
EFL STUDENTS' PERCEPTION ON THE USE OF YOUTUBE AS ONLINE LEARNING MEDIA DURING COVID-19 PANDEMIC

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YouTube is a mobile application and social network that are integrated with various platforms and other media such as blogs or presentation materials. Developing a learning community through YouTube makes students experience online learning in an interesting way. The purpose of this study was to find out students' perception in learning English through online learning during Covid-19 pandemic. The participants selected for this research were five students from one of the universities in Bogor, Indonesia. This study uses qualitative research design. The results of this study indicate that YouTube is very helpful in online learning for students and this media can be accessed during learning process because it provides many educational videos to learn English and other skills. However, some difficulties were also found in this study. YouTube is also considered to add education fees in terms of connection. Students, in addition, stated that they had problem with their connection i.e., unstable signals and the ability to understand the video. This activity aims to summarize responses on the use of YouTube as a media of online learning during Covid-19 pandemic.

Introduction

The need for online learning for teachers and students is currently due to the Covid-19 pandemic situation in Indonesia. Fully online learning is a distance education form in which all instructions and assessments are implemented using online, internet-based delivery (Picciano and Seaman, 2009). This made the government assign students from elementary school, junior high school, senior high school or vocational school, and even college students to stay at home and continue learning from home (Purwanto et al., 2020). Online learning is a learning experience carried out by students using different devices such as laptops, mobile phones, etc., with internet access to support the teaching-learning activity (Dhawan, 2020; Blake, 2011). In other words, online learning is a learning situation in which the continuity of learning occurs with technology supported by internet access. The advent of such technologies, which combine images, texts, and audio, can make the percentage even higher than 50%. In the 21st century, technology has attacked our lives and we find that education gets its impact and is developed quickly (Oktaviani & Desiarti, 2017).

This learning changed because teaching and learning activities are carried out at home. It aims to minimize the spread of the Covid-19 pandemic. In order to overcome the impact of the pandemic, the government has agreed on various partnerships. Among these are partnerships with educational technology companies to provide free access to online learning platforms and with telecommunications operators to provide free internet quotas for teachers and students. Therefore, It was found that there was a development of technology and its application to teaching comes into full play in education (Jaelani, 2020). One kind of technology in the form of a website that uses videos as media in online learning is YouTube. YouTube is one of the learning resources for teachers and students that can be accessed at any time. Students can learn various materials that have been uploaded by the teacher or vice versa students can give presentations via YouTube and be watched by the teacher. Besides, YouTube also allows students to expand their knowledge, because the application will present various information they are looking for. It also is practical to use and can be used by various groups, can be accessed anywhere, provides a variety of diverse information and free YouTube. This is an idea that YouTube plays a very important role in helping children learn various skills and is useful in facilitating understanding, because YouTube provides a variety of videos that make children more focused and more comfortable when learning.

The most common reason why many teachers use YouTube as a teaching medium in this online learning is that it is the most accessible media. When online learning is held while the internet access is disturbed, the learning process disrupted. This disruption causes students' understanding of the material becomes hard to achieve. Therefore, students must take the initiative to study independently and also look for learning resources on YouTube, this is because it is a source for students to study at home. YouTube is also one of the most popular websites in the world, where people can share different types of videos by uploading them to YouTube (Duffy, 2008: 123). The researcher saw the students interested in using this application in learning. Therefore, the researcher aim to find out EFL students' perceptions on YouTube as media of online learning.

Perception

Stone and Neilson (1985: 205) state that perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person, object or event while (Leathers, 1992) proposes that perception is the cognitive process that individuals use to interpret and understand the world around them. (Elliot, 1996) moreover adds that perception is the ability to recognize familiar persons, objects, or events with meaning and

expectation. These definitions indicate that perception is from a cognitive process in our mind of a human being. It does not happen accidentally, but it takes a long time to perceive certain events and experiences.

Factors Affecting Perception

It is proven that Perception can be formed through the human sensory organ, by seeing, hearing, touching, tasting, or experiencing (Ramadhani, Fitriani, & Burhansyah, 2017). Everyone has a different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factors (Walgito, 2001: 103): Internal factor is a factor which comes from an individual. This factor depends on personal psychological such as thoughts, feelings, willingness, needs, sex, motivations, attentions, etc. Every human being has different characteristics and temperament which are also shaped by individuals' family and individuals' environment. And about external factors, this is a factor which comes from outside of the individual such as stimulus, environment, culture, and belief. Our life is related to the environment, both physical and social.

