

**“STUDENTS’ PERCEPTION TOWARD THE USE OF YOUTUBE IN
LEARNING VOCABULARY”**

(A Study towards the second grade of MTs Al- KhoirotPagelaran Malang)

THESIS



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**STUDENTS' PERCEPTION TOWARD
THE USE OF YOUTUBE IN LEARNING VOCABULARY
AT MTS AL- KHOIROT PAGELARAN MALANG**

THESIS

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ABSTRACT

Alfin. 2020. *Students' Perception toward the Use of Youtube in Learning Vocabulary at MTs Al- Khoirot Pagelaran Malang*. Thesis, English Education Department, Graduate Program, Islamic University of Malang. Advisors: (I) Dr. Dzul Fikri, S.s, M.Pd.

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YouTube has an easy access for students either by their cell phones or laptops. They can watch videos anytime outside or inside the classroom which make them more motivated and eager to learn. Since YouTube website is a free-of-charge it makes it easy for learners and teachers to watch and upload videos. Teachers from around the world have created their own channel on YouTube and regularly uploaded different educational videos that many students find it beneficial. 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 its benefits yet. Therefore, this study was employed to investigate the students' perception towards the use of youtube in learning English.

This study employs survey method. In addition, this survey is followed up with interviews for more in-depth data. The involvement of both data from survey and those from interviews is might make the findings more dependable concerning the topic investigated. This study involved forty four students as the research participants to respond to questionnaire. Furthermore this study followed up the result of questionnaire by interviewing 3 out of those 44 participants. To collect the data, questionnaire was distributed using Googleform media with multiple-choice items, and Whatsapp media (recorder) to collect interview data.

The findings reveals that the students have positive perceptions towards youtube. Most of the participants agreed that they like youtube because it helped them learn English. Another positive effect was that the students' vocabulary improve. Hence, the findings suggest that youtube can be used as the alternative teaching media to improve students' learning English especially learning vocabulary.

ABSTRACT

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Kata kunci: Persepsi, Youtube dan MTs Al-Khoirot Pagelaran Malang

YouTube memiliki akses yang mudah bagi siswa baik melalui ponsel atau laptop. Mereka dapat menonton video kapan saja di luar atau di dalam kelas yang membuat mereka lebih termotivasi dan bersemangat untuk belajar. Karena situs web YouTube adalah situs web gratis, ini memudahkan pelajar dan guru untuk menonton dan mengunggah video. Guru dari seluruh dunia telah membuat saluran mereka sendiri di YouTube dan secara teratur mengupload berbagai video pendidikan yang bermanfaat bagi banyak siswa. Covid-19 telah dinyatakan sebagai pandemi global oleh WHO. Itu mempengaruhi semua aspek kehidupan manusia, termasuk pendidikannya. Proses belajar mengajar selama pandemi Covid-19 dilakukan secara online. Namun demikian, banyak guru Indonesia yang belum menggunakan media pembelajaran ini dan yang dipelajari adalah manfaatnya. Oleh karena itu, penelitian ini digunakan untuk mengetahui persepsi siswa terhadap penggunaan youtube dalam pembelajaran bahasa Inggris.

Penelitian ini menggunakan metode survei. Selain itu, survei ini ditindaklanjuti dengan wawancara untuk mendapatkan data yang lebih mendalam. Keterlibatan data dari survei dan dari wawancara mungkin membuat temuan lebih dapat diandalkan terkait topik yang diteliti. Penelitian ini melibatkan empat puluh empat mahasiswa sebagai partisipan penelitian untuk menjawab kuesioner. Selanjutnya penelitian ini menindaklanjuti hasil kuisisioner dengan mewawancarai 3 dari 44 partisipan tersebut, untuk mengumpulkan data, kuisisioner disebarkan menggunakan media Google form pilihan ganda, dan media whatshapp (perekam) untuk mengumpulkan data wawancara.

Hasil penelitian mengungkapkan bahwa siswa memiliki persepsi yang positif terhadap youtube. Sebagian besar peserta setuju bahwa mereka menyukai youtube karena membantu mereka belajar bahasa Inggris. Efek positif lainnya adalah peningkatan kosakata siswa. Oleh karena itu, temuan menunjukkan bahwa youtube dapat digunakan sebagai media pembelajaran alternatif untuk meningkatkan pembelajaran bahasa Inggris siswa khususnya pembelajaran kosakata.

CHAPTER I

INTRODUCTION

This chapter provides the readers with the background of the study, and statement of research problem as the main topics. Other than that, this chapter also states the scope and limitation of the study, as well as the significances of the study. Finally, this chapter goes through the definition of key term inologies used in this study.

