. Then, be followed by the statement 10 namely "Using YouTube videos in learning speaking, I feel more comfortable because I can see the picture" with 83.53%. Then, be followed by the statement 2 namely "Using YouTube videos in learning speaking can help me to learn speaking be faster and be better" with 81.65%. Then, be followed by the statement 5 "Using YouTube videos in learning speaking to help me be better understand the lesson" with 80.71%. While, the lowest score was in the statement 6, namely "Using YouTube videos in learning speaking, I feel anxious when I start the subject" with 76.47%.

The highest percentage of students' response on the Students' Perception on Using YouTube videos in learning speaking was in the statement 14 namely "Using YouTube videos in learning speaking help me to speak fluently" with 97.65%. there is indicator by students can u from the aspect of Interest. And the lowest score was in the statement 6, namely "Using YouTube videos in learning speaking, I feel anxious when I start the subject" with 76.47%. there is indicator by Su from the aspect of Attitude. From the result, it could be concluded that the majority of the students have strongly positive to improving their speaking skill from the aspect of Interest. But it is still lacking on the statement 6 part of Attitude.

Findings of Interview

Based on the interview result, all of the students are given agree responses about the use of YouTube application in learning speaking. The YouTube application has many functions for students. The students feel more open about their thoughts, opinions and questions, which make them more comfortable and motivated in learning English through the YouTube application. Students got many benefits after learning English by using YouTube, because according to them, the YouTube application is very easy to used and can access anywhere.

Besides, most of the students agreed that YouTube application can improved their English skills in classroom and at home. Because if anytime they forget about the lesson in class, YouTube has many sources that can help them for searching videos about learning English. There is a various YouTube content that can be used for learning English. According to Abdullah (2018), the strength of YouTube is the availability of various types of videos content that can inspired. Through social media students can be more creative and independent in learning, thus the quality of students can improve, with the increase in the quality of students, the quality of education will also be better Fiqri (2017) that the way to trigger the quality of students in using social media is to take all advantage of communicating and sharing information through social media for the educational or learning process. Based on Kemp (2020), there were 338.2 million of people in Indonesia used mobile phones to accessed the social media. And it also related with the statements of the students that used their cellphone to watch a YouTube video for learning.

According to the students' perception, showed that YouTube application could offer good feedback for students to facilitate learning speaking even though the students must be learning by them self at home. By implementing learning based on the YouTube application, students will become accustomed to think critically and encourage students to be independent students June, Yaacob, and Kheng (2014), the students also stated that they are motivated to learning English using YouTube Application because they feel the fun way for learning besides lecturing and reading books.

CONCLUSION

The research investigated students' perceptions in using YouTube video in learning speaking. it was conducted to the students in third semester academic year 2019 at English Education Department of UIN Alauddin Makassar. A describe in the previous data findings and discussion, it could be seen concluded that students' perception in using YouTube video in learning speaking with total respondents were 85 students in third semester.

85 respondents used the YouTube video in learning speaking and based on the data, their perception was 4.4 strongly positive. The highest percentage was obtained 97.65% by aspect of interest and the lowest percentage was obtain 76.47% by aspect of attitude. The highest percentage was obtained 97.65% by aspect of interest. According their perception YouTube video is one of the booming applications in era. People has been known this application and how to access is very easy. With YouTube the students can hear the sound and see the pictures and the students can rewatch the material. And the lowest percentage was obtained 76.47% by aspect of attitude. According their perception the interaction process while learning speaking by using YouTube video is indirectly. So that, teacher supervision is reduced or less. Bad attitude is actually not the students' innate character. However, opportunities or conditions sometimes force the students to perform these bad attitudes.