YouTube

YouTube is becoming a new platform resource for students to learn and follow the time. According to (Benson, 2015), "YouTube is an online service, officially launched in late 2005, which allows registered users to upload video clips for viewing by the general population of internet users". (Kousha, Thelwall, and Abdoli, 2012) support the statement by stating, "YouTube is video-sharing for public use and the third most visited website after Google and Facebook".

YouTube learning media can be accessed anytime and anywhere so that parents can still accompany learning even though they are working. YouTube's media excellence is used by educators at the elementary school level. The use of YouTube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere. The video media that is developed must pay attention to the age and psychological development of students. YouTube can improve the language skills of students (Widyantara & Rasna, 2020). Good video media that have been presented on YouTube can be downloaded and then can be used by the teacher to help the learning process.

Types of YouTube Videos

According to the prior researchers of (Kousha, Thelwall, and Abdoli, 2012), there are three types of YouTube videos. They are art and humanities, natural and formal science videos, and social science. Besides, there is a new type of video mostly watched by students called vlog.

Online learning

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, in delivering learning (Anugrahana, 2020; Dewi, 2020; Sadikin & Hamidah, 2020). In reality, some studies show that teachers have problems in assessing their students due to their low level of assessment literacy (Umam & Indah, 2020). One of the impacts is decreased students' motivation due to the difficulties of understanding the material during this pandemic. Learning media can be defined as assistance for teachers in providing materials to students to make it more effective and efficient (Puspitarini & Hanif, 2019). Meanwhile, online learning media can be interpreted as using internet-based educational aids to facilitate the teaching and learning process to achieve the learning goals (Mabruri & Hamzah, 2020). Besides, it can be interpreted that by using online learning, reciprocal communication between teacher and students keeps going well. The previous research from (Stoetzel & Shedrow, 2020) revealed that online learning could be distance learning by utilizing the web as it does not require traditional ways of learning (face-to-

face). This concludes that online learning describes a learning system which utilizes internet technology-based learning.

Methods

This study uses qualitative research design. A qualitative research approach for this study was chosen because qualitative methods are especially useful in discovering the meaning that people give to events that they experience (Merriam, 1998). The participants selected for this research were five students from one of the universities in Bogor, Indonesia. This research was conducted for a month because students had tested their online learning as media on YouTube channel. The instruments used for gathering information were the interview and questionnaire. In addition, an interview is a qualitative research method that is important and normally involves collecting data directly from the participants and mostly paired with other research methods like focus group, survey, etc. (Showkat & Parveen, 2020). (Cohen, Manion, and Morrison, 2011) assert that the interview expresses the participants' perceptions of the situation based on their point of view. In particular, the questionnaires are to find out the students' perception on the use of YouTube as a media of online learning in the Covid-19 pandemic.

The data were submitted through five alternative points of Likert Scale questionnaires survey. The five alternative points were Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. The questionnaire consist of ten questions, 1-3 about the effective use of YouTube as a media of online learning in the Covid-19 pandemic. 4-5 are about students' interest in using YouTube when learning online. 6-8 about the advantages students of using YouTube in the Covid-19 pandemic. 9-10 is about the disadvantages students of using YouTube in pandemic Covid-19. When the questionnaire data was collected, the researcher began to analyze it by compiling answers from respondents neatly. Next, the researcher will draw conclusions and verify the data. This activity aims to summarize responses on the use of YouTube as a media of online learning in the Covid-19 pandemic.

Next, the interview in order to get more information from the students about EFL students' perception on the use of YouTube as a media of online learning in the Covid-19 pandemic. The researcher then conducted interviews with five respondents who had answered the list of questions. The four respondents selected for the interview were selected based on researchers' observations. The categories of respondents are: 1) Students who always use YouTube as an online learning medium during a pandemic. 2) Students who are less active in using YouTube as a learning medium; Researchers asked about their perceptions of using YouTube as a media of online learning. The type of interview used in this study is a persuasive interview. Persuasive interviews serve to influence the way respondents think, believe and act. Researchers collect all explanations given by respondents, analyze data by sorting answers from informants, verify data and draw a conclusion. This activity aims to summarize students' perception on the use of YouTube as a media of online learning in the Covid-19 pandemic.

