



**STUDENTS' INTEREST ON USING YOUTUBE
IN LEARNING ENGLISH**

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ABSTRACT

Penelitian ini bertujuan untuk menemukan ketertarikan mahasiswa terhadap penggunaan *YouTube* dalam belajar bahasa Inggris di Universitas PGRI Sumatera Barat. Penelitian ini menggunakan metode deskriptive kualitatif. Responden dalam penelitian sebanyak 67 siswa Bahasa Inggris kelas A dan kelas B tahun ajaran 2020/2021. Data didapat dengan cara membagikan angket menggunakan *Google Form*. Dan melakukan wawancara melalui WhatsApp. Hasil dari penelitian ini menunjukkan bahwa adanya ketertarikan dan minat mahasiswa dalam belajar menggunakan YouTube. Yaitu pada indikator Enjoyment dengan total persentase 55%, Di indikator Motivation menunjukkan hasil dengan persentase 52%, Mahasiswa memperhatikan materi pembelajaran dari YouTube dengan total persentase 55%, keinginan mahasiswa untuk belajar menggunakan YouTube pada indikator *Needs* dengan persentase 52%. Hal ini menunjukkan bahwa YouTube dapat mempengaruhi mahasiswa dalam belajar Bahasa Inggris. Hasil dari interview menunjukkan bahwa alasan mahasiswa tertarik belajar melalui YouTube karena YouTube mudah diakses kapanpun dan dimanapun.

Kata Kunci: Bahasa Inggris, Ketertarikan Mahasiswa, YouTube.

INTRODUCTION

Nowadays, technology is very influential and important role for human's life. Technology is used into all aspects including teaching and learning process. With technologies such as Smartphone, TV, computers, and video games are becoming inseparable part of students' life, with this technology,

students become more interested and challenged in the learning process. The technological development grows fast especially technology of the internet. There are many websites used by students called as social media. Besides, Facebook, Twitter, Instagram, and YouTube are the most visited websites at this time. In supporting the teaching English



process, teacher should consider an appropriate teaching technique and media for students and motivate them. In learning process the use of the World Wide Web (WWW) as a resource in developing English language acquisition was an essential thing to achieve a significant, Irvine and Hoffman (2016). Video has benefits for learners because it displays body language and contextual thing and also gives students "short attention spans" People like watching videos in their daily life as entertainment but the video could be as a media in teaching and learning English as a foreign language. When people watching videos, especially English videos, unconsciously they learn their ears to listen comprehensively and processing the language. Students who watch a video can comprehend the meaning of the conversation in the video. The online video platform which mostly accesses is YouTube.

YouTube is a part of online media which contain various kind of video made by people who become

its content creator. Based on Jallaludin in Sastra Gunada (2017) YouTube is a multidimensional resource that contains a video in all fields of knowledge that easy access.

However, Alexa in Almurashi (2016) states YouTube becomes more interesting and fun than other websites because YouTube not only provides the image and text but also provides the videos and animated videos which make students feel interested to use it. Interest is a tendency to pay attention to something and remember something constantly. Interest strongly related to feelings, especially that of pleasure. Interest is one factor that encourages individuals to stimulate an activity which is implemented to achieve the goal to be achieved.

According to Zhao (2014) "interest is a kind of emotion arousal status, and it is a tendency that the people know things or love some activities". If a person focuses on a thing for a long time under a certain orientation, it means that this person becomes interested in such thing.



Interest can be a motivation to guide student act to the direction. Interest is one of the factors that can affect student's achievement in learning.

In addition Dewey in Ratu (2016) explains that " interest is a feeling of being more like and feeling attached to a thing or activity, without being told. In the other word, Interest is the feeling of wanting to give the attention to something or wanting to be involved and to discover more about something. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. With have an interest students will more focus and easy to understands the material that given by the teacher.

From the explanation above, it can conclude that interests are closely related with attention and can show by the students to participate and learn well. Its means that Interest make students paying attention and enjoyment in any activity. Interest also a big influence in the learning, because if the learning material is not

in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have interest, should be given things that are interesting in the learning process.

There are some factor make students' interests in learning English. According to Dewey in Melanda(2017) there are factors of students interest in learning. They are attention, feeling and object.

