

The Use of YouTube as Learning Media in English Class

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ABSTRACT

In the current era, technology has become more prevalent in education. Thus, it becomes an opportunity for teachers to combine English language learning by using technology as a medium. Social media, such as YouTube, is one of the technological developments in learning. Furthermore, the research objectives are outlined below: The first objective is to ascertain the usage of YouTube as a medium for English learning. 2) to discover students' perceptions after using YouTube as a learning medium. 3) Ascertain students' interest level in using YouTube as a medium for English learning. A qualitative method with a descriptive approach was employed. The research results show that: 1) Most students positively perceived using YouTube as a learning medium in English class. YouTube has engaging visuals and clear explanations, helps students understand the material quickly, and is accessible and repeatable. It can also be an additional learning resource, provide extra features for language learners, create exciting and entertaining learning, and increase student concentration. Therefore, students' interest in learning English through YouTube is relatively high.

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1. INTRODUCTION

In this modern era, technology is increasingly sophisticated. This tends to be an opportunity for teachers to help advance English by involving technology as a medium. There are many learning media in the technology field, including social media. YouTube is one of the social media commonly used by Indonesian students. YouTube is a web-based entertainment site or application that has lots of videos. YouTube videos can be used as a learning medium in educating and learning English inside and outside the study room. Abdelgadir (2016) hopes that YouTube can increase teacher-student collaboration and work with student-centered teaching and learning. YouTube can be a successful tool for overcoming students' difficulties and obstacles in mastering English.

YouTube is the most popular online video-sharing media site on the internet. YouTube is also a free video library service for educators and students to realize free and innovative character learning (Latifah and Prastowo, 2020). YouTube is a famous video service that allows users to download, watch, and share video clips for free. YouTube is functional and easy-to-access social media. YouTube creates an environment that is not difficult to learn and broadens students' interest in learning while learning. YouTube is a suitable learning medium for internet learning because it follows the qualities of elementary school students who like to play, move, disguise themselves, and like to see everything in pictures. (Widyantara & Rasna, 2020).

Several types of video content are uploaded on YouTube. There are educational and non-educational subjects. According to Buzetto-More (2014), many educational videos can be accessed for free on YouTube. Therefore, using it makes it feasible for students to get valuable material to study. Through YouTube EDU, YouTube offers a professional platform for learning outside of informal communication channels. According to Buzzetto-More (2014), YouTube EDU is an aid for teachers that contains brief illustrations from instructors, all courses, advanced improvement materials, and inspiring videos from pioneers worldwide.

Several previous studies have been conducted on implementing YouTube as a learning medium. For example, research conducted by Prayuda et al. (2021) found that teachers and students had positive experiences using YouTube videos in class. They are increasingly interested and enthusiastic about carrying out learning activities. In addition, students observed that the material taught via video was quite explicit. Apart from that, Cahyana (2020), in his research, found that the implementation of YouTube in the classroom positively affected students' English language acquisition and supported teachers in conveying topics to students. However, student readiness and internet connection are several obstacles when preparing for the learning process using YouTube videos. Another study by Jailani (2022) found that YouTube videos were relevant to learning, attractive, affordable, and easy to reach. Hence, it is interesting to help them find examples. In addition, it encourages them to study well and participate in class. Sofiana et al. (2023) found that YouTube was successful, engaging, and inspiring in helping students learn English post-pandemic in the classroom. In this way, it is recommended that English teachers teach English via YouTube in their classes. YouTube can be used as educational technology that upholds students'

technology-based approach by facilitating more independent learning and providing a learning experience that is more fun, interesting, motivating, and learning more effectively and efficiently. In conclusion, the use of videos from YouTube is considered to be helpful in the learning process.

Based on initial observations made by researchers at SMA Negeri 7 Soppeng, researchers found that there was a lack of learning resources or textbooks that were under the curriculum and syllabus at the school, thus encouraging teachers to be more creative in looking for learning resources or other media to support learning that was following the syllabus. To overcome this, one of the English teachers at the school uses YouTube as a teaching medium, where YouTube provides lots of learning videos so that the teacher can choose the video that best suits the material to be taught. From the observations that have been made, researchers are interested in knowing how teachers use YouTube as a learning medium, student perceptions, and also students' interest in learning English through YouTube as a learning medium. Next, the researcher became curious and tried to explore this with research entitled "The Use of YouTube as Learning Media in English Class."