Findings and Discussion

The results showed that the habit of using YouTube as an online learning in pandemic Covid-19. Their goal is to use YouTube to find learning resources that can make it easier for students to understand online learning, student motivation in learning with YouTube media during the Covid-19 pandemic and the advantages and disadvantages of students' habits in using YouTube as an online learning medium during the Covid-19 pandemic.

Table. 1 The Effective Use of YouTube as a Media of Online Learning in Pandemic Covid-19

No	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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1.	YouTube is easy to use of online learning during pandemic Covid-19.	0	0	0	2	3
		0	0	0	40%	60%
2.	By using YouTube as a learning media, it can improve students' English skills.	0	0	0	2	3
		0	0	0	40%	60%
3.	YouTube can be accessed anywhere and anytime in online learning.	0	0	0	0	5
						100%

The data is obtained from the effective use of YouTube as a learning medium during the pandemic, statistical data (see table 1) shows that most respondents (100%) choose "strongly agree" they feel that using YouTube as an online learning medium is very effective during the COVID-19 pandemic. And it turns out that only (40%) of respondents chose "agree" with YouTube as an online learning medium. This shows that most respondents use YouTube as an online learning medium, especially during the pandemic and only a small number of respondents choose to "agree" in using YouTube as an online learning medium during the pandemic. It means that the students' perceptions were positive. The questionnaire result above were also supported by statements from interview results: The findings were strengthened by the results of the interview. The interviewees as follow: Excerpt 1:

"Yes, It's effective because this YouTube can help as a source or teaching material because everything is online" (student A)

Excerpt 2:

"It can help, because with YouTube i get more knowledge and insight" (student B)

Excerpt 3:

"Facilitate online learning if i don't understand" (student C)

Excerpt 4:

"Yes. It's effective because by using YouTube, we can access learning materials easily and can learn on our own outside of class hours as we like" (student D)

Excerpt 5:

"Because during a pandemic, learning is carried out online, so YouTube makes it easier for me to find sources of teaching materials" (student E)

The excerpt from the findings and interview results above shows that at the same time, the use of YouTube can help in online learning depending on their situation, and one of the proofs is that they still need YouTube to enhance their learning when done online during a pandemic.

Table. 2 Students' Interest in Using YouTube When Online Learning

NO	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I am interested in learning to use YouTube because YouTube can make it easier for me to find	0	0	0	3	2
		0	0	0	60%	40%

learning materials.

2.	I can use YouTube by studying various teaching materials especially English in everyday life.	0	0	0	1	4
		0	0	0	20%	80%

Regarding the data obtained from the interesting use of YouTube. Statistical data (see table 2) shows that the first statement showed that three students interested in using YouTube (60%) choose "Agree" and two students interested in using YouTube (40%) choose "Strongly Agree". In the second statement there were five students interested in using YouTube (20%) chose "Agree" and the rest (80%) chose "Strongly Agree". The answers of statement number one and two showed that the use of YouTube when online learning was very good, because they felt that YouTube was very interesting to use as a learning medium and it was things that made them enthusiastic in learning. Meanwhile, YouTube is really a good learning medium for students at the university, Bogor Indonesia. It means that the students' perceptions were positive. The questionnaire result above were also supported by statements from interview results:

The findings were strengthened by the results of the interview. The interviewees as follow:
Excerpt 6:

"When there is no signal or power failure" (student A)

Excerpt 7:

"Not really, because when the internet connection is smooth it will be easy to use YouTube" (student B)

Excerpt 8:

"No, because YouTube is easy to access" (student C)

Excerpt 9:

"No, because I think YouTube is easy to use and access. Unless the signal is unstable, it is impossible to access it" (student D)

Excerpt 10:

"No because YouTube is easy to learn" (student E)

Excerpts from the findings and results of the interviews above show that at the same time, as good media users, they think YouTube is quite interesting as an online learning medium during the COVID-19 pandemic. One of the proofs is that 80% of students choose "Strongly Agree". Therefore, YouTube plays quite a good role in the ongoing online learning.

Table. 3 The Advantages Students of Using YouTube in Pandemic Covid-19.