1. Attention

Attention is due to interest and that is a sufficient condition of attention, and every interest is manifested attention. Interest is something that can take as to support at interest is necessarily active and all activities.

2. Feeling

Felling is understood as the condition or method of enjoying something. Mood such as happiness, depression, frivolity, sentimentality are commonly called feeling. Students who are interested with something will show their happiness meanwhile



students who do not have interest will show depression or sentimentality to something or activities.

3. Object

Interest is a feeling which was integrated with object that arouse it. Interest is said to be the connection between attentions and have positive feeling toward the object.

Moreover, According to Wariyati in Ginting (2021) There are some factors that influence the interest. They are Enjoyment, Motivation, Attention and Need.

1. Enjoyment

Enjoyment means the pleasure felt when having a good time or good act of receiving from something.” Someone who can enjoy something especially the lesson, he or she will give a good action, by giving and attention to teacher explanation in reading the book.

2. Motivation

Motivation is some kind of internal drive which pushes

someone to do or think in order to achieve something.” In learning, motivation is importance. “ learner motivation makes teaching and learning immeasurably easier and more pleasant.” Interest will increase if there is motivation, both from internal and external factor. Someone who has a motivation he will try something hardly, won’t surrender, read book to increase his achievement. On the contrary, they who have weak motivation will be easy to feel hopeless, won’t concentrate to their lesson, like to disturb another people. The student’s motivation in learning English then also affects their marks for English. It is assumed that the students with high motivation in learning English will be more successful than the students with low motivation or no motivation at all.

3. Attention

Attention is represented of concentration or activity of soul to perception; understanding”. If the



students gives good attention to English, certainly the student has an interesting in English. in the other hand, interest comes from attention. Attention is important to learn. learning is most efficient when a person is paying attention. Poor attention can be a sign disorders behavior in children learning process. Someone who has attention to something it means that he or she has interest to something. In the other hand , “it is a general interest that leads a person to know more”.

4. Need

Need defined as circumstance in which something is lacking or necessary or require some course of action. ”Needs also mean a condition or situation in which something is required or wanted.” When children need to learn English might because by the lack of English. need could motivate the children give attention to the lesson.

Moreover, Dewey in Melanda (2017) mentions the three kinds of

factor to know whether students are interested in anything or not.

1. Attention

Attention may be centered on objects, persons, or one's own thoughts and feelings. It is to steer one's mind towards a specific idea or alert one's self to certain sounds, sights, or other selective stimuli in one's environment to give attention. In the classroom, several stimuli are present, each vying for the learners' attention. They therefore need the teacher's support to allow them to bring the topic of the lesson back to their attention. The more fascinating the subject matter and its presentation, the more likely the learners are to reflect on the ideas under consideration in their mental operations

2. Enjoyment

Students' enjoyment can be built from many factors especially the design of classroom activities and teaches' teaching delivery such as with humor as the



students may display greater interest and satisfaction.

3. Curiosity

Curiosity is a deep urge to learn or to understand. Curiosity is a desire to know the substance of the topic. If anyone is interested in something, he/she would be curious to know more about it. He/she will check for all of the relevant information. For example, students who are interested in speaking strive to understand the lecture, in class or outside the class, to practice the speaking material.

RESEARCH METHODS

In this research, the researcher used descriptive qualitative approach. It describe about students interest on using YouTube in learning English. According to kotari (2004) Qualitative approach to research was concerned with subjective assessment of attitudes, opinions, and behavior. Qualitative descriptive approach also tends to explain phenomena and to provide a

better understanding of a research problem.

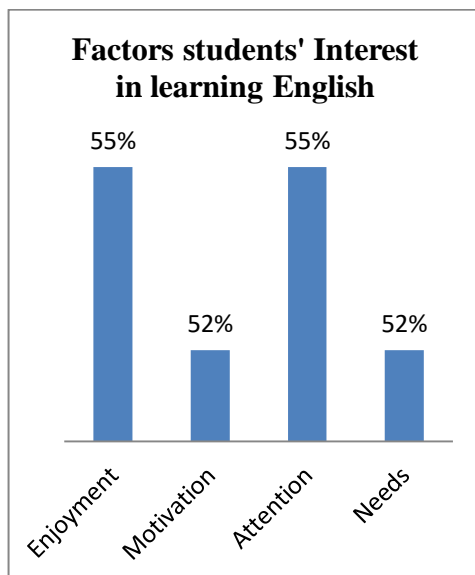
The researcher used respondents as the sample. Respondents are subject will be selected by the researcher in order to get the data. Furthermore, the respondents were the students' class A and B English Department of university PGRI Sumatera Barat in academic year 2020/2021.