2. RESEARCH METHOD

2.1. Research Design

This study employed a qualitative descriptive research approach. Sugiyono (2021) said that qualitative research methods are based on interpretive philosophy or post-positivism used to study the conditions of natural objects. The researcher is the primary instrument in these methods, and the research results focus more on meaning than generalization. In contrast, Creswell (2019) identifies qualitative approaches as methods for examining and comprehending the meanings derived by several individuals or groups that are thought to be caused by social or humanitarian issues.

This sort of subjective spellbinding examination is research that uses information got and gathered to be portrayed as words or pictures and doesn't stress numbers. Following the analysis, the collected data is described in a way that makes it easy for others to understand. Sugiyono (2021) claims that the intensive nature of the research, the involvement of the researchers in the field, and the production of meticulous research reports are all hallmarks of qualitative research methods.

2.2. Research Participant

In this research, 9 participants became trustworthy sources for the researcher in gathering the necessary data. Those participants consist of 1 English teacher and eight students of 11th-grade students at SMA Negeri 7 Soppeng. The reasons for choosing this teacher as a participant were: (1) Able to use YouTube in teaching; (2) she is also considered to have sufficient and equal capacity in her field. Meanwhile, these eight students were chosen as participants because they were 11th-grade students taught by the teacher using YouTube as a medium for learning English in class.

2.3. Research Instrument

2.3.1. Observation Guide

According to Mufidah (2018), an observation guide is a set of instructions for researchers to follow when collecting as much information as possible about the subject of their study. Additionally, an observation guide is a collection of main points that serve as the foundation for providing instructions on how to carry out an observation to achieve the desired result (Shera, 2016). The observation focuses on how the teacher implements YouTube as a learning media in English class and the student's responses. Two meetings were attended during the observation from April 17 to May 6, 2024. The researcher took pictures, videos, and notes during the observation for the data analysis phase.

2.3.2. Interview Guide

Interviews were carried out in order to gather data pertaining to the issue under investigation. The researcher conducted semi-structured interviews. This interview was addressed to an English teacher to determine how the teacher implemented YouTube to teach English in the classroom. Moreover, the researcher also provided an interview guide for students to find out their perceptions of the media used by teachers. Additionally, I want to know their interest in learning English through YouTube.

2.3.3. Documentation Guide

Documentation guides are devices used to gather information as records, such as photographs of exercises and interview records. The structure of the documentation guide is determined by the various aspects that will be documented. They were lesson plans, teaching and learning process, and during understudy and instructor interviews.

2.4. Technique of Data Collection

2.4.1. Observation

Observation is when researchers go straightforwardly to the area or field to notice members' conduct and exercises during the exploration (Creswell, 2018). Researchers can learn about behavior and its meaning through observation activities. This study makes use of non-participant observation as the observation method.

2.4.2. Interview

According to Sugiyono (2021), interviews are used as a data collection method if the researcher wants to carry out preliminary research to determine the problems that must be researched and if the researcher wants to know things from the respondents in more depth and the number of respondents is small. However, researchers are not involved in these dynamics. Instead, researchers come to the field where participants are observed carrying out activities or activities that are to be researched (Sugiyono, 2021). According to Creswell (2018), researchers can conduct face-to-face interviews with participants using the data collection method of interviews.

2.4.3. Documentation

Sugiyono (2021) says that documentation is a way to get data and information in the form of archives, books, documents, writing, numbers, and images that can be used to support research.

2.5. Data Analysis

The data analysis model that the researcher used is the interactive model of Miles, Huberman, and Saldana (2014: 12-14). The components of data analysis are as follows:

2.5.1. Data Condensation

The process of selecting, concentrating, simplifying, abstracting, and transforming data close to the entirety of written field notes, interview transcripts, documents, and empirical materials is called "data condensation." The researcher conducted interviews and collected written data in the field, after which the interview transcripts were sorted to achieve the researcher's desired research focus. This led to the data condensation process.

2.5.2. Data Display

An organization, unification, and conclusion of information is data display. Because it conducts a more in-depth analysis, this data presentation also aids comprehension of the research context. Information show means to work on complex data into straightforward information so it is more obvious. The subsequent stage, after the scientist orchestrates the information in grouping, the analyst does information handling, so that on the off chance that there is information that isn't as per the exploration needs, the specialist can alter the information so the information is as per the examination needs. If there are errors in the data, editing it means fixing them. Errors in the data will be corrected or completed during data collection by recollecting the data or inserting data that is deemed lacking.

