

STUDENTS' PERCEPTIONS OF ONLINE LEARNING USING YOUTUBE DURING THE COVID-19 PANDEMIC

Nining Fitriani

Universitas Sains dan Teknologi Komputer

Korespondensi penulis: nining@stekom.ac.id

Andreas Heri Kurniawan

Universitas Sains dan Teknologi Komputer

Email: andreas@stekom.ac.id

Abstract:

The purpose of this study was to determine the perception of students majoring in computer accounting, Junior year, STEKOM University Semarang on online learning using YouTube. The method used in this research was mixed method. The location of the research was conducted in the Computer Accounting Department of STEKOM University. The study population was 185 students majoring in computer accounting, junior year, STEKOM University. Berdasarkan rumus slovin, maka yang dijadikan sampel sebanyak 126 mahasiswa. all of which were used as research samples. Sources of data in this study were primary and secondary data sources. Data collection techniques using a questionnaires, interviews, and documentation study. Data analysis was carried out descriptively using SPSS 16. The results of this study stated that most students have a perception that using Youtube is good as a media that is only used to watch the material explanation. But, Youtube is not relevant to be used as an application for online interaction. This is because Youtube does not have a feature that allows teachers to interact with students and students with students directly.

Keywords: *Covid-19 Pandemic, Online Learning, Perception*

Abstrak:

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa jurusan akuntansi komputer tahun pertama Universitas STEKOM Semarang terhadap pembelajaran online menggunakan YouTube. Metode yang digunakan dalam penelitian ini adalah metode campuran. Lokasi penelitian dilakukan di Jurusan Akuntansi Komputer Universitas STEKOM. Populasi penelitian ini adalah 185 mahasiswa jurusan akuntansi komputer tahun pertama Universitas STEKOM. Berdasarkan rumus slovin, maka yang dijadikan sampel sebanyak 126 mahasiswa. yang semuanya dijadikan sampel penelitian. Sumber data dalam penelitian ini adalah sumber data primer dan sekunder. Teknik pengumpulan data menggunakan angket, wawancara, dan studi dokumentasi. Analisis data dilakukan secara deskriptif dengan menggunakan SPSS 16. Hasil penelitian ini menyatakan bahwa sebagian besar siswa memiliki persepsi bahwa menggunakan Youtube baik sebagai media yang hanya digunakan untuk menonton penjelasan materi. Namun, Youtube tidak relevan digunakan sebagai aplikasi interaksi online. Hal ini dikarenakan Youtube tidak memiliki fitur yang memungkinkan guru berinteraksi dengan siswa dan siswa dengan siswa secara langsung.

Kata kunci: *Pandemi Covid 19, Pembelajaran Online, Persepsi*

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* Nining Fitriani, nining@stekom.ac.id

INTRODUCTION

Pandemic of Covid-19 has spread around the world since 2020. To avoid the increase of Covid-19 cases, the Minister of Education and Culture instructs that Indonesia' educational activities should be are conducted by online learning. In this opportunity, the use of e-learning is the wisest option as a media for education to conduct online learning. Media has a very important role in the learning process. Therefore, educators must have sufficient knowledge and understanding of learning media and technology.

One of the media that is often used in online learning is Youtube. Youtube is one of the learning media used by students to increase knowledge and to support lecture assignments from lecturers (Samosir et al., 2018). According to Sianipar (2013) Youtube is a database containing video content that is popular on social media as well as a provider of various helpful information. Youtube has a function to search for video information or view videos directly. Youtube is designed as a video sharing site that is very popular especially among the younger generation and even youtube as a site for sharing information in today's digital era. The younger generation almost mostly uses youtube in their daily life. Seeing how familiar students are with Youtube, several courses at the Department of Computer Accounting, STEKOM University Semarang use Youtube as a learning medium that supports online lectures.

