

EXPLORING THE STUDENTS PERCEPTION OF YOUTUBE MEDIA FOR SPEAKING AT THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UNIVERSITAS MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2024/2025

¹Achmad Fahmi, ²Asep Hardiyanto
ahmadfahmi1302@gmail.com, asep.hardiyanto@umko.ac.id

^{1,2} Universitas Muhammadiyah Kotabumi

ABSTRACT: The development of information and communication technology has brought major changes to the world of education, including English language learning. One of the most popular learning media is YouTube. This platform provides a wide variety of interactive learning videos that are easily accessible anytime and anywhere. Through YouTube, students can access English learning materials, watch conversation videos, tutorials, and speeches in English that can help them improve their speaking skills. This study uses a descriptive qualitative approach to explore the perceptions of second semester students in the English Education Study Program at Muhammadiyah University Kotabumi regarding the use of YouTube as a media for learning speaking skills. Data were collected through in depth interviews with ten participants selected using purposive sampling. The results of the study indicate that most students have a positive perception of the use of YouTube as a media for learning speaking skills. They assessed features such as subtitles, video speed, and playlists as very helpful in improving pronunciation, confidence, and motivation to learn English independently and flexibly. Researchers concluded that YouTube is effective as a media for learning to speak because it improves students' understanding, interest, and activity. It is recommended that lecturers integrate YouTube into the learning process and encourage students to use it consistently to strengthen their English speaking skills.

Keywords: Student Perceptions, YouTube Media, Speaking Learning, Learning Media

ABSTRAK: Perkembangan teknologi informasi dan komunikasi telah membawa perubahan besar dalam dunia pendidikan, termasuk dalam pembelajaran bahasa Inggris. Salah satu media pembelajaran yang paling populer adalah YouTube. Platform ini menyediakan berbagai macam video pembelajaran yang interaktif dan mudah diakses kapan saja dan di mana saja. Melalui YouTube, siswa dapat mengakses materi pembelajaran bahasa Inggris, menonton video percakapan, tutorial, dan pidato dalam bahasa Inggris yang dapat membantu mereka meningkatkan keterampilan berbicara mereka. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk mengeksplorasi persepsi mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi terhadap penggunaan YouTube sebagai media pembelajaran berbicara. Data dikumpulkan melalui wawancara mendalam dengan sepuluh partisipan yang dipilih secara purposive sampling. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap

penggunaan YouTube sebagai media pembelajaran berbicara. Mereka menilai fitur seperti subtitle, kecepatan video, dan playlist sangat membantu meningkatkan pengucapan, kepercayaan diri, dan motivasi belajar bahasa Inggris secara mandiri dan fleksibel. Peneliti menyimpulkan bahwa YouTube efektif sebagai media pembelajaran berbicara karena meningkatkan pemahaman, minat, dan keaktifan mahasiswa. Disarankan agar dosen mengintegrasikan YouTube dalam proses pembelajaran dan mendorong mahasiswa untuk memanfaatkannya secara konsisten guna memperkuat kemampuan berbicara bahasa Inggris.

Kata kunci: Persepsi Mahasiswa, Media Youtube, Pembelajaran Speaking, Media Pembelajaran

I. INTRODUCTION

The development of information and communication technology has brought about significant changes in the world of education, including English language learning. One of the most popular learning media is YouTube. This platform provides a variety of interactive learning videos that are easily accessible anytime and anywhere. Through YouTube, students can access English learning materials, watch videos of conversations, tutorials, and speeches, which can help them improve their speaking skills (Watkins & Wilkins, 2011).

YouTube also offers learning support features, such as subtitles, a comment section, and dedicated English learning playlists. These features allow students to learn independently at their own pace and needs. Several previous studies have shown that using YouTube in English learning can increase student motivation and interest in learning, as well as provide

a more enjoyable and interactive learning experience (Kelsen, 2009; Sari, 2020).

English is one of the most important international languages to master, especially in today's era of globalization. English language skills, particularly speaking skills, are a key aspect students need to support their academic activities and prepare for entering the workforce. However, many students still struggle to master English speaking skills. These difficulties can be caused by several factors, such as a lack of confidence, limited vocabulary, and a lack of opportunities to practice speaking in a university environment (Richards, 2008).

Recent studies have also shown that the use of digital media, particularly YouTube, can improve students' confidence and speaking skills through exposure to a variety of accents and native speaker styles (Almurashi, 2016; Susilawati & Suprijadi, 2020). Furthermore, YouTube provides a space for students to reflect on their speaking skills

by comparing themselves to the learning videos they watch.