2.5.3. Conclusion

Subsequent to showing the information, the following stage is reaching inferences. From the beginning of the researcher's data collection, the researcher concludes by noting the regularity of explanations and the flow of cause and effect, looking for understanding that does not follow a pattern, and concluding all of the data.

3. FINDINGS

The research focused on how teachers implement YouTube as a learning media for teaching English. The students' perception of it and their interest in learning English through YouTube as learning media. The collected data was from observations conducted in the classroom, interviews, and documentation. There was 1 English teacher who observed and interviewed about using YouTube as a learning media in English class. Meanwhile, there 8 students of 11th-grade students at SMA Negeri 7 Soppeng. Researchers present research findings during the English learning process using YouTube as a learning medium for eleventh-grade students at SMA Negeri 7 Soppeng in the 2023/2024 academic year, based on the results of observations, interviews, and documentation.

3.1. The students' perception toward the use of YouTube as learning media in English class

This section shows students' perceptions of using YouTube as learning media in English class. Based on the data collected by the researcher, the researcher found that students have various perceptions regarding the use of YouTube in the English learning process. Details of the findings are as follows:

3.1.1. It has Interesting visual and clear explanation

Based on data obtained through interview sessions, 3 out of 8 students said that YouTube had an attractive visual appearance and the material explained was clearer and more detailed. In this aspect, there are statements from student 1 (S1), student 3 (S3), student 4 (S4), stated that:

Extract 1:

S3: "... *Lebih menarik tampilannya dan juga penjelasannya*" (... The appearance and explanation are more interesting) (Interview, 30 April 2024)

Extract 2:

S4: "... Karena penjelasannya lebih jelas, detail" (...Because the explanation is clearer, more detailed) (Interview, 30 April 2024)

Extract 3:

S1: "...kita dapat mendapatkan penjelasan beserta visualnya..." (...we can get an explanation along with the visuals...) (Interview, 30 April 2024)

3.1.2. It helps student to understand the material easily

Based on data obtained through interview sessions, 3 out of 8 students said that YouTube can convey material briefly and concisely so that it can help students understand learning material easily. In this aspect, there are statements from student 5 (S5), student 6 (S6), student 1 (S1), stated that:

Extract 4:

S5: "... youtube sangat membantu menyampaikan materi pembelajaran menjadi lebih singkat dan Ringkas... sehingga saya tau dengan mudah inti materi tersebut." (... YouTube really helps convey learning material in a shorter and more concise manner... so that I can easily understand the essence of the material.) (Interview, 30 April 2024)

Extract 5:

S6: "... Karena Pelajaran yang ada di youtube singkat, mudah di ingat dan mudah dipelajari" (... Because the lessons on YouTube are short, easy to remember and easy to learn) (Interview, 2 May 2024)

Extract 6:

S1: "... penjelasan beserta visualnya itu yang membuat kita lebih mudah mengerti, mudah memahami..." (... the explanation and visuals make it easier for us to understand, easier to understand...) (Interview, 30 April 2024)

3.1.3. Easy to access and repeatable

Based on data obtained through interview sessions, 3 out of 8 students said that YouTube videos were easy to access and repeatable. so that students can easily access YouTube videos provided by the teacher whenever and wherever they want outside of class hours as long as the internet network is available, whether via smartphone, tablet or laptop. In this aspect, there are statements from student 1, student 3, student 4, student 5 stated that:

Extract 7

S1: "...jika menggunakan youtube kita dapat menambah waktu belajar kita yang kurang dari sekolah" (...if we use YouTube, we can increase our lack of study time at school) (Interview, 30 April 2024)

Extract 8

S5: "... Karena mudah di akses selama jaringan internet tersedia...." (...Because it is easy to access as long as the internet network is available...) (Interview, 30 April 2024)

Extract 9

S4: "...Pelajaran dari video youtube bisa diulangi agar kita lebih paham lagi.." (...Lessons from YouTube videos can be repeated so that we understand more...) (Interview, 30 April 2024)

3.1.4. It can be Additional learning resources

Based on data obtained through interview sessions, 3 out of 8 students said that YouTube provides lots of videos, including learning videos that are quite complete and appropriate to the learning material. So, this can make YouTube an alternative learning source where teachers or students can look for additional material that is not found in books. In this aspect, there are statements from student 2 (S2), student 7 (S7), student 4 (S4) stated that:

Extract 10:

S2: "...Pelajaran yang tidak ada di buku, bisa di dapatkan di youtube" (...the lessons that are not in books, can be found on YouTube) (Interview, 30 April 2024)

Extract 11

S7: "... dapat menambah referensi pembelaran...." (... can add learning references....) (Interview, 02 May 2024)

Extract 12

S4: "... kita bisa mencari berbagai materi materi bukan hanya 1 atau 2 saja" (...we can look for various materials, not just 1 or 2) (Interview, 30 April 2024)

3.1.5. It provided additional features for Language Learners

Based on data obtained through interview sessions, 3 out of 8 students said that YouTube provides additional features that can help language learners such as subtitles that can translate foreign languages contained in videos. So, it can help students understand videos in foreign languages. In this aspect, there are statements from student 7 (S7), student 3 (S3), student 4 (S4), stated that:

Extract 13

S7: "...Dan lebih mudah juga karena ada terjemahan dalam Bahasa Indonesianya.." (...And it's easier too because there is a translation in Indonesian...) (Interview, 02 May 2024)

Extract 14

S4: "... Bahasa Inggris di youtube lengkap dengan terjemahannya" (... English on YouTube complete with translation) (Interview, 30 April 2024)

Extract 15

S3: "...Karena biasa video youtube tertulis artinya..." (...Because YouTube videos usually have subtitles...) (Interview, April 30 2024)

3.1.6. It can create interesting and entertaining learning

Based on data obtained through interview sessions, 2 out of 8 students said that visual displays in the form of videos from YouTube could create an interesting learning atmosphere. So that students can feel entertained. In this aspect, there are statements from student 6 (S6) and student 5 (S5) stated that:

Extract 16

S6: "... membuat pembelajaran semakin menarik karena ada gambar..." (...makes learning more interesting because there are pictures...) (Interview, 02 May 2024)

Extract 17

S5: "...video yang ditampilkan membuat saya terhibur" (...the video shown made me entertained) (Interview, 30 April 2024)

3.1.7. It can increase student concentration

Based on data obtained through interview sessions, 1 out of 8 students said that using YouTube as a learning medium could increase student concentration. So that students can pay attention to learning well. In this aspect, there are statements from student 1 (S1) stated that:

Extract 18

S1: "...hal itu juga dapat menambah konsentrasi kita" (...it can also increase our concentration) (Interview, 30 April 2024)

3.2. The implementation of YouTube as learning media in English class

English teachers go through three stages when implementing YouTube as a learning medium: the preparation stage, the implementation stage, and the evaluation stage.

3.2.1. Preparation stage

Based on observations, at this preparation stage, the educator has arranged different things required for learning exercises, such as lesson plans and YouTube videos related to the material, facilities and infrastructure that support the learning process. This first stage has been carefully prepared to ensure that learning activities run smoothly. The researcher discovered a draft lesson plan with learning objectives, achievement educator, and some information about learning steps that used video as a medium. The videos educators utilize are YouTube recordings connected with the material or learning goals. After setting up the lesson plans and YouTube videos, the following stage is setting up the facilities and infrastructure. Computers, external monitors, and loudspeakers—all of which are necessary for teaching—must be checked by teachers. The school has prepared facilities and infrastructure in a computer lab particular room. Various tools that help students use YouTube media, like computers, external monitors or portable speakers, etc., are available in this room.

The teacher selects a learning video with an appealing animated display, comprehensive explanation, and relevance to the subject matter. For YouTube recordings, the instructor utilizes the "GIA Institute" channel. <https://youtu.be/aVzJ8zHy908?si=EI8sBgX-sbPKO9Mb> is the link. The point of involving YouTube media in learning English in explanation text material is to give varieties in figuring out how to understudies so understudies

don't get exhausted with learning English since, in such a case that they utilize monotonous teaching, it will make understudies become exhausted and make understudies sleepy when explained. In addition, using YouTube content to learn English makes it easier for students to comprehend the material.

According to the findings of the interviews above and observations, The teacher designs the lesson plan, searches for and prepares YouTube video links related to the material with complete explanations and an appealing appearance at the preparation stage, and then the teacher prepares the facilities and infrastructure. The teacher checks and inspects computers, external monitors, and loudspeakers, all necessary for learning. YouTube's use as a learning media keeps students interested and prevents them from becoming bored with English instruction. Students may also find it easier to comprehend the information presented when media are used. Aside from involving YouTube as a medium, instructors also use YouTube as an extra reference source for educational materials.