One of the courses that use Youtube media in online learning is English courses. Delahunty & Garvey (2010) has pointed out that English becomes the first foreign language due to its position as an international language, especially education. Furthermore, English is the most important subject in the schooling system in Indonesia. The students are required to master English for the development of the world. Mastery of English skills as an international communication tool aims to socialize in the era of globalization. By mastering the English, someone will have a higher selling value than others.

Youtube is used as an online learning medium for English courses because Youtube provides various kinds of English teaching materials in the form of visuals and attractive designs and is very easy to download. Students will be very easy to absorb the information provided by the lecturer if it is presented with interesting pictures and visuals.

Youtube can be used as a medium for learning subjects that are considered difficult such as English because it uses videos accompanied by subtitles, so that students learn English more easily.

Success in learning English using Youtube, apart from being dependent on mastery of the material, also depends on the interaction process that begins with the perception of educational actors. Perception runs an important part in the process of learning. Qiong (2017) has pointed out that perception is the process of how people experience what they view through sensory receptors. It is also supported by the research of Hidayat (2020) that stated perception as a process of thinking or feeling something. Furthermore, to ease the understanding of perception, it can be simplified as the process in which people interpret something as a result that is affected by their own experience.

There are several previous studies used in this research, including research conducted by Islamiah dan Yudha (2021) which states that by watching English movie on Youtube English movie has an influenced for those students in improving their English achievement, then help them to learn new vocabulary and could be one of the effective media in learning English Achievement. Furthermore, research conducted by Anggrarini & Ikhbal (2021), which states that YouTube videos make students happy to learn English; it helps them understand the material. However, youtube makes communication with lecturers and classmates difficult without Whatsapp. In terms of strengths and weaknesses, Youtube can keep the students from feeling bored; they can study anytime and anywhere, they can also re-watch the video at will. However, YouTube videos can be a poor learning media if the videos are too long. Youtube is considered expensive without Wi-Fi access. Then the last is the possibility of signal interference. Then the research conducted by Mahmud et al., (2021), which states that students have a positive perception of the use of YouTube as a teaching medium in the English Literature Studies program.

This research was conducted on students majoring in computer accounting, Junior year, STEKOM University Semarang. The object of this study was chosen because they still use online learning with Youtube media during the Covid-19 pandemic. In online learning using Youtube media, the average English score was still low, that is 65, and there were even some students whose scores were below the average. In fact, the ability

in English is an important component that students must have in this global era. The low score of ability in English is also caused by the students' perception of online learning using Youtube. For this reason, research on student perception of online learning using Youtube during Covid-19 pandemic is very necessary. So, the purpose of this study was to determine the perception of students majoring in computer accounting, Junior year, STEKOM University Semarang on online learning using Youtube..

REVIEW OF RELATED LITERATURE

1. The Role of Technology in Education

The rapid development of information and communication technology has encouraged various educational institutions to use e-learning systems to increase the effectiveness and flexibility of learning. Through e-learning, learning materials can be accessed anytime and from anywhere, in addition to materials that can be enriched with a variety of learning resources including multimedia which can be quickly updated by the teacher.

Technology has an important role in language learning and teaching. Advances in technology have opened up various ways for teachers and students to apply online resources in their learning and teaching. According to Ahmed & Naser (2015), the application of Information and Communication Technology (ICT) in language education has become an interesting topic. The use of technology has become significant in the teaching and learning process inside and outside the classroom. Technology opens a window of improvement in language learning. Not only that, technology allows teachers to improve classroom activities and language learning processes (Ahmadi & Reza, 2018; Hashim, 2018). This shows that there is a new era that is challenging for modern teachers. Traditional teaching methods have changed drastically with access to extraordinary technology. The application of technology has provided options for more interesting and productive teaching and learning sessions, especially in language learning. According to Shyamlee and Phil (2012), technology has provided a significant driver for social and language change.