1.1 Background of the study

The arrival of digital technologies such as the internet has resulted in a new generation of individually literate called the Net Generation (Prensky, 2001). In the history of language learning, innovation of technology has always offered opportunities for language learners to learn and practice the target language independently (Balcikanli 2011). Moreover, students' thinking skills have been transformed by the rapid of technological advancement which results in the needs of new educational approach (Muniandy and Veloo 2011). Furthermore, the use of technology nowadays is closely related with the Internet, having a high level of language proficiency as well as a certain level of technological knowledge is a need for the use of technology in the EFL classroom; therefore, teacher education programs should offer English language teachers more opportunities for refining their language competence with a specific focus on their oral skills (Kourieos & Evripidou, 2013).

YouTube is a platform which offers the various materials for the learners to learn the language. In addition, using YouTube in education is becoming more

common at the moment. Due to the emergence of this technical literacy people, their learning style is different from the previous generations. Thus, this lead to an integrated approach and a paradigm shift in learning which have witnessed an adoption of a new method of learning English. In addition, it was suggested by Mullen & Wedwick (2008) that videos have the potential to enhance almost any classroom lesson and this are available on YouTube and other video sharing web sites such as TeacherTube, SchoolTube, United Streaming, OneWorldTV, Yahoo! Video, Google Video, and MSN Soapbox. YouTube provides free access to a substantial amount of educational videos (Buzzetto-More, 2014), therefore, making it a viable option for students to receive useful material for learning purposes. YouTube provides a professional platform through YouTube EDU for learning outside from the informal communication channels. According to Buzzetto- More (2014), YouTube EDU is a service for educators which contains short lessons from teachers, entire university courses, professional development materials, and motivational videos from international leaders. Research on Youtube in the classroom does not necessary shed light on an utterly new phenomena but has been explored in literature (Berk, 2009) who assessed multimedia teaching using YouTube videos. Despite the availability of YouTube research, it is essential to note that there is still a shortage of empirical evidence of causal relationships between perceived usefulness of YouTube, perceived easy of use of YouTube, student's attitudes towards the use of YouTube and Behavioral intention to Use YouTube. Consequently, further scholarly introspections are considered necessary.

This research firstly, an overview of the use and perception the students toward YouTube for English language learning. The purpose of the study aims to investigate the students' perceptions using YouTube as media of learning English as a Foreign Language for their learning vocabulary. In particular, it seeks to look at the students' perceptions of using YouTube as media of learning materials with regard for students to learn English outside of the class. The findings will also to investigating the students' perception in using YouTube as media of learning Vocabulary.

1.2 Research Question

Based on the background above; the problem of this study can be formulated as follows.

“What are the students' perceptions of the second grade at MTs Al-Khoirot Pagelaran towards the use of Youtube in learning English especially learning vocabulary?”

1.3 Objective of The Study

Based on the Research Question, the main purpose this study is to identify students' perception towards the use of Youtube in learning English of the second grade at MTs Al-Khoirot Pagelaran, especially the learning vocabulary.

1.4 Scope of the Study

The study mainly highlights the students' perceptions towards the use of youtube in learning English. This study discusses the process of learning English vocabulary using youtube. To be more specific, this study focused on the vocabulary learning of procedure text in youtube

This study will be focused on the students perceptions towards the use of youtube in learning English especially learning vocabulary and positive effect of youtube in English learning. besides, emphasizes their behavior and attitude during their learning vocabulary using English youtube in the classroom. This is indicated by their emotional states of satisfaction and pleasure, e.g. getting a good mark or praise from the teacher for a piece of work, feeling that they are making progress.

1.5 Significance of The Study

This research would provide significances for the students learning English as a Foreign Language at MTs Al- Khoirot Pagelaran which would assist them in using YouTube for learning English especially learning vocabulary. This study was expected to be useful for; a) the teachers, it is expected that this research study provides them practically, alternative media to improve students learning English and motivation and it is expected that this research study provides them with new knowledge particularly in the teaching using youtube, and it can be applied for the teaching of other language skills such as speaking, reading, and writing. Besides, b) the material developers, it is expected that this research study provides them with some consideration in

developing learning English materials that are relevant to the students needs. c) for educational entertainment (edutainment) producers, it is expected that this research study supportst them to produce useful youtube channel materials for the teaching and learning of English such internet webs that are suitable for students condition and needs, d) for other researcher, the research encourages them to conduct analytical applied linguistic studies concerning why youtube, especially recent youtube, may be suitable as materials to exploit in the teaching of English as a foreign language.

1.6 Definition of Key Terms

The following part clarifies some terms used in the study in order to avoid ambiguity as well as misunderstanding of the terms.

Perception

Perception is what is immediately experienced by a person. Practically, perception here refers to students' perception towards the use of youtube in learning English especially learning vocabulary of the second students at MTs Al Khoirot Pagelaran Malang year 2019/2020.