3.2.2. Implementation stage

Based on observations made in SMA Negeri 7 Soppeng in 11th grade, The lesson begins with the educator directing the students to the computer lab after securing or preparing the computers, external monitors, and speakers necessary to use YouTube. After the students enter the computer lab, the educator asks the class leader to prepare the class and lead a prayer before studying. The educator then checks the attendance list during the subsequent. From that movement, the educator knows what and the number of understudies are available in the class and what and the number of understudies are missing from the class. The educator greets the students after checking their attendance, and the students respond to the teacher. The educator utilizes a blend language (Indonesia-English) in the learning process. The teacher then asks the student to reflect on the previous meeting. The students respond to the teacher. Then, the teacher explains the learning objectives that will be studied.

A video on explanation text is played after the educator explains the intended outcomes of the lesson. The teacher uses the learning animation video from the GIA Academy channel with the link <https://youtu.be/aVzJ8zHy908?si=EI8sBgX-sbPKO9Mb>. In this section, the teacher asks for their attention and instructs the students to pay close attention to the audiovisual. The video is presented in two languages. The students concentrated on paying attention to the video as the video was played in a calm classroom. In addition, several students were observed taking notes on significant portions of the video.

The educator plays the video again after it has finished playing, then pauses it at the part that needs to be explained. While explaining significant points, the educator appears to urge understudies to be more active in class by asking questions connected with the material so understudies grasp the material better.

From the information above, it very well may be inferred that the learning process incorporates the educator conditioning understudies, checking students' attendance, and conveying learning targets. Then, the educator shows a video to convey the material; then, at that point, understudies are approached to notice and note significant things, and the educator explains the central matters of the material once more in the Q&A session.

3.2.3. Evaluation stage

At the end of the lesson, the educator allows students to ask questions about the material they have previously studied, whether there is anything they have not understood or something unclear. After that, the content is then reviewed by teachers today. The instructor once more covered the subject matter learned today. After the teacher reviews, students are given assignments or exercises related to today's learning.

The educator occasionally walks around while students work on assignments to determine whether they are completing them. After understudies finish the assignments, the educator and understudies discuss the assignment together. Understudies are instructed to read the answers to their completed assignments individually. After discussing all the questions, the teacher closes the lesson. Then, the understudies addressed good tidings. After that, the educator and the understudies left the computer lab.

Based on the data above, it is possible to conclude that the evaluation stage consists of the teacher reviewing the learning material, giving students assignments, discussing the questions students have worked on, and closing the lesson.

3.3. The students' interest in learning English through YouTube as English learning media

This section shows students' interest in learning English through YouTube as a learning medium. Based on the data collected by the researcher, the researcher found some information related to students' interest in learning English via YouTube as a learning medium. Details of the findings are as follows:

3.3.1. Students' attention to learning English through YouTube as a learning media

Based on the interview conducted by the researcher, majority of students have full attention and can focus on learning. as said by several students below:

Extract 19

S1: "... melalui youtube, kita dapat lebih focus untuk mendengarkan.." (... through YouTube, we can focus more on listening...) (Interview, 30 April 2024)

Extract 20

S4: "... Kalau belajar menggunakan youtube kita lebih focus..." (... If we learn to use YouTube we focus more...) (Interview, 30 April 2024)

Extract 21

S6: "kalau saya fokus kk. Karena Pelajaran menarik" (if I focus sis. Because the lesson is interesting) (Interview, 2 May 2024)

From the data above, it can be concluded that most students have full attention and can focus on listening to learning explanations through YouTube. This is because YouTube has a clear and attractive video display.

3.3.2. Students' enthusiasm for participating in learning English through YouTube as a learning media

Based on the interview conducted by the researcher, the majority of students felt enthusiastic about learning English through YouTube. as said by several students below:

Extract 22

S1: "... saya sangat antusias untuk mempelajari pelajaran di youtube..." (... I am very enthusiastic about studying lessons on YouTube...) (Interview, 30 April 2024)

Extract 23

S4: "... Ketika menggunakan hp kita mungkin lebih semangat." (... When using a smartphone, we might be more enthusiastic.) (Interview, April 30, 2024)

Extract 24

S6: "lebih bersemangat karena Pelajaran yang di ambil dari youtube mudah di pelajari dan di pahami" (more enthusiastic because the lessons taken from YouTube are easy to learn and understand) (Interview, 2 May 2024)

From the data above, it can be concluded that when teachers use YouTube as a learning medium, most students feel enthusiastic about participating in the learning process. This is because the lessons taken from YouTube are easy to learn. Furthermore, the researcher also found that students are enthusiastic about learning because they can access the YouTube videos given by teachers via smartphone.