According to Shyamlee and Phil (2012), the use of technology and multimedia creates a more lively, visual and authentic environment for learning English, stimulates student initiative and saves class time and improves class information. Jayanthi and Kumar (2016) stated that the implementation of technology had a positive impact on language learning. It provides material availability, improves student attitudes, brings authenticity to the classroom and is student centered. The availability of authentic materials such as images, animations, audio, and video clips makes it easier to present and practice a language (Cakici, 2016). With the integration of technology, students can be motivated and become more engaged in learning. Technology provides a more engaging classroom environment and attracts students' attention.

The existence of increasingly sophisticated technology today has had such a great impact on the progress of communication, so that communication is no longer limited to face-to-face communication, but also to various online communications, which can be done not limited by time and distance. Industry 4.0 has influenced the way students learn and the way teachers teach. By using technology, many authentic materials can be given to students and they can be motivated in learning the language. Shyamlee and Phil (2012) also state that traditional ELT has changed drastically due to the emergence of technology, which provides teachers with countless options to make teaching more engaging that engages students actively.

2. Online Learning

E-learning was introduced in the early third millennium. E-learning allows users to access lecture materials anywhere via the internet. Using e-learning can encourage and enhance student interaction in the classroom. Agarwal & Pandey (2012) stated that e-learning focuses on the use of technology in learning and education. E-learning refers to the use of information and communication technology in the learning process consisting of electronic media.

From this definition, it can be concluded that e-learning is learning that utilizes electronic technology to access curriculum education outside the traditional classroom and refers to learning that is delivered online. E-learning makes the learning process easier, such as sharing materials or files, submitting assignments, and taking quizzes. E-

learning has also been implemented in many institutions (eg schools and universities). Through e-learning, both teachers and students can easily deliver. In addition, teachers can provide input for the assignment through the online class platform.

3. YouTube in Learning

YouTube is an online service, officially launched in late 2005, that allows registered users to upload video clips for viewing by the general population of Internet users. Each video is displayed on an individual page, which contains a number of elements including a space below the video where registered users can enter written comments. Registered users can also reply to other users' comments (Benson, 2015).

YouTube (<http://www.youtube.com>) is a Web 2.0 site primarily based around sharing, commenting, and viewing videos. On this site, users can post their own videos, create appropriate tags related to video content (taxonomy), write titles and create descriptions for certain videos and content, comment on their own videos or other people's videos, create or combine other users' video channels about various topics of interest, browse videos by title or keywords, create video responses for other people's videos, etc. (Brook, 2011). According to Jones and Cuthrell (2011), YouTube is considered a Web 2.0 site and not just a collection of information because members of the website work with each other and participate in feedback through asynchronous interactions with other users.

RESEARCH METHODOLOGY

This type of research is mixed method. According to Creswell (2018), the mixed method is a research approach that combines qualitative research with quantitative research. Furthermore, according to Sugiyono (2018), the mixed method is a research method between quantitative methods and qualitative methods to be used together in a research activity, in order to obtain more comprehensive, valid, reliable and objective data.

This research was conducted on students majoring in computer accounting, Junior year, STEKOM University Semarang. The object of this study was chosen because they still use online learning with Youtube media during the Covid-19 pandemic. In online learning using Youtube media, the average English score was still low, that is 65, and there were even some students whose scores were below the average. In fact, the ability in English is an important component that students must have in this global era.

The variable in this study was the student's perception of online learning using Youtube. Perception is the process of how people experience what they view through sensory receptors (Qiong, 2017). Students' perception of online learning using Youtube in this study were measured by several dimensions, including: (1) participants' experience, (2) participants' comprehension, and (3) participants' interaction (Anggrarini & Ikhbal, 2021).

