

STUDENTS' PERCEPTION TOWARD THE USE OF YOUTUBE IN LEARNING VOCABULARY

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Abstract

YouTube is easy for students to access via mobile phones or laptops. They can look out videos in the schoolroom or in the schoolroom anytime, anyplace which builds them also actuated and keen to acquire. Since the YouTube site is free, both students and teachers can easily look out and upload videos. Schoolteachers from complete the world birth created their have watercourses on YouTube and regularly upload several dissimilar academic videos that pupils get utile. Covid-19 has been declared as a global pandemic by WHO. It affects all aspects of humans' life, including their education. Teaching and learning processes during the pandemic of Covid-19 are done online. However, many Indonesian teachers have not used this teaching media and learned is its benefits yet. Therefore, this research was used to investigate students' views on using YouTube to learn English. This research adopts survey method. In addition, interviews will be conducted after this survey to obtain more in-depth data. The participation of survey data and interview data may make the survey results more reliable relative to the subject under study. The study involved forty-four students as study participants to answer the questionnaire. In addition, this study also tracked the results of the questionnaire by interviewing 3 of 44 participants. In order to collect data, the questionnaire was distributed using Google format media (with multiple choices) and Whatsapp media (recorder) to collect interview data. The survey results show that students have a positive view of YouTube. Most participants agree that they like youtube because it can help them learn English. Another positive effect is that students' vocabulary has been improved. Therefore, the research results show that YouTube can be used as an alternative teaching medium to improve students' English learning level, especially vocabulary learning.

Key words: perception, youtube and MTs Al- Khoirot Pagelaran Malang

INTRODUCTION

In the history of language learning, technological innovation has always provided language learners with the opportunity to independently learn and practice the target language (Balcikanli 2011). In addition, the rapid development of technological progress has changed the thinking ability of students, which has led to the need for new educational methods (Muniandy and Veloo 2011). In addition, today's technology use is closely related to the Internet, and having a high level of language and a certain level of technical knowledge are the requirements for using technology in EFL classrooms. So, schoolteacher breeding programs should allow Humanities schoolteachers with also chances to improve their language skill, exceptionally their unwritten talents (Kourieos & Evripidou, 2013).

YouTube is a platform that can provide learners with materials in various languages. In addition, at present, the use of YouTube in education is becoming more common. Due to the emergence of such technically literate people, their learning style is different from previous generations. As a result, this has led to an integrated approach and a shift in learning paradigm, witnessing the adoption of a new method of learning English. In addition, Mullen & Wedwick (2008) proposed that video can enhance the potential of almost any classroom teaching and can be watched on YouTube and other video sharing sites (such as Teacher Tube, SchoolTube, United Streaming, One World TV), Yahoo! Video, Google Video and MSN Soapbox. YouTube provides free access to a large number of educational videos (Buzzetto-More, 2014), so it is a viable option for students to obtain useful learning materials.

YouTube is a free video sharing website that makes it easy to watch online videos. You can even create and upload your own videos to share with others. YouTube was originally created in 2005. It allows users to upload, view, rate, share, add to playlists, report on videos, post comments, and subscribe to other users. It provides various user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short films and documentaries, sound recordings, movie trailers, live streaming, and other content such as video blogs, short original videos and educational videos. The purpose of learning media is to support the teaching cognitive process.

Learning media refers to allude to items that can transmit or convey data file from the source of the contrive there by providing that provided that an effective and beneficial environ for the teaching cognitive process. It can be concluded that eruditeness media is a tool to elevate data file transmittal in process commandment. There in technological century

learning media is not but circumscribed by books and whiteboards, but also circumscribed by the rapid evolution of application manufacturing all simple and absorbing. By the learning media, winning reward of these chances depends on on the ability of the teacher. Eruditeness media can be obtained from versatile shapes of social media, much as Facebook, Wiki, YouTube, Blogforums, etc.

Victimisationing YouTube as a learning media is very effectual as pupils can meliorate their speechmaking talents. It can be seen from dictionary advance grammer enunciation and concepts associated to the issue cognitive operation. Using YouTube as a learning media can also micturate the schoolroom also good and micturate pupils also focused YouTube not but supplys pupils with the information they pauperism but also supplys data file that pupils wish to allow much as expressing beliefs providing that provided that data file almost awareness attentions and over-the-counter viewpoints. So, the use of YouTube is not modified to trenchant for data file it can besides break ability. It can be explained that YouTube as societal media can be victimised as an opportunity to memorize media, as it can bring estimable advantages and can meliorate students' brain in education subject-matters (especially language learning).

Vocabulary is one of the important aspects of English and should be taught in the teaching and learning process. By learning vocabulary, students will be able to master English. A condensed language without the support of words or vocabulary is impossible. According to Richard and Renandya, 2002: 255, "Vocabulary is a core component of language ability, which provides a great foundation for learners' speaking, listening, reading and writing skills. "It can be excluded. If there is no detailed vocabulary list and a method to obtain a new vocabulary list, learners will usually accomplish things that are worse than their abilities, and they may not be encouraged to use surrounding language learning resources. This means that vocabulary plays an important role in the language, where the vocabulary will make the language meaningful. By Lessard-Clouston (2013: 3), the concept of words can be outlined in severals distance but the deuce-ace significant viewpoints that schoolteachers pauperism to be cognisant of and pay aid to are form, pregnant and employ. Nation (2001) cited by Lessard-Clouton (2013: 3) pointed out that the form of a single word involves its enunciation (phonetic form), spelling (written form), and any word pieces (such as prefix, root and suffix). Unaccepted rows are examples of word pieces. The prefix un- substances "no" or "reverse operation", acknowledge is the root, and -able is the end which substances "ability" or "value". Therefore, the term "unacceptable" means an unacceptable error. An

example of spelling is that even if the sound represented by the letter changes, the basic spelling in the following pairs of words is the same: local/local; signature/signature.

