



EXPLORING THE EFL STUDENTS' PERCEPTIONS TOWARDS THE USE OF YOUTUBE VIDEO MEDIA IN LEARNING ENGLISH PRONUNCIATION: POSITIVE OR NEGATIVE?

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Abstract

In this digital era, the use of YouTube video media in education sector becomes a need. Learning by using this media supplies a beneficial effect towards either the teacher or students. Researches related to using media in learning English language from year to year show the steady increase in an attempt to boost the students' outcomes in English language skills. Yet, there has been found rarely the study exploring the EFL students' perspectives on using the media in English learning. Therefore, it is critical to establish a study focusing on the EFL students' perceptions towards the use of media particularly YouTube video media in learning English pronunciation. This study aims at exploring the EFL students' perceptions towards the use of YouTube video media in learning English pronunciation whether positive or negative. This study employs a qualitative approach using questionnaire and observation sheet to 28 students of SMP 2 Mesjid Raya, Aceh. Therefore, based on the results of the questionnaire, it can be stated that the majority of students responded very positively to the use of YouTube-based video media. This is

indicated by the high percentage of all statements on the aspects of students' interest in the use of the media in learning pronunciation. There is a positive significant result shown by the EFL students towards the use of YouTube video media in learning English pronunciation.

Keywords: *Exploring EFL Students, Youtube Video, Pronunciation*

A. Introduction

In this digital era, the use of media in the learning-teaching process becomes popular among educators including in English learning. In attracting students' interest in English learning, an effective media is required. The media become a helpful source for the teacher bridging between the teachers and the students in transferring the knowledge (Syahputra, 2019). Learning media which is an element of the system of learning encompassing teaching materials is an important source that can stimulate the learners to study (Arsyad, 2011). Learning English subject using audio visual media with a variety of attractive layouts and graphic designs can appeal students' interest and encourage them more in learning (Mulyani & Sartika, 19 C.E.). One of the effective and attractive media is video from YouTube as these definitely should be equipped by other equipment like sound system, multimedia, and others the like in order to enhance the students' learning outcomes.

In the growth of the technological era, the use of YouTube is widely spread to various types of users. Many language teachers or mentors apply YouTube to distribute any kinds of beneficial information and knowledge of a target language to the learners. Hence, the language learners may learn online, stream face-to-face, or download the videos so they are able to relearn offline.

The more years come, the more language teachers or mentors apply YouTube as their online learning media. Today, even common individuals other than language teachers or mentors who have language competence also share their language understandings and experiences. Although their main intention is probably to earn money through AdSense, those people provide advantageous learning that many language learners can acquire the learning.

The multimedia such as YouTube may support language learners to develop a coherent mental representation from the presented material (Kabooha & Elyas, 2015). They can simulate themselves as active participants in acquiring new knowledge (Syahputra & Chaira, 2020). Similarly, YouTube is becoming a source of

online material that plays the main function as well as leading role in teaching and learning system(Wael Abdulrahaman, 2016). Moreover, YouTube videos can be supplementary material provided to language learners with reliable understanding in their lectures. In addition, YouTube offers a high-speed and easy access to videos of language and the culture from all over the world (Alhamami, 2019).

Likewise, YouTube is believed enable the EFL learners to boost their independence in English learning because students may study independently which was not restricted by the time and place(Mulyani & Sartika, 19 C.E.). In further they also stated that through the YouTube video media, students may watch and listen to directly as well as may imitate the correct expressions of the native speakers so that they can pronounce the words resembling exactly like the native speakers. In terms of the teaching of pronunciation, the vocabulary confined in the YouTube video media must be in accordance with the context of the use of the target language.

That is why, numerous teachers or mentors of English utilize YouTube to generate the valuable learning. Besides, Indonesian teachers of English or Indonesian mentors of English take this opportunity to advance learners' English competence.

Nonetheless, educators and parents should not worry since the YouTube company establishes a secure system inspection to every content the users contribute. Videos containing sexual acts or pornography are limited. Besides, users may report videos that contain harassment or displeased acts. Indeed, YouTube is safe for language learners at any ages.