Perceptions can also be influenced by previous experiences, learning motivation, digital literacy skills, and a supportive learning environment. Second semester students, who are still adapting to the world of college, may have different perceptions than second semester students, both in terms of technological knowledge and readiness for independent learning. Therefore, it is important to explore second semester students' perceptions specifically to identify barriers, expectations, and potential for using YouTube as a media for learning English speaking (Putri & Fatimah, 2022).

Based on initial observations, many English language education students at Muhammadiyah University Kotabumi use YouTube as a tool for learning speaking English. They access a variety of videos, from language tutorials to content produced by native speakers. This indicates that students are increasingly aware of YouTube's potential as a learning resource that can improve their language skills. However, despite YouTube's widespread use, there has been no in depth research into students' perceptions of the platform's effectiveness in the context of English learning among students in Indonesia, particularly at Muhammadiyah University Kotabumi.

Understanding students' perceptions can help design learning strategies that better suit their needs and increase the effectiveness of digital media use in English teaching. This study is expected to provide a comprehensive overview of second semester students' perceptions of YouTube at Muhammadiyah University Kotabumi. Therefore, the researcher is interested in conducting a study that explores students' perceptions of YouTube for speaking at the second semester students of the English Education study program at Muhammadiyah University Kotabumi Academic Year 2024/2025.

II. RESEARCH METHOD

This study employed a qualitative approach with a descriptive qualitative approach. The qualitative approach was chosen because it allowed the researcher to deeply understand and explore students' perceptions of the effectiveness of

Qualitative descriptive design aims to provide a systematic, factual, and accurate description of the phenomenon being studied. As explained by Arikunto (2010), descriptive research is not intended to test a specific hypothesis, but rather to describe the phenomenon as it occurs. In other words, this study seeks to provide

actual and contextual information about students' perceptions of YouTube, including how this medium affects their confidence, pronunciation, fluency, and vocabulary mastery in speaking English.

Sugiyono (2017) explains that in qualitative research, the researcher acts as the primary instrument, interacting directly with the research subjects. Therefore, the data collected is natural and in depth, and is analyzed inductively to generate a comprehensive understanding. This research relies on data triangulation techniques through interviews, questionnaires, and observations to achieve strong data validity and reliability.

Data Source

The data in this study entitled "Exploring Students' Perceptions of YouTube Media for Speaking at the Second Semester Students of the English Language Education Study Program at Universitas Muhammadiyah Kotabumi" was obtained directly from students' responses and experiences.

The participants of this study were second semester students of the English Language Education Study Program at Universitas Muhammadiyah Kotabumi in the 2024/2025 academic year. These students were selected because they were in the early stages of university English learning and were expected to actively use

various media, including YouTube, to support their language learning, particularly in speaking.

The data source for this study was obtained from second semester students in the English Language Education Study Program at Universitas Muhammadiyah Kotabumi who had experience using YouTube as a media for speaking lessons. Informants were selected using purposive sampling, which involves deliberately selecting informants based on specific criteria relevant to the research focused.

Research Instruments

A research instrument is a tool used by researcher to collect data relevant to the research focus. The instrument used was an in depth interview guide. This instrument was chosen because it aligns with a qualitative approach, which aims to deeply explore students' perceptions of YouTube in learning speaking skills. The in depth interviews were conducted in a semi instrumental format.structured method, meaning using a set of questions that have been prepared but remain flexible and open to development during the interview process, by using semi structured interviews, researcher can explore respondents' answers more broadly and obtain more detailed and contextual information (Sugiyono, 2019).

According to Moloeng (2017), in depth interviews are a data collection technique in qualitative research that aims to obtain in depth information from informants who are considered to understand and be directly involved in the problem being studied. In this

context, Second semester students of the English Language Education Study Program at Universitas Muhammadiyah Kotabumi were chosen as informants because they have direct experience in using YouTube as a media for learning speaking skills.