The population of this study were 185 students majoring in Computer Accounting, Junir year at STEKOM University Semarang. Furthermore, to obtain the research sample, the Slovin formula was used and produced a sample of 126. Furthermore, the sample was selected randomly using random sampling technique. Then, sources of data in this study are primary and secondary. Primary data sources are data sources obtained directly from the original sources in the form of questionnaires, interviews, and others. Primary data used in this study is data obtained from respondents' responses to the question items in the questionnaire and interviews. Furthermore, secondary data sources are data sources obtained through intermediary media indirectly in the form of notebooks, existing evidence, or archives, both published and not generally published. Secondary data used

in this study are data obtained from university documents and archives that are related to this research. Then the data is obtained from books, websites, journals, and others.

Data collection in this study was carried out using a questionnaire, interviews, and documentation study. A questionnaire is a list of questions given to people who are willing to provide perceptions according to user requests. The steps used by the researcher are: a) Researchers distribute questionnaires to each sample. b) From each sample, answers are obtained in accordance with the questions given. c) All the students' answers are the data obtained in this study which are then analyzed. Then, interviews are the process of collecting data through a question and answer process with research informants. Meanwhile, documentation study is a data collection technique in which researcher investigate written objects such as university data, books, magazines, documents, regulations, and others.

The data obtained in this research is quantitative and qualitative data which is then analyzed descriptively. Data analysis was performed using SPSS 25 which aims to describe each question item related to student perceptions of online learning using Youtube. Furthermore, the data from the interviews will also be analyzed descriptively to cloud the data obtained from the interviews. Then, analyzed was also carried out by clarifying the average student's perception of online learning using Youtube whether it was categorized as good, moderate, or bad.

FINDINGS

1. Research Location Overview

The University of Computer Science and Technology (STEKOM University) is a private university located in Semarang, Central Java, Indonesia. The main campus is located in Jalan Majapahit No.605, Pedurungan Kidul, Pedurungan District, Semarang City, Central Java. STEKOM University has a career development center in the form of a 3-storey 3000 m2 building located at Jalan Majapahit No.304, Pedurungan, Semarang.

The vision of STEKOM University is "STEKOM University to be a superior university that produces graduates with international insight and high competence in their fields (expertise) who are accompanied by an entrepreneurial spirit and noble character". While the missions of STEKOM University are: (1) Carrying out higher education within

the scope of e-business and computer technology which prioritizes excellence in science and technology and forms noble moral characters. (2) Participating in the intellectual life of the nation and advancing the welfare of the nation through the implementation of higher education by implementing the Tridharma of Higher Education (Education, Research and Community Service), to improve the quality of Indonesia's human resources. (3) Carry out community service activities, especially in the field of e-business technology and computers as a form of social responsibility. (4) Carry out cooperation with external parties within the scope of the Tridharma of Higher Education (STEKOM University, 2021).

Furthermore, STEKOM University continues to make various innovations both in teaching methods and teaching-learning processes, supporting facilities, or facilities and infrastructure, so that STEKOM University can provide as much useful provision for its graduates to be able to compete and innovate in the world of work.

2. Respondent Characteristics

a. Characteristics of Respondents by Age

Table 1
Characteristics of Respondents by Age

No	Age	Frequency	Percentage
1	<17 years	0	0%
2	17-18 years	25	19,8%
3	19-20 years	56	44,5%
4	>20 years	45	35,7%
Total		126	100%

Based on table 1, it can be seen that the average age of the respondents is 19-20 years with a total of 56 respondents (44.5%). Meanwhile, the lowest average age of respondents was <17 years with a total of 0 respondents (0%). So it can be concluded that most of the respondents are in the 19-20 age category. This is because the research sample is students in the junior year majoring in computer accounting, STEKOM University.

b. Characteristics of Respondents by Gender

Table 2

Characteristics of Respondents by Gender

No	Gender	Frequency	Percentage
1	Male	59	46,8%
2	Female	67	53,2%
Total		126	100%

Based on table 2, it can be seen that the average gender of the respondents is female with a total of 67 respondents (53.2%). Furthermore, respondents with male gender were 59 respondents (46.8%). In this case, the number of male and female respondents is not too far away because the Computer Accounting major is a general course for both men and women.