3.3.3. Students feel happy when teachers use YouTube as a learning medium

Based on the interview conducted by the researcher, the majority of students felt happy learning English through YouTube. as said by several students below:

Extract 25

S1: "... Saya sangat senang. Karena saya suka belajar Bahasa inggris dengan youtube.." (... I'm very happy. Because I like learning English on YouTube...) (Interview, 30 April 2024)

Extract 26

S4: "senang karena, di youtube ada hal hal menarik yang disampaikan..." (I'm happy because on YouTube there are interesting things being said...) (Interview, April 30 2024)

Extract 27

S5: "Senang karena jika guru tidak menggunakan media, membuat kita merasa bosan." (I'm happy because if the teacher doesn't use media, it makes us feel bored.) (Interview, April 30 2024)

Extract 28

S6: "merasa senang karena Pelajaran yang ada di youtube membuat kita lebih semangat belajar..." (feel happy because the lessons on YouTube make us more enthusiastic about learning...) (Interview, 2 May 2024)

Extract 29

S7: "senang karena ada gambar seperti animasi jadi tidak bosan" (I'm happy because there are images like animation so you don't get bored) (Interview, 2 May 2024)

From the data above, it can be concluded that most students feel happy when teachers use YouTube as an English learning medium. This is because it supports learning by providing lots of material with engaging visuals so that students are enthusiastic and don't get bored of learning.

3.3.4. Student participation in learning English through YouTube as a learning media

Based on the interview conducted by the researcher, all of the students actively participate in the learning process when teachers use YouTube videos as learning media. as said by several students below:

Extract 30

S1: "... *jika terdapat terdapat hal yang tidak saya pahami, saya akan menanyakannya kepada guru...*" (... if there is something I don't understand, I will ask the teacher...) (Interview, 30 April 2024)

Extract 31

S5: "...*kami aktif bersama untuk mengerjakan tugas itu.*" (...we were active together to do the task.) (Interview, April 30 2024)

Extract 32

S6: "*lebih aktif menjawab dan bertanya...*" (more active in answering and asking...) (Interview, 2 May 2024)

Based on the data above, the researcher can conclude that when teacher use YouTube in the classroom as a medium for learning English, most students actively participate in class, are active in group activities, respond to the teacher's questions, and they also actively ask if there is something they don't understand

4. DISCUSSION

In this section, the researcher concentrates on reviewing the results of the data collected, which is linked to various previous research and theories related to this research, such as the findings section. Three main topics will be discussed in this section: implementing YouTube in the classroom, student perceptions, and students' interests.

4.1. The students' perception toward the use of YouTube as learning media in English class

The findings show that students have various perceptions regarding using YouTube as a learning medium in English classes; namely, YouTube has Interesting visuals and clear explanations. This is in line with Yudha & Sundari (2021). YouTube has sufficient resources, including various types of videos and audiovisual forms, to interest students in learning. YouTube can help students understand the material quickly. This is in line with Rahmatika (2021), Who said that YouTube is a medium that presents videos that can increase students' understanding of learning. Moreover, YouTube is a medium that is easy to access and repeatable anytime and anywhere as long as the internet network is available, whether via smartphone, tablet, or PC. This is in line with Simanjuntak (2021), Ilyas, and Putri (2020), who stated that one of the things that makes YouTube easier for students to learn is that it can be accessed anytime and anywhere easily via smartphone. This allows students to understand lessons more quickly and motivates students to learn. Apart from that, YouTube can also be an Additional learning resource. This aligns with Tohet et al. (2021). YouTube is an alternative learning resource. YouTube also provides additional features for Language Learners, such as subtitles. Making it easier for students to understand learning videos in foreign languages. This aligns with Fitriani and Kurniawan (2022) and Sophia et al. (2022). YouTube can be used as a medium for learning subjects considered complex, such as English because it uses videos accompanied by subtitles so that students learn English more easily. Furthermore, YouTube can also create interesting and entertaining learning. This is in line with Prayudha (2021), who explains that video is an interesting medium for students and can create a pleasant and enjoyable learning atmosphere. Lastly, YouTube can increase student concentration. this is in line with Oktaviana et al, (2023) that video images are very influential on students, especially in understanding the material when studying, because they can attract the attention of the students themselves, increase the brain's ability to store learning material, increase the students' imagination and also increase student concentration

