

**LECTURERS' PERCEPTIONS IN INTEGRATING YOUTUBE VIDEOS
AS A MEDIA IN ENGLISH LANGUAGE TEACHING: A DESCRIPTIVE
STUDY AT STBA PERSADA BUNDA PEKANBARU**

THESIS

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English Education*



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ABSTRAK

Nurwahidah. 2023. Persepsi Dosen dalam mengintegrasikan Video YouTube Sebagai Media Pengajaran Bahasa Inggris: Studi Deskriptif di STBA Persada Bunda Pekanbaru.

YouTube telah melampaui semua platform berbagi video lainnya dalam hal lalu lintas pengguna. Dosen memiliki akses ke berbagai konten video di YouTube, yang dapat mereka tonton. Terkait dengan video YouTube, penelitian deskriptif ini bertujuan untuk mengetahui persepsi dosen, kriteria dosen dalam memilih video YouTube, dan tantangan yang dihadapi dosen dalam menggunakan video YouTube sebagai media pembelajaran bahasa. Untuk menjawab tujuan penelitian ini, peneliti menganalisis kuesioner yang dibagikan kepada dosen dalam bentuk Google Form dan mewawancarai 7 dosen. Mereka dipilih dengan menggunakan teknik purposive sampling. Hasil analisis menunjukkan bahwa (1) sebagian besar dosen memberikan respon positif terhadap penggunaan video YouTube sebagai media dalam pembelajaran bahasa Inggris; (2) kriteria dosen dalam memilih video YouTube untuk media pembelajaran dan pengajaran bahasa Inggris adalah kualitas audio visual, penggunaan bahasa, kesesuaian dengan topik pelajaran, dan durasi video; (3) dan kendala yang dihadapi dosen dalam menggunakan video YouTube sebagai media pembelajaran dan pengajaran bahasa adalah masalah teknis dengan gangguan listrik dan koneksi internet, memilih video yang sesuai, dan memakan waktu dalam pemilihan materi. Dengan demikian, dapat disimpulkan bahwa dosen memberikan respon positif terhadap penggunaan video YouTube sebagai media dalam pembelajaran bahasa Inggris, dan masih perlu perbaikan karena mereka memiliki beberapa kendala dalam menggunakan video YouTube sebagai media dalam pembelajaran bahasa dan bahasa. pengajaran.

Kata kunci: *Persepsi, YouTube, Media Pembelajaran*

ABSTRACT

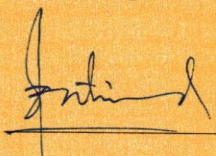
Nurwahidah. 2023. Lecturers' perceptions in integrating YouTube Videos as A Media in English Language Teaching: A Descriptive Study at STBA Persada Bunda Pekanbaru.

YouTube has overtaken all other video-sharing platforms in terms of user traffic. Lecturers have access to a wide variety of video content on YouTube, which they can watch. Related to YouTube video, this descriptive research has aimed to find out the lecturers' perception, the lecturer's criteria in selecting YouTube video, and the challenges faced by the lecturers in using YouTube video as media in language learning and teaching. To answer the goals of this study, the researcher analyzed the responses to the questionnaire distributed to seven lecturers in the form of a Google Form and interviewed them. They were selected by using the total sampling technique. The result of the analysis shows that (1) most lecturers gave a positive response on the use of YouTube video as media in English language learning and teaching; (2) the lecturer's criteria in selecting YouTube video for English language learning and teaching media are audio visual quality, language use, suitability with a lesson topic, and the duration of the video; and (3) the challenges faced by the lecturers in using YouTube video as media in language learning and teaching are technical problem with power failure and internet connection, choosing appropriate videos, and time-consuming on material selection. Thus, it can be concluded that the lecturers gave a positive response on the use of YouTube video as media in English language learning and teaching, and it still needs improvement since they have some obstacles in using YouTube video as media in language learning and teaching.