c. Students' Perceptions of Online Learning Using Youtube

Students' perceptions of the use of Youtube in learning are important to study because a positive perception of a learning media will make the learning process easier. Students' perceptions of the use of Youtube in online learning were obtained from questionnaires distributed to students online via google form. Furthermore, to strengthen the data, student perceptions were also obtained from the results of interviews conducted with several students with the lowest to the highest English scores. The discussion on students' perceptions of online learning using youtube will be divided into 4 dimensions, as follows:

d. Participants' Experience

Statement 1 "I Enjoy and Feel Happy When I Used Youtube in Learning English"

Table 3

The Frequency of Respondents' Answers to Statement Item 1

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	3	2,4 %
2	Disagree (D)	5	4 %
3	Neutral (N)	14	11,1 %
4	Agree (A)	66	52,4 %
5	Strongly Agree (SA)	38	30,1 %
Total		126	100%

Based on table 3, it can be seen that the average students stated that they agree if they enjoy and feel happy when they used youtube in learning English with a frequency of 66 respondents (52.4%). Furthermore, 38 respondents (30.1%) stated strongly agree, and 14 respondents (11.1%) stated neutral. Then, 5 respondents (4%) stated disagree and 3 respondents (2.4%) stated strongly disagree. Then, the results of the interview also stated that students felt happy using Youtube during online learning. This is because the use of Youtube can be repeated many times, so that when they do not understand the material, they can play it back. In addition, the display of videos on Youtube is also considered interesting and not boring, so that it can make students more enthusiastic in learning. This statement is supported by McKinnon (2011), who stated that the scenes, movements, feelings, and gestures presented in the YouTube video segment offer a significant visual boost to language learning.

Statement 2 “Using YouTube Videos Give Me Motivation to Participate in the Study”

Table 4

The Frequency of Respondents' Answers to Statement Item 2

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	1	0,8 %
2	Disagree (D)	3	2,4 %
3	Neutral (N)	19	15,1 %
4	Agree (A)	70	55,5 %
5	Strongly Agree (SA)	33	26,2 %
Total		80	100%

Based on table 4, it can be seen that the average students stated that they agree if using youtube videos give me motivation to participate in the study with a frequency of 70 respondents (55.5%). Furthermore, 33 respondents (26.2%) stated strongly agree, and 19 respondents (15.1%) stated neutral. Then, 3 respondents (2.4%) stated disagree and 1 respondent (0.8%) stated strongly disagree. Then, the results of the interview also stated that students stated that the use of Youtube made them more interested in the learning process. Youtube media is considered as a modern media that is much favored by young people, including students. This makes the use of Youtube in online learning to make students more interested in participating in study.

Statement 3 “Youtube Videos Provide Me with Interesting Teaching and Learning Activities”

Table 5

The Frequency of Respondents' Answers to Statement Item 3

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	5	4 %
2	Disagree (D)	1	0,8 %
3	Neutral (N)	14	11,1 %
4	Agree (A)	41	32,5 %
5	Strongly Agree (SA)	65	51,6 %
Total		80	100%

Based on table 5, it can be seen that the average students stated that they strongly agree if youtube videos provide them with interesting teaching and learning activities with a frequency of 65 respondents (51.6%). Furthermore, 41 respondents (32.5%) stated agree, and 14 respondents (11.1%) stated neutral. Then, 1 respondent (0.8%) stated disagree and 5 respondents (4%) stated strongly disagree. Then, the results of the interview also stated that students stated that Youtube presents a variety of interesting and informative videos. Students can search for what material they want with more detailed and interesting explanations in the video. The material presented with the video seems more interesting so that it makes students enthusiastic to take part in the learning process.

e. Participants' Comprehension

Statement 4 “I like Learning English Using Youtube Because It Easier To Understand The Material”

