Assessing Students’ Perception of a YouTube-Based English Learning Resource: A Quantitative Study at MAN 3 Tangerang

Childa Faiza1, Viviana Lisma Lestari2

1,2Department of English Education, UIN Syarif Hidayatullah Jakarta, Jl. Ir H. Juanda No. 95 Ciputat – South Tangerang
childa.faiza@uinjkt.ac.id

Abstract
The aim of this study was to find out how MAN 3 Tangerang students felt about YouTube videos that were utilized as an English learning resource. A quantitative descriptive research method is employed. An adapted questionnaire was used to collect data for this study utilizing the questionnaire method. Three indicators make up the questionnaire: media practicality, media usability, and accessibility. After that, the research data are examined utilizing the per centation statistical formula. Based on the data analysis results, it is known that students’ opinions on English learning materials based on YouTube videos fall into the excellent category, scoring 80 of the total indicators.

Keywords: Quantitative Study, YouTube-Based English Learning Resource

INTRODUCTION
Learning is the process of obtaining knowledge, developing specific skills, and molding attitudes in students. Student behavioral changes and learning outcomes are indicators of successful learning (Puspitarini & Hanif, 2019). Consequently, it is imperative that instructional strategies be used in a way that encourages student learning. Typical teaching strategies include lectures, group discussions, hands-on activities, and more.

Since learning media is necessary as a medium to transmit materials or knowledge to students, the usage of learning methods cannot exist in isolation. Learning media's primary purpose is to support teachers in their teaching and it is a crucial component of both teaching and learning activities. Aside from that, educators typically employ educational media to present content in an engaging way, increasing students' attention spans (Rosyid et al., 2019).

Learning media are intermediaries that use specific means to communicate subject materials to students so they can learn from educators and comprehend concepts rapidly. Teachers must be creative and innovative in order to create learning materials (Saefudin & Sumardi, 2019). To ensure that learning
objectives are met, learning media is employed to help the learning process. Learning media can be described as any physical or virtual instrument that teachers utilize to help pupils learn content more effectively and efficiently. In order for the educational resources to be absorbed by pupils more rapidly and inspire them to learn more (Musfiqon, 2012).

The use of learning media in the educational process can stimulate students' interest and motivation to learn. In line with research conducted by (Rohima, 2023) in order to prevent students from becoming disinterested in their studies, the adoption of suitable learning materials can promote interaction. In addition, because this learning medium can maximize the caliber of student learning outcomes, pupils are also satisfied with it.

Learning media is able to trigger new interests and generate motivation and psychological aspects in students. Apart from that, learning media also helps students understand material that tends to be abstract, such as mathematics. When an educator chooses appropriate learning media, it is necessary to consider students' abilities and interests, so that the message and lesson material can be better absorbed by students. Therefore, the use of learning media can facilitate students' understanding of subject matter and stimulate their interest in the learning process (Cahyani et al., 2024).

Based on observations at MAN 3 Tangerang, it is known that there are still many students who do not participate enough in interactions during online learning via Zoom. Online learning is a learning system that is not carried out face to face, but uses platforms or media that can help the teaching and learning process remotely (Handarini & Wulandari, 2020).

YouTube, which is a very popular video sharing site, has the ability to become a learning resource and learning media that is relevant to the current generation (Nadhifah et al., 2021). Considering the ease of students accessing and utilizing YouTube video-based learning media, MAN 3 Tangerang English teachers plan to use this media in the future even if learning continues offline. However, this plan depends on students' perceptions of the media, because media can function optimally to achieve learning goals if the media used is appropriate to students' needs.

Perception is a process carried out by humans using their senses (sight, hearing, smell, touch, and taste) to identify and connect with what is around us. Experience can also shape a person's perspective (Simanjuntak et al., 2023). In addition, the process of perception itself helps teachers become more aware and connected to the outside world and transform sensory information by collecting or interpreting it. By analyzing student perceptions, teachers better understand students' points of view, arguments or opinions about learning. This definitely helps teachers in their relationship with the environment (Blake, 2011). Based on other sources, perception is a general or global view of an object seen from various aspects that a person can understand (Akbar, 2015).