Keywords: *Perception, YouTube, Learning and Teaching Media*

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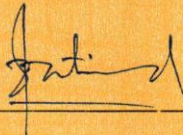


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Padang, 2023

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Research Problem

Technology has an essential role in human life. In other words, every activity requires the use of technology. It means that human life cannot be separated from the use of technology. Long time ago, people do their activities manually, so it makes them difficult to finish any jobs or activities efficiently. However, nowadays, the development of technology eases and help them in doing any activities. Compared to the previous few years, almost every house in big cities has a computer, and many people can operate it. The arrival of digital technologies such as the internet has resulted in a new generation of individually literate called the Net Generation (Prensky, 2001). Many people (ranging from children to adults) use technology in various ways, such as web browsing, sending messages, social networking, and interactive games. Then, we do not realize that we have relied on technology. Therefore, the technology is needed to help human activity in several sectors.

In today's world, technology is used in both teaching and learning. Technological improvements have altered the educational, research, and community service processes and created instruments for interacting with a broader audience, such as websites and e-mail. Therefore, our educational system's current task is to adapt to new teaching methods through technology (Duderstadt et al., 2002).

Learning is a communication process among students, educators, and teaching materials. Communication will not work without assistance as a means of delivering messages or media. Since everybody knows that media give many advantages, teachers in their class should consider what media gives to the students in the teaching-learning process. Anderson (1976) classify media into ten types, they are Audio, Print, Audio Print, Visual Silent Projection, Audio Visual Projection Silent, Visual Motion, Audio Visual Motion, Physical Object, Human and Environment and Computer. The use of all of those media is to deliver material to students in the class.

Talking about the use of media, social media are one of media used for communication and interaction. Clearly, in education field, social media are acknowledged as tools for learning and teaching to discuss, participate in, and share numerous types of content (text, audio, video, and image). Thus, it can be said that social media have become a valuable resource for students in all courses, particularly in language study and make the teaching and learning activities easier. Social media include Facebook, Instagram, Twitter, WhatsApp, Line, Skype, YouTube and so on (Ariana and Mirabela, 2014). YouTube is one of the popular social media and internet-based learning platforms that can supplement learning that students may find challenging due to reading.

Nowadays, YouTube is one of the most widely used video-sharing websites (Snelson, 2011). It presents images and sound representations of particular topics or events. Because the expectations of internet generations tend to want different learning, watching videos can be another means of learning

rather than lectures and reading books. By using YouTube as a learning medium, it is possible to create circumstances for an interactive learning environment. Definitely, incorporating YouTube into educational activities is a user-friendly and straight forward technique to increase collaborative skills and integrate technology into teaching activities. It can assist in the faster and more efficient creation, analysis, and production of information and ideas. It also has a lot of fun and innovative elements that may be utilized as a teaching and learning tool.

In addition, YouTube provides an opportunity to learn about new technology, which will be beneficial once students graduate (Albantani & Madkur, 2017). Moreover, for students, YouTube is possible to encourage them to become more independent and more accustomed to grow their critical thinking (June et al., 2014). Then, it can improve their learning outcomes. Mohammed et al., (2016) pointed out that students will be accustomed to gathering knowledge from a variety of sources to study.

Several studies have been conducted to find out the effect of Youtube on students' learning process. Prasetianing Jati et al., (2019) conducted a study on, using YouTube tutorial videos to improve students' speaking skills in performing procedure text of the junior high school students in Jombang regency, East Java. The study revealed that students' speaking skills improved when they were taught by using the tutorial video from YouTube. The improvements were on the accuracy, fluency, and performance. *First*, the accuracy aspect was improved because tutorial video from YouTube was a source to increase their vocabulary and show a good speaking model. *Second*, the fluency aspect was improved

because the video provided the students' pronunciation and more vocabulary that could be learned at the same time, which made them more confident in presenting their procedure text. *Third*, the performance aspect was improved because tutorial video from YouTube was a model of performing in public. Students were also able to learn about eye contact and body gesture when presenting something.

Rachmawati and Cahyani (2020) investigated the use of YouTube videos as media affects that affected non-English department students' pronunciation skills. The result showed that the students applied direct pronunciation learning strategies (PLS) by imitating, practicing, and saying aloud the words pronounced by YouTubers on their YouTube channels. The use of YouTube videos as the media positively affected students' pronunciation skills. In other words, YouTube can be one of the influential English pronunciation learning media for non-English department students.