The English teachers should be able to manage the learning materials carefully and develop effective and appropriate methods and strategies as an attempt the EFL learners achieve meaningful activities in the classroom(Mulyani, 2018). For instance, in selecting the learning materials and media, the English teachers must first select which video media that are taught in the learning so that they suit the level of language that the students have(Nasution, 2019). Thus, a good adjustment is important so it assists the language learners to strictly learn the given videos and they are not bewildered in selecting which videos that relate to the learning material. Next, the material of learning English pronunciation must be prepared carefully by the English teachers as learning it by using the video of YouTube may might enhance the students' outcomes. Learning pronunciation is as a part of

speaking skill is considered necessary in order to make the communication runs smoothly and clearly.

However, some people may still underestimate the use of videos for learning since they cannot meet face to face and/or ask questions directly. They still believe an old principle which obliges learners of any fields to embrace a teacher or mentor who is to teach, coordinate, and discuss with the learners. This is what makes the online learning through YouTube videos is rarely recommended to some extent.

It is undeniably that there are EFL students of English in most secondary schools are difficult to understand the material explained in English especially by English native speakers(Syahputra, 2018). This fact sometimes makes the YouTube media less efficient in assisting their language learning.

The fact that learners face difficulties in learning a new language through YouTube videos must be considered as a crucial issue in language learning. Thus, it is recommending other researchers to conduct an investigation about the problem(Alhamami, 2019).

It is in line as the statement that the audio-visual media like YouTube, will not directly turn out to be a ready source for English learning, yet it occasionally entails a particular adaptation by the English teacher(Mulyani & Sartika, 19 C.E.). In other words that not all of the videos from YouTube are ready to utilize there is still a need of selection and adaptation which one is precise for the context of learning and age level as well as students' proficiency level.

There were several studies connected to the media of YouTube usage in learning English pronunciation conducted. A study of using the audio-visual media and transcripts of narrative text to boost the pronunciation skill in which the results of their study showed that both the media of audio visual and its transcripts applied could assist to boost the learners' pronunciation skill(Shodiqin, Apriliaswati, & Bunau, 2015). Moreover, using the latest and effective strategy in which her result of research indicated that the YouTube videos could be utilized as a source of learning and improving English language skills. Some important points to produces an effective YouTube video for learning a target language, such as preparation before to start the tutorial, choosing a fascinating picture for a thumbnail, and writing a title which reflects the content material(Alhamami, 2019).

Similarly, a recent study stated that utilizing the YouTube-based video media in learning pronunciation(Mulyani & Sartika, 19 C.E.). Their study which was on the

quantitative approach is a series with this study. Their result of study revealed that there was a significant improvement between the pre-test and the post-test on the learners' competence in pronunciation of English by using the YouTube-based video.

Studies related to using media in learning English language from year to year shows the gradual increase in an attempt to enhance the students' outcomes in English language skills. Yet, there has been found rarely the study aiming to identify the students' perspectives on using the media in English learning. Therefore, it is critical to establish a study focusing on the EFL students' perceptions towards the use of media particularly YouTube media in learning English pronunciation.

Based on the background of problems stated above, there are two research questions established in this study:

1. To what extent the positive and negative percentage of the EFL students' responses on using YouTube video media in learning English pronunciation?
2. To what extent the atmosphere of learning and students' activeness in class through the use of YouTube video media?

B. Method

This study was designed by applying a qualitative method to find out the EFL students' perceptions of the use of YouTube video media in terms of students' interest of the eighth-year students in learning English pronunciation. This research was conducted at SMPN 2 Mesjid Raya in Aceh Besar, Aceh, Indonesia in 2019.

The instruments applied in this study were questionnaires and observation sheets. The questionnaire consisting of 13 statements and/or questions were in the form of closed and opened-ended questions/statements. These were designed to identify the students' interest in learning English pronunciation through the YouTube video media. The questionnaire was distributed directly to the students after the treatment of the use of the media in learning English pronunciation. Observation sheets were also established to identify the students' interest, the atmosphere of learning in class and students' activeness in using YouTube video media when the treatment was given. As mentioned earlier that this study is a series with the study by Mulyani and Sartika (Mulyani & Sartika, 19 C.E.) that was conducted at the same time subsequently in the mid of July 2019. Moreover, the participants of the study consisted of 28 students from class VIII of SMP 2 Mesjid Raya, Aceh.