TABLE 1 IN DEPTH INTERVIEW LATTICE OF STUDENTS PERCEPTION OF YOUTUBE FOR SPEAKING

No	Perception Components	Indicator	Purpose of Question	Item
		Knowledge about YouTube features	To explore how well students know YouTube features that support English learning.	1
1	Cognitive	Understanding the benefits of the features	To identify students' understanding of the functions of subtitles, playlists, and video speed.	2
		Confidence in the effectiveness of the feature	To reveal students' belief that these features can improve their speaking skills.	3
2	Affective	Interest or fascination	To find out students' feelings when using YouTube to learn English	4
		Comfort and satisfaction	To explore whether students feel comfortable and satisfied when learning with YouTube.	5
		Motivation and enthusiasm	To find out whether YouTube increases students' learning motivation	6
		YouTube usage habits	To find out the frequency and ways in which students use YouTube to learn English.	7

3	Conative	Concrete action in the learning process	To explore whether students save playlists, subscribe, or watching	8
		Intention to recommend YouTube	To identify whether students are willing to recommend YouTube to others	9

Data Collecting Technique

Data collection techniques are a crucial step in the research process because they serve to obtain information relevant to the research focus. In this study, the data collection technique used was in depth interviews. This technique was chosen because it aligns with the descriptive qualitative approach employed by the researcher, where data is collected in the form of words or narratives to provide an in depth description of students' perceptions of the use of YouTube in teaching speaking skills.

According to Moelong (2017), in depth interviews are a data collection method conducted directly through a question and answer session between the researcher and the informant, where the informant is given the freedom to express their opinions, experiences, and perspective openly. In this study, the interviews were conducted semi structured, meaning the researcher had prepared a series of questions, but these questions were flexible and open to development according to the

flow of the conversation during the interview.

Data Validity Testing

In qualitative research, data validity is crucial to ensure the reliability and accountability of research results. To this end, researchers employ several data validity testing techniques and interviews. In qualitative research, data validity is a crucial aspect that must be maintained to ensure the data obtained is reliable and accountable using in depth interview technique. These techniques aim to avoid bias, strengthen findings, and ensure that the collected data accurately reflects the reality on the ground.

According to Sugiyono (2019), in qualitative research, data is considered valid if there is no discrepancy between what the researcher reports and what actually occurs in the research subject. Therefore, data validity testing was conducted continuously throughout the data collection and analysis process to determine students' actual perceptions of

the effectiveness of using YouTube as a media for speaking learning.

Data Analysis

In qualitative research, data analysis is conducted using descriptive qualitative methods, namely describing and interpreting data based on the results of interviews, obtained from research participants. The researcher used the data analysis model proposed by Miles and Huberman (2014).

III. RESULT AND DISCUSSION

This study was conducted to determine the perceptions of YouTube for speaking at the second semester students of the English Language Education Study Program at Universitas Muhammadiyah Kotabumi regarding the use of YouTube for speaking lessons. Data were collected through in depth interviews with participants selected based on purposive sampling criteria.

Data collection was conducted through in depth interviews as the primary instrument. The interviews were semi structured to allow researchers to explore participants' perceptions, experiences, and perspectives broadly and deeply. Interviews were conducted individually, lasting 10 minutes per participant. All

interviews were recorded with the participants' consent, then transcribed for analysis using the Miles and Huberman (2014) data analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing. Nine main questions and follow up questions were used, and the interviews were structured based on three aspects of perception: cognitive, affective, and conative.

As is known, in planning there are research questions that are put forward as research problem formulations, including the formulation of this research problem, namely, What is the perception of YouTube for speaking at the second semester students of the English language education study program at Universitas Muhammadiyah Kotabumi Academic Year 2024/2025.

The results showed that the majority of second semester students in the English Education Study Program at Universitas Muhammadiyah Kotabumi (7 out of 10) have a positive perception of using YouTube as a media for learning to speak, while 3 students show a negative perception. This difference in perception reflects the complexity of the interaction between students' knowledge, feelings, and behavior in utilizing YouTube for learning.

Based on the cognitive component, all interviewed students demonstrated a good

understanding of YouTube's potential as a medium for learning speaking. All second semester students were familiar with various features such as subtitles, video speed, playlists, and educational channels. They understood that these features can help make the learning process more flexible and independent. Furthermore, the perceived benefits included improved pronunciation, expanded understanding, and increased confidence in speaking. The most useful feature was subtitles, as they can help understand word meaning and pronunciation.

Based on the affective component, it was found that 7 students expressed positive perceptions and 3 others expressed negative perceptions of YouTube as a medium for learning to speak. This aspect relates to students' feelings, interests, comfort, and motivation towards speaking through YouTube. Thus, 7 students had positive emotional perceptions of using YouTube, feeling that independent learning was more relaxed and less stressful than classroom learning. However, 3 students had negative perceptions, admitting to being easily distracted by entertaining content and feeling less focused due to the lack of direct direction from the lecturer. This caused their motivation to decrease if there was no direction for learning.