The researcher used total sampling to select research respondents. According Sugiyono (2016) Total sampling is a sampling technique if the number of population and sample that were used in the study is equal. Thus, all students of the English Department at university PGRI Sumatera Barat in academic year 2020/2021 become the sample of this study. In other words, the researcher selected the sample using experience and knowledge students who learn English subjects used YouTube. So to be sampled researcher selects a sample and taken both group class A and class B. the total number of

respondents from two classes are 67 respondents.

FINDINGS AND DISCUSSION

The purpose of the study was to know students' interest' on using YouTube in learning English, researcher got the data from the questionnaires and interview. It was distributed on Google Form to the students' English Department at University PGRI Sumatera Barat academic year 2020/2021. 67 students gave their response of the online survey. The questionnaire consists of 20 item.



Based on the data analysis it can be seen that students had good interest on using YouTube in

learning English. There are three indicators of factor students' interest in using YouTube. Which are Enjoyment, Motivation, Attention, and Needs. Based on result of the indicator about Enjoyment get 55% with categories agree from 35 participants. In the second indicator about Motivation get 52% with categories Strongly Agree from 35 responses from participant. In indicator is Attention 55%. And the last indikator about Needs get 52%. The researcher concluded that students' interest using YouTube in learning English get a very good response. It can see from students respond. From the first indicator about factor students interest in learning English is attention, students give good responses toward this indicator. because YouTube make students enthusiast to learn English, it makes students agree to use YouTube in learning English. Students have no difficulty in using YouTube in learn English because YouTube easy to use and students can open YouTube anytime. Using



YouTube can trigger the students to study English easily, they are not only just a silent viewer but it can also help them to deep thinking and critical review. Besides, using YouTube video can attract students' attention greatly.

Meanwhile, the second indicator is Enjoyment get good responses. Using YouTube make students feel more enjoy and happy, because with YouTube teacher can display videos or interesting assignments for interactive and fun learning. Not only that, in using YouTube effective in enhancing students' engagement in the classroom and at home. Because YouTube helps students guess the meaning of unfamiliar word, help students' learner faster, and retain the students' attention during the learning. The last indicator is object. Object is connection between attention and felling. The use of YouTube can help students repeat the material they have learned, students can also concentrate more when using YouTube. Using YouTube consist of sounds for the

students to listen and visuals for them to see. It shows the dialogues of native speaker of English in various situations. It also allows listeners to see the facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the dialogue. By watching the material in the YouTube the students can be more motivated. Therefore, students want to use YouTube for the future.

CONCLUSION

This research conducts at English Department of University PGRI Sumatera Barat class A and class B. The researcher found the phenomenon when the researcher observes the students learn by YouTube. Depend on the analysis of the data, it is conclude that learning by using YouTube give good factor to make student interest in learning English. This research showed that there are four indicators of factor influence students' interest in using YouTube. Which are Enjoyment, Motivation, Attention and Needs. Based on result of the indicator about



Enjoyment get 55,2% with categories strongly agree from 37 participant. In the second indicator about Motivation get 52,2% with categories Agree from 35 responses from participant. And the indicator about Attention. Based on result of the questionnaire about Attention get 55,2% with categories Agree from 37 response of participant. And the last indicator about Needs. Based on result of the questionnaire about Needs get 55,2% with categories Agree from 35 response of participant. The researcher concluded that students' interest using YouTube in learning English get a very good response. We can see from students respond. From the first indicator about factor students interest in learning English is attention, students give good responses toward this indicator. because YouTube make students enthusiast to learn English, it makes students agree to use YouTube in learning English. Students have no difficulty in using YouTube in learn English because YouTube easy to use and students

can open YouTube anytime. Using YouTube can trigger the students to study English easily, they are not only just a silent viewer but it can also help them to deep thinking and critical review. Besides, using YouTube video can attract students' attention greatly and can make the students very interactive during the learning

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