Table 6
The Frequency of Respondents' Answers to Statement Item 4

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	4	3,2 %
2	Disagree (D)	10	7,9 %
3	Neutral (N)	21	16,7 %
4	Agree (A)	34	27 %
5	Strongly Agree (SA)	57	45,2 %
Total		126	100%

Based on table 6, it can be seen that the average students stated that they strongly agree if they like learning english using youtube because it is easier to understand the material with a frequency of 57 respondents (45.2%). Furthermore, 34 respondents (27%) stated agree, and 21 respondents (16.7%) stated neutral. Then, 10 respondents (7.9%) stated disagree and 4 respondents (3.2%) stated strongly disagree. Then, the results of the interview also stated that the use of Youtube in online learning made it very easy for students to understand the material because the material was presented clearly in the form of videos. The explanation of the material in the video is done in detail and easy to understand. The use of Youtube videos also makes it possible for students to play repeatedly, so it is very helpful for students to understand the material presented by the lecturer.

Statement 5 “Using YouTube Videos Increased My Comprehension of The Lesson Content”

Table 7
The Frequency of Respondents' Answers to Statement Item 5

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	5	4 %
2	Disagree (D)	7	5,5 %
3	Neutral (N)	18	14,3 %
4	Agree (A)	69	54,8 %
5	Strongly Agree (SA)	27	21,4 %
Total		80	100%

Based on table 7, it can be seen that the average students stated that they agree if using youtube videos increased my comprehension of the lesson content with a frequency of 69 respondents (54.8%). Furthermore, 27 respondents (21.4%) stated strongly agree, and 18 respondents (14.3%) stated neutral. Then, 7 respondents (5.5%) stated disagree and 5 respondents (4%) stated strongly disagree. Then, the results of the interview also stated that by using Youtube media, students can improve their understanding and ability in English courses. This is because Youtube videos are considered effective for improving vocabulary and listening skills in English. This finding confirmed the theory from Balcikanli (2011), who stated that YouTube offers many opportunities to learn a second language because students can watch and listen to various types of spoken material (formal, informal), genres (songs, debates, talk shows, film clips). Youtube allows the students to learn new vocabulary or other language skills.

Statement 6 “Learning With Youtube Makes My Learning Achievement Increased”

Table 8
The Frequency of Respondents' Answers to Statement Item 6

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	5	4 %
2	Disagree (D)	6	4,8 %
3	Neutral (N)	25	19,8 %
4	Agree (A)	58	46 %
5	Strongly Agree (SA)	32	25,4 %
Total		80	100%

Based on table 8, it can be seen that the average students stated that they agree if learning with youtube makes their learning achievement increased with a frequency of 58 respondents (46%). Furthermore, 32 respondents (25.4%) stated agree, and 25 respondents (19.8%) stated neutral. Then, 6 respondents (4.8%) stated disagree and 5 respondents (4%) stated strongly disagree. Then, the results of the interview also stated that the average score of students increased with the use of Youtube in online learning. Selain itu, student learning capability has increased, such as their listening and writing skills and pronunciation and vocabulary. Watkins and Wilkins (2011) confirmed that YouTube could enhance students' English language learning, including reading, writing, speaking, and listening skills. Watkins and Wilkins (2011) also mention that YouTube has a role in increasing students' pronunciation.

f. Participants' Interaction

Statement 7 "I Have More Opportunities To Interact With My Teacher and Peers When Using Youtube"

Table 9
The Frequency of Respondents' Answers to Statement Item 7

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	15	12 %
2	Disagree (D)	45	35,8 %
3	Neutral (N)	38	30,1 %
4	Agree (A)	21	16,6 %
5	Strongly Agree (SA)	7	5,5 %
Total		126	100%

Based on table 9, it can be seen that the average students stated that they disagree if they have more opportunities to interact with their teacher and peers when using youtube with a frequency of 45 respondents (35.8%). Furthermore, 38 respondents (30.1%) stated Neutral, and 21 respondents (16.6%) stated agree. Then, 15 respondents (12%) stated strongly disagree and 7 respondents (5.5%) stated strongly agree. Then, the results of the interview also stated that one of the weaknesses of using Youtube as an online learning medium is that it creates a lack of direct interaction between teachers and the rest and between students and students. This is because, students can only interact through the comments column provided. Liimatta (2015) supported this by mentioning that not communicating with lecturers and other students is a major disadvantage. This problem seems can be solved with the support community, especially in the IT field. Still, it won't overtake direct feedback and support from a lecture. Without interaction, the participants cannot gain new perspectives of the material.