REFERENCES

- Abdullah, S. D. A. (2018). PERAN HANAN ATTAKI DALAM MEMBANGUN PERSEPSI GENERASI MILENIAL TENTANG TUHAN (ANALISIS ISI ATAS VIDEO KANGEN DI YOUTUBE). *Jurnal Ilmiah Mahasiswa Raushan Fikr*, 7(1), 65-74.
- AbuSa'aleek, A. O. (2015). STUDENTS' PERCEPTIONS OF ENGLISH LANGUAGE LEARNING IN THE FACEBOOK CONTEXT. *Teaching English with Technology*, 15(4), 60-75.
- Akhyak, M. A., & Anik, I. (2013). Improving the students english speaking competence Storytelling (Study in Pengeran Diponegoro Islamic College (STAI) of nganjuk, east java, indonesia. *Improving the students english speaking competence Storytelling (Study in Pengeran Diponegoro Islamic College (STAI) of nganjuk, east java, indonesia*, 1(2).
- Alkathiri, L. A. (2019). Original Paper Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak. *Journal of Education and Culture Studies*, 3(1), 12-30.
- Angell, J. R. (1908). *Psychology: An introductory study of the structure and function of human consciousness*. H. Holt.
- Athena, T. (2017). STUDENTS' PERCEPTIONS TOWARD MADURESE LOCAL ART-BASED YOUTUBE VIDEOS IN SPEAKING CLASS.
- Aypay, A., Celik, H. C., Aypay, A., & Sever, M. (2012). Technology Acceptance in Education: A Study of Pre-Service Teachers in Turkey. *Turkish Online Journal of Educational Technology-TOJET*, 11(4), 264-272.
- Balakrishnan, J., & Griffiths, M. D. (2017). Social media addiction: What is the role of content in YouTube?. *Journal of behavioral addictions*, 6(3), 364-377.

- Bastos, A., & Ramos, A. (2009). YouTube for learning English as a foreign language: critical thinking, communicative skills.
- Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1), 2.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.
- Dayat, D. (2017). Analysis on English Speaking Performance: Exploring Students' Errors and The Causes. *Journal of Education, Teaching and Learning*, 2(1), 71-74.
- Derryberry, D., & Tucker, D. M. (1994). Motivating the focus of attention. Elyas, Tariq., Kabooha, Raniah. 2015. The Impacts of Using YouTube video on Learning Vocabulary in Saudi EFL Classrooms. Jeddah-Saudi Arabia.
- Fiqri, A. M. (2017). Pemanfaatan Media Sosial Dalam Dunia Pendidikan. Online at <https://offeringkaduapsip.wordpress.com/2017/10/23/pemanfaatan-media-sosial-dalam-dunia-pendidikan/>, accessed 25 September 2019.
- Forgus, R. H., & Melamed, L. E. (1976). *Perception: A cognitive-stage approach*. McGraw-Hill Companies.
- Gay, L. R., & Geoffrey, E. Mills, and Peter Airasian. 2012. *Educational Research: Competencies for Analysis and Applications*.
- Ghasemi, B., Hashemi, M., & Bardine, S. H. (2011). UTube and language learning. *Procedia-Social and Behavioral Sciences*, 28, 63-67.
- Guyette, S. (1983). *Community-based research: A handbook for Native Americans* (Vol. 1). Los Angeles: American Indian Studies Center, University of California.
- Hasan, M. M., Ibrahim, F., Mustapha, S. M., Islam, M. M., & Al Younus, M. A. (2018). The use of YouTube videos in learning English language skills at tertiary level in Bangladesh. *IUKL Res. J*, 6, 27-36.
- Ivancevich, J. M., Matteson, M. T., & Konopaske, R. (2006). *Organizational behavior and management*.
- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World*, 17(50), 1-4.
- June, S., Yaacob, A., & Kheng, Y. K. (2014). Assessing the use of YouTube videos and interactive activities as a critical thinking stimulator for tertiary students: An action research. *International Education Studies*, 7(8), 56-67.
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72-81.
- Kemp, S. (2020). Digital 2020: 3.8 billion people use social [Web log post]. Retrieved from <https://wearesocial.com/blog/2020/01/digital-2020-3-8-billion-people-use-social->

[media#:~:text=Worldwide%2C%20there%20are%203.80%20billion,percent\)%20over%20the%20past%20year.](#)

- Lo, Y. H. (2012). *What is the participant learning experience like using YouTube to study a foreign language?*. University of Arkansas.
- Mismara, J. (2019). *Student's Perception on Using Social Media for Learning English* (Doctoral dissertation), UIN Sr-Raniry, Banda Aceh)
- Nasution, A. K. R. (2019). YouTube as a media in English language teaching (ELT) context: teaching procedure text. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 29-33.
- Nazir, M. (2005). *Metode Penelitian*, Cetakan VI. Bogor: Ghalia Indonesia.
- Oxford, R. M. N. (2004). *Effects of technology-enhanced language learning on second language composition of university-level intermediate Spanish students*. University of north texas.
- Rachmijati, C., Anggraeni, A., & Apriliyanti, D. L. (2019). Implementation of blended learning through Youtube media to improve students' speaking skill. *OKARA: Jurnal Bahasa dan Sastra*, 13(2), 153-164.
- Smaldino, S. E., Lowther, D. L., Russell, J. D., & Mims, C. (2008). *Instructional technology and media for learning*.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language education in Asia*, 2(1), 113-119.