4.2. The implementation of YouTube as learning media in English class

Based on observations, interviews, and documentation, teachers go through a series of steps to use YouTube as a learning media in the classroom. There are preparation, implementation, and evaluation. The use of YouTube in the classroom to teach English requires careful preparation, implementation, and evaluation. This is in line with the findings of Yuliarti's research (2023), who discovered that there are a number of processes involved in the Cocomelon YouTube channel's implementation, including preparation, implementation, and evaluation. In addition, Oktrianur (2022) discovered the same thing: YouTube's implementation of kid animation is broken down into three steps: 1) Preparation or before implementation; 2) Implementation or during implementation; and 3) Post-implementation or evaluation. What's more, Pratama (2022) found that the learning process involving YouTube as a medium were carried out in 3 phases, specifically learning preparation, learning implementation, and learning evaluation.

During the preparation stage, the educator creates lesson plans, searches YouTube for material-related videos, and utilizes learning-supporting facilities and infrastructure (such as a laboratory, computer, external monitor, loudspeakers, and so on). Then, in the implementation stage, the educator acclimates the students, monitors attendance, and communicates learning objectives. After that, the teacher demonstrates the material through a video,

asks students to observe and take note of essential details, repeats the main points of the material, and then conducts a questions-and-answer session. Then, the evaluation incorporates the educator auditing the learning material, the educator giving understudies test questions, and the educator and understudies talking about the inquiries they have dealt with. Finally, the educator closes the lesson.

4.3. The students' interest in learning English through YouTube as English learning media

The findings show information regarding the student's interest in learning English through YouTube as a learning media. Namely, students' attention is being directed to learning English through YouTube as a learning media. In this finding, students can pay attention and focus in the learning process when teachers use YouTube as a learning media. This is in line with Sofiana et al (2023). YouTube content can explain the materials interestingly and clearly, so the students pay more attention when watching and listening to the YouTube videos related to the materials learned. Furthermore, when teachers use YouTube as a learning medium, most students feel enthusiastic about participating in the learning process. This is in line with Rahmatika et al. (2021). Learning videos provided on YouTube can increase students' enthusiasm for learning because YouTube presents two elements, namely audio and visual, making it easier for students to understand the lesson material.

Students also feel happy when the teacher uses YouTube as a learning medium for English because there are interesting things on YouTube, so they don't get bored easily. This is in line with Febriani et al. (2023). When learning English using learning videos on YouTube, students feel happy and helped by the material presented in an interesting way in the learning videos. Harun et al. (2022) Learning through YouTube can improve English pronunciation skills, and students also get entertainment so they don't get bored. In addition, students can actively participate in class when teachers use YouTube as a learning medium. they actively answer the teacher's questions, actively ask questions if they are not clear, and they are also active in doing the assignments given by the teacher after watching the video. This is in line with Supriady et al. (2022). YouTube media helps students increase their learning motivation so that they are able to learn independently, be disciplined to follow learning and be more active in learning. Samosir et al. (2019) revealed that YouTube benefits learners in learning, helps them complete tasks, and adds to science.

5. CONCLUSION

The majority of students responded positively to each aspect of the perception given. YouTube has interesting visuals and clear explanations, helps students to understand the material quickly, and is Easy to access and repeatable. It can be additional learning resources, provide additional features for language learners, create interesting and entertaining learning, and increase student concentration.

The implementation of YouTube in learning is carried out in three stages: a) preparation, the teacher prepares a lesson plan prepares the YouTube video, facilities, and infrastructure that support learning; b) implementation, the teacher shows a video to convey the material, and provides a brief explanation; and c) evaluation, the teacher provides exercises to ensure the material is well received.

Most students are happier, more active, enthusiastic, and can focus on learning English. It was easier for them to understand the materials because teachers used YouTube videos that appeared to be attractive and enjoyable audiovisual content. Apart from that, students are more enthusiastic about participating in class, actively answering the teacher's questions and working on the questions given or actively asking questions to understand the lesson material better. So, it can be said that student's interest in learning English using YouTube as a media quite good

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