No	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I feel more motivated to learn by using YouTube.	0	0	3	1	1
		0	0	60%	20%	20%
2.	YouTube makes me more enthusiastic in	0	0	3	1	1

	findings teaching materials.	0	0	60%	20%	20%
3.	I am interested in learning to use YouTube, because YouTube can make it easier for me to find learning materials.	0	0	0	3	2
					60%	40%

Regarding the data obtained from the advantages of students in using YouTube in the Covid-19 pandemic. Data (see table 3) shows that the first statement showed that using YouTube (60%) choose "undecided" and one using YouTube (20%) choose "Agree", henceforth one using YouTube (20%) choose "Strongly Agree". The second statement showed that three using YouTube (60%) choose "undecided", one using YouTube (20%) choose "Agree" and one using YouTube (20%) choose "Strongly Agree". The third statement showed that three using YouTube (60%) choose "Agree" and two using YouTube (40%) choose "Strongly Agree". The answers of statement number one, two and three showed the advantages of using YouTube when online learning. Using YouTube media can certainly improve students' understanding and mastery of skills. So this allows students to study whenever and wherever they need. In addition, YouTube is a practical medium because the video can be viewed repeatedly, so it becomes easier for students when online learning takes place in the Covid-19 pandemic. It means that the students' perceptions were positive. The questionnaire result above were also supported by statements from interview results:

The findings were strengthened by the results of the interview. The interviewees as follow:
Excerpt 11:

"It is not effective if it is used continuously, because YouTube is only one way"
(student A)

Excerpt 12:

"Yes, because YouTube explains a material in the form of a video so it will be easier to understand" (student B)

Excerpt 13:

"Ineffective, due to the large number of ineffective video content such as pranks, mukbang, games and others. This causes students to watch what they shouldn't"
(student C)

Excerpt 14:

"Yes, because there are a lot of learning resources that can be accessed from YouTube and I think they are quite effective to use" (student D)

Excerpt 15:

"It could be, because YouTube uses the internet and requires a lot of quota, which is constrained by quotas" (student E)

Excerpts from the findings and interviews above show that at the same time, the use of YouTube media certainly has advantages that can improve students' understanding and mastery of English language learning skills. So this is a need for students to learn anytime and anywhere when learning online.

Table. 4 The Disadvantages Students of Using YouTube in Pandemic Covid-19.

No	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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1.	YouTube is less useful for online learning.	0	2	1	1	1
		0	40%	20%	20%	20%
2.	YouTube is difficult to use if there is no internet connection.	0	0	0	1	4
		0	0	0	20%	80%

Regarding the data obtained from the shortage of students in using YouTube in the Covid-19 pandemic. Statistical data (see table 4) shows that the first statement showed that two using YouTube (40%) choose "Disagree", one using YouTube (20%) choose "undecided", one using YouTube (20%) choose "Agree" and one using YouTube (20%) choose "Strongly Agree". The second statement showed that one using YouTube (20%) chose "Agree" and four using YouTube (80%) chose "Strongly Agree". The answers of statement number one and two showed the disadvantages of using YouTube as a medium of online learning in pandemic Covid-19. This shows that most of the respondents use YouTube. Some who use YouTube feel that YouTube is useful because YouTube has a variety of presentations, namely learning English and the second statement shows that YouTube is indeed the best source of learning information but YouTube is used with quite large internet data, because YouTube is the same as uploading videos with a long enough time duration. Therefore, before deciding to use YouTube as a learning medium, students must monitor the availability of videos on YouTube and also the internet data that students have. It means that the students' perceptions were positive in some statements and negative in one statement. The questionnaire result above were also supported by statements from interview results:

The findings were strengthened by the results of the interview. The interviewees said that:
Excerpt 16:

"Yes, Because it's already got a reference" (student A)

Excerpt 17:

"It could be because YouTube is a learning resource that is easy to understand so it can be learned in everyday life" (student B)

Excerpt 18:

"It doesn't depend on what you're watching" (student C)

Excerpt 19:

"Yes. Because the average learning resource from YouTube, it is easy to understand which can then be applied to become lessons in everyday life" (student D)

Excerpt 20:

"Yes, be learned" (student E)

Excerpts from the findings and results of the interviews above show that at the same time, the use of YouTube media is certainly students said that the disadvantages of using YouTube have negative and positive impacts for them when learning English, some students disagree because YouTube has mostly video content that is less useful and watching these videos also requires internet data to watch the videos.