YouTube

[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. Originally created in 2005, YouTube allows users to upload, view, rate, share, add to playlists, report, comment on [videos](#), and [subscribe to other users](#). It offers a wide variety of [user-generated](#) and [corporate media](#) videos. Available content includes [video clips](#), [TV show](#) clips, [music videos](#), [short](#) and

[documentary](#) films, audio recordings, [movie trailers](#), [live streams](#), and other content such as [video blogging](#), short original videos, and [educational videos](#).

YouTube as media for learning

The purpose of learning media is to support the process of teaching and learning. Learning media is all about a thing that can deliver or convey a message from the planned source, so that it can provide a conducive environment for efficient and effective in process of teaching and learning. It can be concluded that learning media is a tool for facilitating to convey the messages in process teaching and learning.

In this technology era, learning media is not only limited by books and whiteboards, technological advances are very fast making everything easy and more interesting. It depends on how creative the teacher is in utilizing these opportunities, according to the learning media. Learning media can be obtained from various forms of social media, such as Facebook, Wikis, YouTube, Blogforums and so on. The use of YouTube as a learning media is effective because students can improve their speaking skills. It can be seen from vocabulary improvement, grammar, pronunciation, and ideas related to the content of the topic. The use of YouTube as a learning media also makes the classroom more conducive and students become more focused. YouTube is not only give the student about information that is needed, but also provide information that the students want to provide such as giving opinions, providing information on knowledge, interests and others. So that the use of YouTube is not only limited to searching for information but also can develop capabilities in creativity. It can be interpreted that YouTube as social media can be an

opportunity as a learning media since its give the good benefit and can improve the students ability in learning in the education field subject, especially in language learning.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

The following section is devoted to present the conclusions and suggestion in reference to the research findings and the discussion.

6.1 Conclusion

Overall findings showed that students have a positive perception towards the use of youtube in learning English. The findings suggest that the students have enjoyment in using a youtube in learning English as a youtube is easy to use. Students agreed that youtube could help them in learning English and they have willingness in using youtube as an alternative way to learn English. Moreover, the youtube also motivated them because it was engaged with their interest. The content of the youtube and clear native pronunciation derived from youtube could hone their skills especially learning vocabulary. Besides, most of the students also agreed that youtube was easy to use and easy to get since there are many youtube websites available on the internet. YouTube has an easy access for students either by their cell phones or laptops; they can watch videos anytime outside or inside the classroom which make them more motivated and eager to learn. Lin (2000) believed that “short film clips and longer films can be used in class to motivate ESL students and enhance their listening and speaking skills.

The findings of the study indicate that the integration of YouTube has a powerful effect on the vocabulary recognition, comprehension and retention of the target vocabulary. YouTube can offer many features as a teaching tool.

As a free teaching resource it can save educational budget. It will also help students learn English language in and out of the classroom; they can explore different English cultures with different accents. The two main advantages of using YouTube are authenticity and student motivation. These two concepts can possibly be incorporated and enhanced by using YouTube.

6.2 Suggestions

As this part discusses suggestions concerning youtube in teaching English especially learning vocabulary for; *(1) for Other Teachers*; Based on the findings of the present study, youtube is recommended in learning English especially learning vocabulary, youtube as contemporary or authentic ones can be used as media of learning English especially learning vocabulary to students of junior high school. Hopefully students will enjoy learning use the youtube and that they will learn something from the language of authentic ones. *(2) for Material Developers*; It is recommended that those who develop learning English especially learning vocabulary materials utilizing some youtube for junior high school students consider the youtube material in terms of constructs and contents which are relevant to the students' need in the pedagogical, socio-cultural, and psychological aspect and school curriculum as well. *(3) for Educational Entertainment (Edutainment) Producers*; it is recommended that the people who will develop media for English learning with youtube choose some video youtube selections such as correspondent with school curriculum which are relevant to the level of students' language ability and interest among them. They also should choose video youtube with specific purpose in mind: to accompany a lesson, to reinforce a certain

vocabulary, or to do certain type of exercise.(4) *Suggestions for Future Researchers*; Future listening researcher can take many opportunities to conduct more sentence research studies with better research designs. The further studies might be developed by applying other affective strategies to improve both learning-teaching process and students' achievement in learning English especially learning vocabulary.

In addition, similar research is recommended to be conducted to students the third or the first year students of junior high school, since this study is conducted only those of the first year students. Future researchers are suggested to carry out the research to students of elementary and advanced levels. Different findings might be obtained because those are related to different language contexts involving various factors such as students' interest, prior knowledge and learning motivation. Finally, other researchers are recommended to develop their research on the use of youtube in other language skills. The different research on the use of other authentic materials beside youtube is also recommended to be developed in the teaching of English as a foreign language.

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