Based on the conative component, it was found that there were 7 students who

expressed positive perceptions and the remaining 3 expressed negative perceptions of YouTube as a media for learning to speak. This aspect highlights the actual behavior of students in using YouTube to learn to speak, such as habits, intensity, and learning actions. It was found that 7 students used YouTube regularly, in fact, there were 3 students who watched YouTube to learn to speak almost every day. And the activities they often did were watching conversation videos or podcasts and then imitating the speaker's speech. Then, note new understandings and create playlists for them to study. However, 3 people had negative perceptions by not doing the things that the 7 students did and were inconsistent in their learning routines through YouTube.

All students interviewed demonstrated a good understanding of YouTube features such as subtitles, video speed settings, and playlists that support speaking learning. This understanding is in line with Robbins and Judge's (2017) perception theory, which states that past experiences are significant individual factors that influence a person's perception. As digital natives, second semester students are accustomed to technology in their daily lives, enabling them to easily identify and use these features.

IV. CONCLUSION

Based on the results of research and discussion regarding the perceptions of second semester students of the English Language Education Study Program at Universitas Muhammadiyah Kotabumi regarding the use of YouTube as a media for learning speaking, it can be concluded that the perceptions of second semester students of the English Language Education Study Program at Universitas Muhammadiyah Kotabumi regarding the use of YouTube as a medium for learning speaking are generally positive. The majority of students (7 out of 10) view YouTube as an effective, accessible, flexible learning media, and capable of improving their English speaking skills independently. They consider YouTube to provide authentic and diverse content, natural language models, and a stress free and enjoyable learning environment.

However, a small percentage of students (3 out of 10) expressed negative or ambivalent perceptions of YouTube. While they understood its potential, they were unsure whether the platform was truly effective in improving their speaking skills. Students with negative perceptions felt easily distracted by entertaining content, bored by content that was too long or monotonous, and dissatisfied with the lack of direct guidance from lecturers. They

encountered obstacles such as unstable internet signals that led to frustration, a lack of ability to stay focused on educational content, and a preference for structured learning with a clear syllabus. These students tended to passively watch videos without a clear learning strategy, used YouTube only occasionally or when there were assignments, and did not recommend YouTube as a primary media for speaking learning.

Suggestion

For Students

Students are advised to develop self regulation and self discipline when using YouTube as a media for learning speaking. Create a regular and structured study schedule, for example by setting aside a specific time each day to watch and study educational videos to ensure consistent and focused learning. Create an educational playlist specifically for speaking content and avoid distractions from irrelevant entertainment content. Apply active learning strategies such as shadowing, noting new vocabulary and expressions, and directly practicing learned conversations. Maximize YouTube features like English subtitles, video speed settings, and the repeat feature for repeating difficult sections. Regularly self evaluate your speaking progress after learning through

YouTube and adjust your learning strategies as needed.

For Lecturers

Lecturers are advised to integrate YouTube into formal classroom learning by providing structured assignments such as flipped classes where students watch specific speaking videos before class and then embed them in discussions or presentations, compiling and sharing a list of recommended quality educational YouTube channels that are relevant to the speaking lecture material, clear assessment guides or rubrics, and providing special guidance to students who have negative or focused perceptions in using YouTube through individual or small group consultations and providing feedback on

the results of students' speaking practice for motivation and the quality of their learning.

For Institutions

Universitas Muhammadiyah Kotabumi is advised to provide and improve adequate internet facilities throughout the campus area so that students can access YouTube smoothly, hold regular training or workshops on digital literacy and the use of technology based media for English learning for students and lecturers, and integrate the use of digital media such as YouTube into the formal English learning curriculum by providing guides or self learning modules that can help students utilize YouTube optimally to improve their speaking skills.

REFERENCE

- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students in Taiwan. *CALL EJ Online*, 10(2), 1-18.
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Moloeng, L. J. (2017). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.
- Putri, D. A. (2021). Students' perception on the use of YouTube as a media in learning speaking. *Journal of English Education Studies*, 4(1), 67-82.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.

- Sari, F. M. (2020). Exploring English learners' engagement and their roles in the online language course. *Journal of English Language Teaching and Linguistics*, 5(3), 349-361.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Susilawati, E., & Suprijadi, D. (2020). The use of YouTube video in teaching speaking. *Journal of English Language Teaching*, 9(1), 45-56.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119.