After the questionnaire data was collected, it was then analyzed using a qualitative descriptive approach based on the 4-point Likert Scale analysis to identify the students' interest in learning English pronunciation through YouTube-based video media. The results from the observation sheets as the qualitative data were also examined as a clarification and support of questionnaire results. The observation analysis was based on the three aspects of assessment, namely; 1) interest in learning through YouTube video media; 2) the atmosphere of learning in class through YouTube video media; and 3) the activeness of students in class through YouTube video media.

C. Result and Discussion

The results of the questionnaire using 28 samples from the supposed 30 students in class VIII of SMP 2 Mesjid Raya where 2 people were not present when filling out the questionnaire. The questions in this questionnaire consisted of 13 items of statement using the 4-point Likert scale; a combination of open-ended and closed-ended questions/statements. The students were asked to specify their level of agreement on the statements presented in the questionnaire. Each response was scored from 1 to 4 as shown in Table 1. It is called a "With a Likert scale(Sugiyono, 2019), then the variable to be measured is translated into a variable indicator. Then the indicator used as a starting point for arranging instrument items which could be a statement or questions". The following is a table of students' perception assessment scores:

Table 1. The scoring of students' response

| Response | Abbreviation | Score |
|-------------------|--------------|-------|
| Strongly Agree | SA | 4 |
| Agree | A | 3 |
| Disagree | D | 2 |
| Strongly Disagree | SD | 1 |

The responses were then presented in the percentages. Finally, the students' perception of the use of YouTube video media in learning pronunciation was categorized as shown in the following table.

Table 2. The scalling of students' perception of the use of YouTube video media in learning pronunciation

| Percentage | Category |
|------------|---------------|
| 0% - 25% | Very Negative |
| 26% - 50% | Negative |
| 51% - 75% | Positive |
| 76%-100% | Very Positive |

The results of the students' perception assessment score are then expressed in the form of a percentage based on the formula described as follows(Sudjana., 2002) :

$$P = F/N \times 100\%$$

- P : Percentage
- F : Frequency of Respondent
- N : Total of Sample
- 100% : Constant Value

Table 3. Students' perceptions on the use of You-Tube-based video media in learning pronunciation

| No | Statements | Students' Responses | | | | Total Participant | Percentage (%) | | | |
|--|--|---------------------|----|----|----|-------------------|----------------|------|------|-----|
| | | SA | A | D | SD | | SA | A | D | SD |
| A. Students' Perceptions on English Language | | | | | | | | | | |
| 1 | I like English subject | 19 | 9 | 0 | 0 | 28 | 67,8 | 32,1 | 0 | 0 |
| 2 | I have a difficulty in speaking & pronunciation skill | 4 | 13 | 10 | 1 | 28 | 14,2 | 46,4 | 35,7 | 3,5 |
| B. Students' Perceptions on Interest | | | | | | | | | | |
| 3 | I am not interested in learning using media video YouTube. | 24 | 4 | 0 | 0 | 28 | 85,7 | 14,2 | 0 | 0 |
| 4 | The reasons made me interested in learning English using video of YouTube media are the media is interesting that motivate me in improving speaking and pronunciation skill | 24 | 4 | 0 | 0 | 28 | 85,7 | 14,2 | 0 | 0 |
| 6 | The activities in the pronunciation learning through the video YouTube media is very excited | 20 | 7 | 1 | 0 | 28 | 71,4 | 25 | 3,5 | 0 |
| C. Benefits for Students & Its Follow up | | | | | | | | | | |
| 8 | I can understand easily the pronunciation of English vocabulary using the video of YouTube media. | 23 | 4 | 1 | 0 | 28 | 82,1 | 14,2 | 3,5 | 0 |
| 9 | There are some benefits that I found in learning pronunciation using YouTube video media, such as easy in pronouncing the words, direct imitation of the native speaker's language, and new vocabulary addition. | 24 | 4 | 0 | 0 | 28 | 85,7 | 14,2 | 0 | 0 |
| 10 | Learning pronunciation using video of YouTube media is very | 22 | 6 | 0 | 0 | 28 | 78,5 | 21,4 | 0 | 0 |