Poor internet signal and devices that do not support online learning via Zoom are obstacles that are often the cause. In fact, the problem of poor signals in several areas is one of the shortcomings of online learning that is felt by almost all teachers and students everywhere (Natsir, 2021).
This obstacle means that students who experience it are forced to skip the teacher's explanation of the material, and end up not being able to participate actively during the lesson because they don't understand the learning material. In order to overcome these obstacles, the MAN 3 Tangerang English teacher created and uploaded teaching videos of learning materials to his personal YouTube channel to make it easier for students to study English independently outside of learning hours.

Therefore, this research was conducted to determine MAN 3 Tangerang students' perceptions of YouTube video-based English learning media which MAN 3 Tangerang English teachers will continue to use even though learning is again carried out offline. Although many previous studies have analyzed students' perceptions of the use of YouTube in learning English, this research focuses more on learning English, especially expository text material.

**METHOD**

This research uses descriptive quantitative methods. The research sample was students from class X MAN 3 Tangerang with a total of 36 students. The technique used to determine the sample in this research was the proportionate stratified random sampling technique. The proportionate stratified random sampling technique was chosen because the population members have strata or class levels with the same number of students in each class level. Research data was obtained through a questionnaire method using an instrument in the form of a closed type questionnaire. The questionnaire used was an adapted questionnaire from the researcher's questionnaire (Kurniawan, 2019). This research questionnaire has 3 measurement indicators with 15 question items. The following is a grid table for this research questionnaire.

<table>
<thead>
<tr>
<th>Question Item Numbers</th>
<th>Likert Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Usefulness</td>
<td>6,7,8,9,10</td>
</tr>
<tr>
<td>Practicality</td>
<td>11,12,13,14,15</td>
</tr>
</tbody>
</table>

Descriptive analysis is used to analyze data by describing or describing the data as it is without making general conclusions or generalizations (Sugiyono, 2012). This was done to analyze the results of the questionnaire and student perceptions.

To analyze the questionnaire that has been obtained, the researcher converts the data into percentages using the following formula:

\[ X = \frac{\sum x}{n} \]

**Note:**

- \( X \) = mean score
- \( \sum x \) = total of individual score
- \( n \) = total number of sample

**Source:** Gay (2006)
After that, the results of the data analysis were interpreted based on the score interpretation table to determine the level of perception of MAN 3 Tangerang students towards YouTube video-based English learning media.

Table 2. Interpretation of percentage scores

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60-100</td>
<td>Very Positive</td>
</tr>
<tr>
<td>2</td>
<td>50-59</td>
<td>Positive</td>
</tr>
<tr>
<td>3</td>
<td>31-49</td>
<td>Negative</td>
</tr>
<tr>
<td>4</td>
<td>1-30</td>
<td>Very Negative</td>
</tr>
</tbody>
</table>

Source: (Ary et al., 2009)

RESULTS AND DISCUSSION

Results

After data on students' perceptions of YouTube video-based English learning media were analyzed using a percentage formula, the following results were obtained.

Table 3. Results of research data analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Media Accessibility</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>Media Uses</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Media Practicality</td>
<td>80</td>
</tr>
</tbody>
</table>

The average score is 84. Based on the score interpretation table, 36 students' perceptions of the YouTube video-based English learning media used at MAN 3 Tangerang currently are included in the very positive category. This is because the average score of all questionnaire indicators reaches 84. The following is a discussion of the results of data analysis for each indicator.

Media Accessibility

The first indicator, namely the media accessibility indicator, consists of six question items related to matters related to access procedures and students' abilities in accessing YouTube video-based English learning media. This indicator received a fairly high score, namely 87. However, the media accessibility indicator is actually likely to get a higher score because it is thought that there has been a misunderstanding by students regarding the meaning of question item number 1. Question item number 1 which asked about YouTube account ownership received the response "yes" from 32 students, and a response of “no” from 4 students. Almost all students stated that they had a YouTube account. The following is a graph of respondents' answers to question item number 1.

Figure 1. Respondents’ answers to question item number 1
Almost all students stated that they had a YouTube account to access YouTube video-based English learning media. Because in reality, YouTube users between the ages of 18 and 29 years are the YouTube users with the largest number of users, namely with a percentage of 82% (Mujianto, 2019). Meanwhile, question number two, which discussed understanding how to access YouTube, received a "yes" response from 36 students, and a "no" response from 0 students. The following is a graph of respondents' answers to question item number two.

![Graph showing respondents' answers to question item number 2.]

From this picture, it can be concluded that all students have and are able to access the YouTube application. Basically, accessing YouTube videos is quite easy to do, especially among students as the millennial generation who are already familiar with the YouTube application because the current generation spends more time accessing social media in the form of YouTube (Tinambunan, 2022).