METHOD

In order to gain students' understanding of using YouTube to learn English, this research adopts a survey method. In addition, interviews will be conducted after this survey to obtain more in-depth data. Researchers used questionnaire surveys and interviews to obtain in-depth data about students' views on using YouTube to learn English.

RESEARCH FINDINGS AND DISCUSSION

1. Data from Questionnaire

NO	QUESTION	SANGAT TIDAK SETUJU	TIDAK SETUJU	SETUJU	SANGAT SETUJU
1	saya merasa kemampuan vocabulary saya meningkat setelah melihat video youtube.	0%	0,9%	61,4%	29,5%
2	menggunakan video youtube meningkatkan motivasi saya dalam pembelajaran bahasa inggris.	2,3%	15,9%	40,9%	40,9%
3	Saya mampu mengikuti pembelajaran dengan baik dengan menggunakan video youtube.	2,3%	11,4%	50,%	36,4%
4	didalam youtube terdapat materi yg dibutuhkan dalam pembelajaran bahasa inggris.	0%	15,9%	47,7%	36,4%
5	materi dan pertanyaan dalam youtube sangat	0%	13,6%	54,5%	31,8%

	menarik.				
6	pembelajaran bahasa inggris menggunakan youtube sangat menyenangkan.	0%	18,2%	47,7%	34,1%
7	pembelajaran dengan menggunakan youtube mudah digunakan.	0%	11,4%	43,2%	45,5%
8	pembelajaran dg menggunakan youtube meningkatkan kemampuan konsentrasi belajar bahasa ingris khususnya vocabulary.	2,3%	18,2%	47,7%	31,8%
9	kosa kata bahasa inggris saya semakin bertambah setelah menonton video youtube.	0%	13,6%	50,0%	36,4%
10	saya akan menonton video youtube untuk belajar bahasa inggris dimasa mendatang	0%	22,7%	45,5%	31,8%
11	saya merekomendasikan guru untuk menggunakan youtube dalam pembelajaran bahasa inggris dimasa mendatang.	11,4%	13,6%	43,2%	31,8%

The information concerning the understudies' recognitions towards the utilization of using youtube in taking in English were picked up from the poll. The poll comprised of 11 explanations with bahasa Indonesia. To gather the information poll was appropriate use Googleform media with different decision things. In this part, the discussions only focus on students' perceptions of the use of youtube in learning English. To get the

information more clear, the examination dissected the announcements into the rate classification. The discoveries, this examination centers research the perception toward the use of youtube in getting the hang of vocabulary yet found the issues looked by understudies in utilizing youtube. In any case, there were additionally a few issues looked by understudies in utilizing youtube. In any case, the discoveries propose that youtube can be a decent device in improving understudies' English abilities.

2. Data from interview

The discoveries from survey were upheld and explained by utilizing semi-organized meeting. The meetings were led with three understudies as tests. To collect the data interview was distribute use Whatsapp media. In this part, the conversation of the information is about understudies' recognitions towards the use of youtube in learning English especially learning vocabulary and was whether assessment of the understudies about constructive outcome towards the utilization of youtube in picking up vocabulary. In light of the meeting, the vast majority of the understudies had positive observations towards the utilization of the youtube in learning English especially learning vocabulary.

CONCLUSION

The overall survey results show that students have a positive view of using YouTube to learn English. The survey results show that students like to use youtube to learn English because youtube is easy to use. The students agree that youtube can help them learn English, and they are willing to use youtube as another way to learn English. In addition, YouTube also stimulated their interest because it attracted their interest. The content of YouTube and the clear local pronunciation derived from YouTube may hone their skills, especially vocabulary learning. In addition, since there are many YouTube sites on the Internet, most students also agree that YouTube is easy to use and easy to obtain. YouTube can be easily accessed by students via mobile phones or laptops; they can watch videos at any time in and outside the classroom, which builds them also actuated and keen to acquire.

The results of this research show that the integration of YouTube has a powerful influence on the vocabulary recognition, understanding and retention of target vocabulary. The research results also show that YouTube has a positive impact on English learning. In addition, students think that some videos are more helpful than others. YouTube has always been recognized as an effective tool for teaching common skills and tasks in formal occasions

or at home. It is consistent with YouTube's research results and can effectively improve the laboratory environment and the skills of the general public (Lee & Lehto, 2013; Fat et al., 2011). YouTube can provide many functions as a teaching tool. As a free teaching resource, it can save education budget. It will besides aid pupils acquire Humanities in and out of the schoolroom. The two chief superiorities of using YouTube are genuineness and undergraduate motivate. You can use YouTube to merge and enhance these two concepts.

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