| No | Statements | Students' Responses | | | | Total Participant | Percentage (%) | | | |
|------------------------|--|---------------------|----|----|----|-------------------|----------------|------|------|----|
| | | SA | A | D | SD | | SA | A | D | SD |
| | helpful in pronouncing the correct vocabulary | | | | | | | | | |
| 11 | YouTube video media is one of the good media in improving my pronunciation skill | 21 | 7 | 0 | 0 | 28 | 75 | 25 | 0 | 0 |
| 12 | My ability development in mastering pronunciation using YouTube video media is better than before | 20 | 8 | 0 | 0 | 28 | 71,4 | 28,5 | 0 | 0 |
| 13 | Next, I will use the YouTube video media in learning and improving speaking skill, particularly pronunciation. | 19 | 9 | 0 | 0 | 28 | 67.8 | 32,1 | 0 | 0 |
| D. Open-ended Question | | | | | | | | | | |
| | | A | B | C | D | | A | B | C | D |
| 14 | What kind of the most interesting content for you in learning English using the YouTube video media? | 3 | 25 | 0 | 0 | 28 | 10,7 | 89,2 | 0 | 0 |
| 15 | What kind of activities that are more interesting and supportive in the pronunciation of English learning using the YouTube video media? | 0 | 11 | 17 | 0 | 28 | 0 | 39,2 | 60,7 | 0 |

Furthermore, the Likert scale analysis shows that in terms of the students' perceptions on the English lesson, the majority of students stated Strongly Agree (67.8%) and those who answered Agree were 32.7%. This means that all students gave a positive response to the English lesson as shown in figure 1.

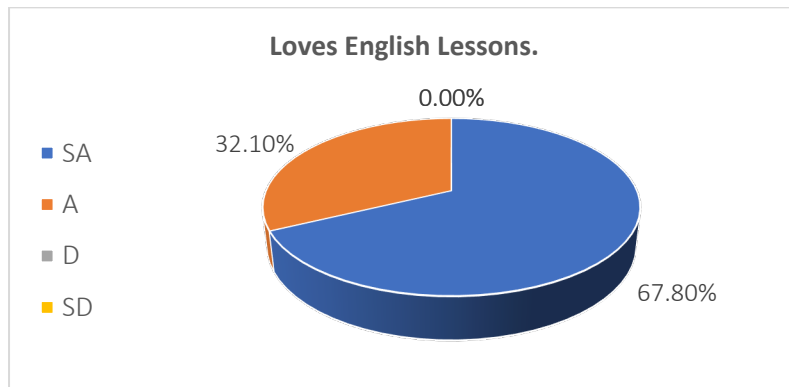


Figure 1. Students' interest on English subject

For statement no.2 dealing with the difficulties in English subject, 46.4% of students stated Agree and 14.2% of students stated Strongly Agree. This means that most of students experience difficulties in learning speaking and pronunciation in English, while only 35.7% stated Disagree which means they have no difficulties in English.

Moreover, regarding the students' interest, most of the students gave response Strongly Agree (80.9%) which indicates that they gave positive attitude towards YouTube video media. This can be concluded that all students expressed great interest in learning English through YouTube video media because the media was interesting so that it motivated them to improve their speaking skill & vocabulary pronunciation as figured out in figure 2 below.