Discussion

The effective use of YouTube as a media of online learning in the Covid-19 pandemic

There have been many people who talked about the benefits of using YouTube. But studies on perceptions and difficulties are still rare (Balbay & Kilis, 2017). Student's perception of the effectiveness of YouTube for English learning skills show that YouTube is an effective platform to help students during online learning in the Covid-19 pandemic. Previous studies have stated that YouTube is very successful because it helps students to learn more broadly so that students feel more confident and feel easier to understand when studying

online, and they do not have to worry about the terms they use when studying. If students get an idea of the information that students get on the platform, then students can continue to discuss in groups so that each student has the opportunity to exchange information verbally with the group members after watching the video. Other researchers have also stated that YouTube is effective because videos on YouTube can also support a variety of learning approaches. They can appeal to students who have different learning styles depending on the variety of techniques they use (Balbay & Kilis, 2017). In short, it can be said that YouTube is quite effective for learning English for students because it offers many terms that facilitate them.

Students' interest in using YouTube when learning online

Researchers found several perceptions of using YouTube as a platform that can attract students' interest in online learning during a pandemic, especially learning English. The study found that students were interested in searching English YouTube videos to learn English. The participants have the perception that they feel YouTube is easy to be used in learning English and can be used anywhere and anytime, so that they can easily understand their learning when learning online. This proves that the use of YouTube videos has a strong influence on students' minds and senses as supported by Berk (2009) which states that the use of YouTube videos can attract students' attention, increase concentration, generate interest in lessons and improve attitudes towards content (Berk 2009). See the interests and preferences of students using YouTube in learning English in online classes. This shows that YouTube can be a viable, innovative and authentic teaching resource. The results of this study reveal that students use YouTube at a high level. They find YouTube easy and convenient to use and they use it to help them study and learn English. Research finds that students enjoy using YouTube to help them learn English. Therefore, it is suggested that teachers and students can incorporate YouTube in various classroom activities to improve learning outcomes and provide interesting and authentic learning.

The advantages students of using YouTube in the Covid-19 pandemic

In learning English, YouTube has contributed huge advantages for students (Watkins & Wilkins, 2011). Students' perception of using YouTube can help with information in the form of material, learning outcomes show that students can get and find the materials they need. If the video is related to an existing subject, YouTube can be an effective tool to improve learning experience (Meinawati, et al., 2020). One of the main advantages of what students have gained by searching for information on the YouTube platform is that: it allows students to become independent learners (Balbay & Kilis, 2017). This statement can be proven based on the results of this study because some students also have stated that they can learn easily from YouTube because there are audio and visuals that can make the explanatory material clearer. Based on learning outcomes, students are more creative and innovative in subjects, one of which is online learning. According to (Syafiq et al., 2021) said that this is consistent with previous research, who stated that the use of YouTube videos could help them remember lessons and make it easier to explore the themes learned about English materials.

The disadvantages students of using YouTube in pandemic Covid-19

From these results the researchers found several perceptions from participants that they felt there were several positive and negative views in using YouTube on online learning process. Furthermore, the researchers found several perceptions that most of them said that they felt that the drawback of YouTube was for those who had an internet connection not good. The image will stutter and take a long time to load the whole video. However, there are also many shortcomings that can make students feel bored in watching the learning theme. Researchers also responded that YouTube is actually used more for entertainment media. For example, there is a lot of information that is not useful for learning media such as prank videos, mukbang, vlogs and others. So students need to see first whether the video

can be watched clearly and see comments from other YouTube users about the video. Online teaching and learning turns the students into less motivation. It makes students open YouTube not only for studying but also for entertaining. It is good, but YouTube videos offer much amusement which can addict the students to watch more and more, as a result, it can distract the students to do what should be done (Pazilah et al., 2019).

CONCLUSIONS

The results of this study indicate that YouTube is very helpful in online learning for students and this media can be accessed online as it provides many educational videos to learn English. However, some difficulties are also found in this study. YouTube is also considered to add education fees in terms of connection. Students stated that they had a problem with their connection with unstable signals and the ability to understand the video. The use of YouTube also causes student boredom. Therefore, to solve this difficulty, students have made several solutions such as: browsing, searching for Wi-Fi, and discussing with friends. On the other hand, YouTube becomes problematic when the video's duration is too long. This can affect students' interest in continuing to learn English from videos. YouTube is also said as a medium that does not support cooperative learning and interaction. This research, therefore, implies that teacher must have preparation to anticipate the possibility of problems during learning activity when using YouTube videos. It is suggested that the next researcher can conduct a study on YouTube by solving students' difficulties through certain techniques such as the role of subtitles in YouTube, investigation on pre-activity while-posting in learning by using YouTube.

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