Statement 8 “I Can Get Feedback Easier From The Lecturer While Using Youtube”

Table 10

The Frequency of Respondents' Answers to Statement Item 8

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	23	18,2 %
2	Disagree (D)	49	38,9 %
3	Neutral (N)	27	21,5 %
4	Agree (A)	15	11,9 %
5	Strongly Agree (SA)	12	9,5 %
Total		80	100%

Based on table 10, it can be seen that the average students stated that they disagree if they can get feedback easier from the lecturer while using youtube with a frequency of 49 respondents (38.9%). Furthermore, 27 respondents (21.5%) stated neutral, and 23 respondents (18.2%) stated strongly disagree. Then, 15 respondents (11.9%) stated agree and 12 respondents (9.5%) stated strongly agree. Then, the results of the interview also stated that the use of Youtube made it more difficult for students to get feedback from lecturers. This is because the menu provided by Youtube is limited, making it difficult to communicate directly. This of course makes the learning process less

Statement 9 “I Like Using Youtube Because It Is Effective For Cooperative Learning”

Table 11

The Frequency of Respondents' Answers to Statement Item 9

No	Answers	Frequency	Percentage
1	Strongly Disagree (SD)	41	32,5 %
2	Disagree (D)	32	25,5 %
3	Neutral (N)	24	19 %
4	Agree (A)	19	15,1 %
5	Strongly Agree (SA)	10	7,9 %
Total		80	100%

Based on table 11, it can be seen that the average students stated that they strongly disagree if they like using youtube because it is effective for cooperative learning with a frequency of 41 respondents (32.5%). Furthermore, 32 respondents (25.5%) stated disagree, and 24 respondents (19%) stated neutral. Then, 19 respondents (15.1%) stated agree and 10 respondents (7.9%) stated strongly agree. Then, the results of the interview also stated that the use of Youtube made cooperative learning difficult to achieve. This is because Youtube video does not support group work activity. Learning using Youtube video made the participants were not able to work with their classmates. However, they could overcome it with the help of a chat application like WhatsApp. This finding concluded that YouTube is perceived as a media that is only used to watch the material explanation. It is not an application for online interaction.

Research conducted by Islamiah dan Yudha (2021) which states that by watching English movie on Youtube English movie has an influenced for those students in improving their English achievement, then help them to learn new vocabulary and could be one of the effective media in learning English Achievement. Furthermore, research conducted by Anggrarini & Ikhbal (2021), which states that YouTube videos make students happy to learn English; it helps them understand the material. However, youtube makes communication with lecturers and classmates difficult without Whatsapp. In terms of strengths and weaknesses, Youtube can keep the students from feeling bored; they can study anytime and anywhere, they can also re-watch the video at will. However, YouTube videos can be a poor learning media if the videos are too long. Youtube is considered expensive without Wi-Fi access. Then the last is the possibility of signal interference. Then the research conducted by Mahmud et al., (2021), which states that students have a positive perception of the use of YouTube as a teaching medium in the English Literature Studies program. Based on several studies that have been conducted, it was found that the using of Youtube as a medium of learning has been carried out, but research relating to the COVID-19 pandemic is still limited.

CONCLUSION

Most students have a perception that using Youtube is good as a media that is only used to watch the material explanation. But, Youtube is not relevant to be used as an application for online interaction. This is because Youtube does not have a feature that allows teachers to interact with students and students with students directly.

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