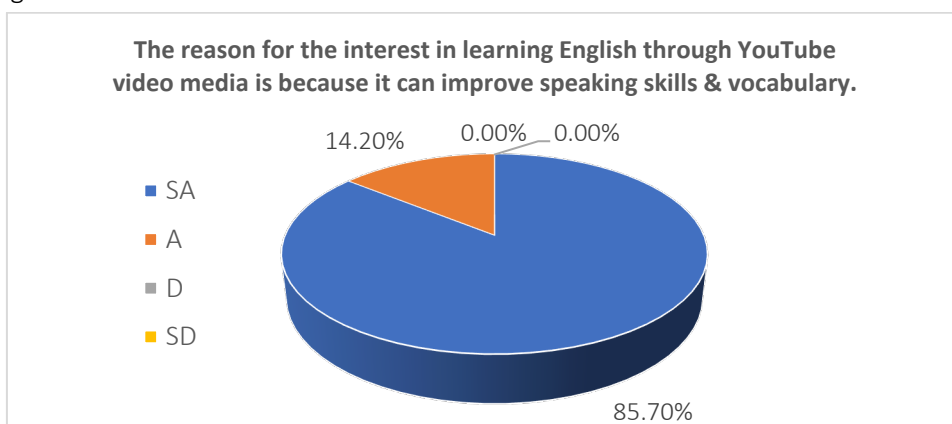


Figure 2. Reasons of students' interest in using YouTube video media

Related to some of the benefits gained in learning English pronunciation through YouTube-based video media, such as the easiness of pronouncing vocabulary, direct imitation the native language of native speakers, and obtaining new vocabulary, 85.7% of students confessed Strongly Agree and 14.2% stated Agree. This means that most of students can easily understand and get better benefits in learning pronunciation through YouTube-based video media as shown in the figure 3 below.

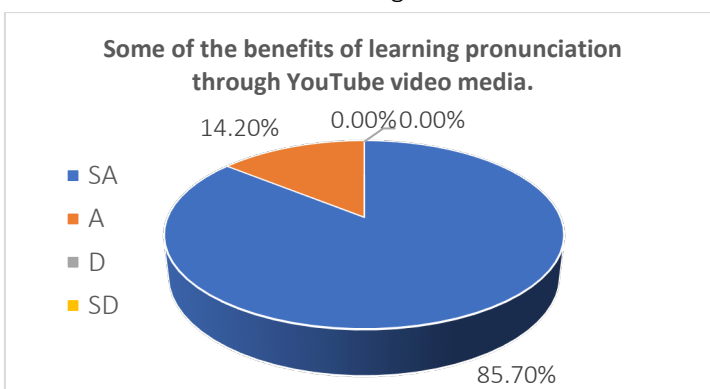


Figure 3. Benefits of using YouTube video media in learning pronunciation

In terms of how this media help students in learning pronunciation, 78.5% of students stated Strongly Agree and 21.4% stated Agree. This means that students were helped in learning pronunciation by using this media in pronouncing vocabulary and phrases because they are spoken by native speakers in the video. Furthermore, as many as 67.8% of students stated Strongly Agree and 32.1% stated Agree related to the follow-up that students would do next; use YouTube video media to learn and improve speaking skills especially pronunciation. Based on the results of the questionnaire it can be concluded that in general the majority of students responded positively to the use of YouTube-based video media. This is indicated by the high percentage of the aspects of students' interest in the use of the media in learning pronunciation.

With regard to YouTube content that is of interest (according to the results in statement no. 5), as many 89.2% of students stated that it was an animated video and 10.7% stated that it was a video clip of a song. This is meaningful that the content is the most interesting, which is probably it is suitable the students' age and interest, according to the majority of students to learn English via YouTube video media is dominated by animated videos as depicted in the following figure 4.

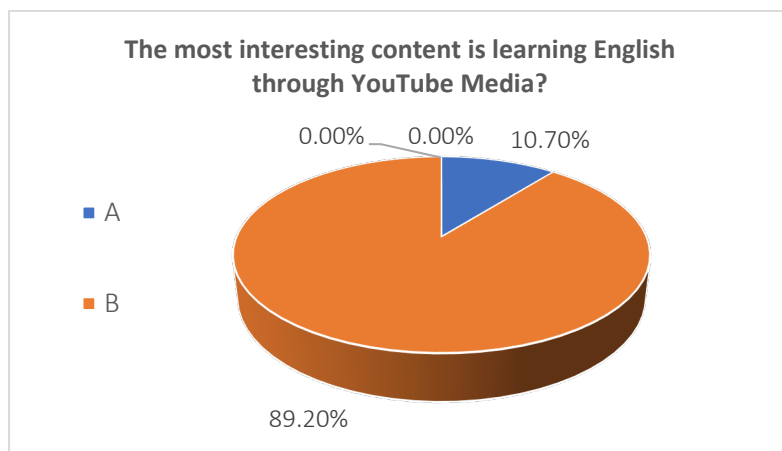


Figure 4. Kind of the most interesting content in learning English using the YouTube video media