**Discussion**

**Media Uses**

The media usability indicator, which is the second indicator, consists of five questions that discuss the benefits of learning media felt by students based on YouTube videos. This indicator received the highest score among the other two indicators, namely 85. One piece of evidence that YouTube video-based English learning media has had a fairly good impact on students' English learning process is how students responded to question item number 7.

Students' responses to these question items show that YouTube video-based English learning media has had a fairly good impact on their English learning process. 32 out of 36 students said that YouTube was an English learning medium that made them understand more about the material they were studying. The following is a graph of respondents' answers to question item number 7.

![Graph showing respondents' answers to question item number 7.]

From this picture, it can be concluded that all students have and are able to access the YouTube application.
Apart from that, based on the results of this research, it can be seen that YouTube video-based English learning media is also beneficial for students' English language skills. This is proven by students' responses to question item number 8 which discusses the positive impact on learning using YouTube video-based English learning media on their understanding of the material presented. The following is a graph of respondents' answers to question item number 8.

![Figure 4. Respondents' answers to question item number 8](image)

There were 31 out of 36 students agreed that YouTube video-based English learning media had a positive impact on their English learning outcomes. This is in line with research results (Hasan & Khalid, 2023) which show that the use of YouTube media can have a positive influence on students' English language skills.

**Media Practicality**

The third indicator is an indicator of media practicality. The media practicality indicator has five question items that discuss the practicality or benefits that students feel from using YouTube video-based English learning media. The media practicality indicator received a high score of 80. Among 36 students, there were 26 students stated that they often access YouTube video-based English learning media outside of learning hours. The following is a graph of respondents' answers to question item number 12.

![Figure 5. Respondents' answers to question item number 12](image)

From the table above, it can be seen that many students are interested in accessing and learning English through this media outside of learning hours. In reality, the use of YouTube as a teaching medium apart from playing a significant positive role in increasing students' interest in learning, YouTube also has a significant positive role in increasing students' learning motivation (Mujianto, 2019).
Apart from that, YouTube video-based English learning media also provides other practicalities for students. One of these practicalities is revealed through question item number 14. The following is a graph of respondents' answers to question item number 14.

![Graph showing respondents' answers to question item number 14]

As many as 31 out of 36 students stated that it was very easy to find YouTube videos that contained explanations of past learning material in YouTube video-based English learning media. Just by writing keywords in the YouTube search menu column or by visiting the MAN 3 Tangerang English teacher's YouTube channel page, students can immediately find the teaching video they want (Mujianto, 2019). This helps and facilitates them to get re-explanations from the English teacher at MAN 3 Tangerang regarding previous learning material so that they can study independently when they want.

**CONCLUSION**

Based on the results of research regarding students' perceptions of YouTube video-based English learning media, it can be concluded that the YouTube video-based English learning media currently used at MAN 3 Tangerang is very good and suitable for continued use by teachers as a medium for teaching English to students. This media has also succeeded in attracting students' interest in using it independently outside of learning hours.

Based on the conclusion that the YouTube video-based English learning media used at MAN 3 Tangerang is considered very good and successful in attracting students' interest, several suggestions that can be given are:

1. **Content Development**: Teachers can continue to develop more varied and interesting learning video content to keep student interest high. Paying attention to student preferences and needs in selecting materials can also increase the effectiveness of learning media.

2. **Teacher Training**: Provide training to teachers in the use of technology and video content creation skills so that they can utilize this medium more effectively in their daily teaching.

3. **Monitoring and Evaluation**: It is important to continuously monitor the use of this learning medium and collect feedback from students periodically to determine successes and areas that need improvement.
4 Collaboration and Sharing Best Practices: Encouraging collaboration between teachers to share experiences and best practices in the use of this learning media can enrich students' learning experiences and expand the quality of teaching.

5 Inclusivity and Accessibility: Ensuring that all students have equal access to these learning media, including those who may have limited internet or technology access, can be a key concern.

6 Continuous Evaluation: Conduct continuous evaluation of the effectiveness of this learning media in achieving English language learning objectives and ensuring that student needs are well met.

By implementing these suggestions, it is hoped that the use of YouTube video-based English learning media at MAN 3 Tangerang can continue to improve the quality of learning and student achievement in this subject.

REFERENCE