Furthermore, related to activities through the use of YouTube video media, which is based on the results of statement number 6, as many as 71.4% of students answered SS and 25% answered S. While those who stated TS and STS only 3.5% and 0%. This means that the majority of students state that the activities are deep pronunciation learning through YouTube video media is very fun, like imitation of pronouncing vocabulary aloud from videos by lip syncing with the pause system (pause) amounted to 60.7% of students

said this activity is more interesting and supports English pronunciation learning through YouTube video media, and activities repetition of pronunciation per vocabulary aloud from the video using the system pause on the word, phrase or sentence stated by 39.2% of students (based on the results on statement no, 7). Meanwhile, 0% or no one chose the activity of hearing vocabulary pronunciation only words (through the teacher). This means that students are not interested in learning pronunciation with conventional way where only imitates what is said by the teacher, but needs to be done mix as with video media as portrayed in the figure 5 below.

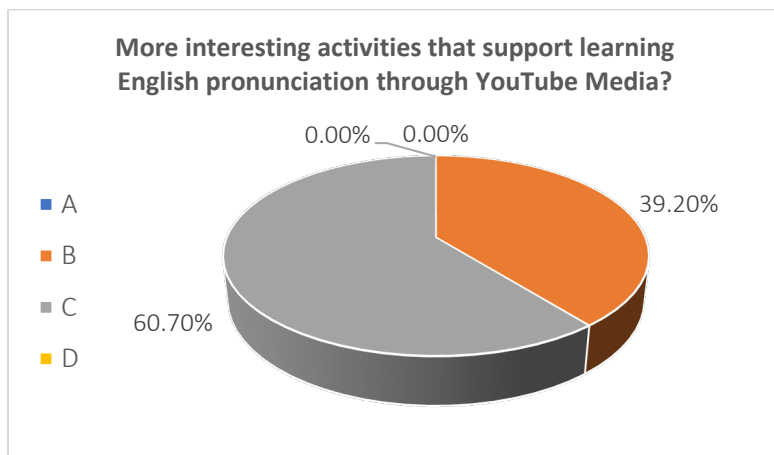


Figure 5. Kind of activities that are more interesting and supportive in the pronunciation of English learning using the YouTube video media

The results of the observation were based on the three aspects of assessment, namely; 1) interest in learning through YouTube video media; 2) the atmosphere of learning in class through YouTube video media; and 3) the activeness of students in class through YouTube video media. It showed that their interest in learning through the YouTube video media was gained by the assessment of A. It means that it was very good which was marked by students listening to and paying close attention to the pronunciation learning material presented through the use of YouTube video media. Moreover, related to the atmosphere of learning in the classroom through YouTube video media, the result of assessment was also A which means very good. This is indicated by the fact that the students were being very enthusiastic in learning pronunciation using YouTube video media. Regarding the activeness of students in class through the use of YouTube video media, the result of assessment obtained was B which means good. This means that the students were able to learn actively through this media that was marked

by the students actively imitated the pronunciation of words, phrases or sentences through the YouTube videos media played back by the researcher.

D. Conclusion

The result of the questions shows that most students are interested and need YouTube media as their learning assistant. YouTube can boost their interest so they can be eager to learn on their own. They need YouTube videos to practice to pronounce English words in a correct way. This fact means that utilizing YouTube as a learning media is considered as a positive trend for language learners of English. YouTube can be their motivation and inspiration to learn English pronunciation and speak like a native speaker. Through this research, the educators particularly the English teachers may learn that any technological devices and programs existing at present can be a positive phenomenon and should be introduced and implemented in education sector appropriately. After accomplishing the research, the researchers realize that more research about the use of YouTube should be undertaken. This will promote both educators and learners to recognize the benefit of YouTube as a learning assistant. Thus, educators are skilled to develop more and more teaching approach and methods. Based on the results of the questionnaire it can be stated that in general the majority of students responded more positively than negatively to the use of YouTube-based video media. This is indicated by the high percentage of the aspects of students' interest using this media in learning pronunciation. Based on the results of observation, it indicated that the majority of students showed a very good assessment in terms the students' interest, the atmosphere of learning in class, as well as the activeness of the students through the use of YouTube video media.

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