In addition, some previous studies related to the present research focus on the use of YouTube in teaching and learning (Arianti et al., 2018; Hussin, 2020; Nurul Hidayati et al., 2020; Prasetianing Jati et al., 2019). investigated the occurrence of anxiety in the YouTube video project conducted by non-English students and found that students mostly felt the anxiety and preferred doing YouTube video projects than other speaking activities such as storytelling, oral presentation, and speech. Mustafa (2018) investigates the impact of YouTube, Skype, and WhatsApp in improving EFL learners' speaking skills and finds that social media networking significantly affects speaking. In contrast, Aboudahr (2020) investigated the effect of YouTube on listening skills among non-native

Arabic speakers in Malaysian universities and found that using YouTube **had** a highly significant impact on increasing listening skills for ESL students.

Moreover, some previous studies are related to the perception of YouTube usage in language learning. Kabooha and Elyas (2018) examine the improvement in vocabulary comprehension and retention of Saudi English as foreign language female students, investigated the perceptions of both students and teachers towards the inclusion of YouTube on the development of vocabulary, and the researchers found that there was a significant improvement in the students' vocabulary achievement. Therefore, the improvement of students' vocabulary achievement affects the vocabulary recognition, comprehension and retention of the target vocabulary

Since using YouTube videos to learn the English language is still a new idea, how it can be used in facilitating language learning in class effectively still need improvement to make better outputs. It was necessary to research lecturers' experiences in taking YouTube videos as a media in English language teaching. This research aimed to investigate the perceptions of lecturers and lecturer's criteria in selecting YouTube video for English language learning and teaching media. Moreover, this research would also find the challenges or difficulties of lecturers encounter on YouTube video as a media in English language teaching at STBA Persada Bunda Pekanbaru.

B. Identification of the Research Problems

Based on the background above, YouTube has been currently used in English classrooms today. YouTube can be defined as a social network website used as a video-sharing platform. It has become one of the major technology platforms that many people use to learn the English language. However, there has been positive and negative feedback of YouTube as learning and teaching media. This condition gives rise to different perceptions about YouTube videos as learning and teaching media in English language learning. YouTube can be an alternative to enhance student's ability in English language teaching through video on the YouTube platform. Learning English using YouTube was more effective because the students can re-watch and access the YouTube video anytime and anywhere. On the other hand, YouTube became problematic when the video duration is too long and due to technical problems such as the unstable of connection or signal, poor video quality, unclear audio, etc.

Based on the above mentioned evidence, the researcher conducted a research about lecturers' experiences in taking YouTube video as a media in English language teaching at STBA Persada Bunda Pekanbaru.

C. Limitation of the Problem

Related to identifying the research problem above, this research was limited to investigate lecturers perceptions, lecturer's criteria in selecting YouTube video, and the challenges faced by the lecturers on YouTube as English language learning and teaching media.. The participants in this research was 7 lecturers of STBA Persada Bunda Pekanbaru that taken by using total sampling

technique The research conducted in English Language Learning from April 2022 at STBA Persada Bunda Pekanbaru.

D. Formulation of the Problem

The formulation of the research question was formulated in this following question “How is lecturers’ experience in taking YouTube videos as a media in English language teaching at STBA Persada Bunda Pekanbaru?”.

E. Research Question

The following research questions guide the researcher to conduct this research :

1. What is lecturers' perception on YouTube video used as English language teaching media at STBA Persada Bunda Pekanbaru?
2. What are lecturer’s criteria in selecting YouTube video for English language teaching media at STBA Persada Bunda Pekanbaru?
3. What challenges are faced by the lectures’ when using YouTube video as media in English language teaching at STBA Persada Bunda Pekanbaru?

F. Purposes of the Research

1. To find out lecturers’ perception on YouTube used as English language teaching media at STBA Persada Bunda Pekanbaru?
2. To find out the lecturer’s criteria in selecting appropriate educational YouTube videos for English language teaching media at STBA Persada Bunda Pekanbaru.
3. To find out the challenges faced by the lecturers when using YouTube video as English language teaching media at STBA Persada Bunda Pekanbaru?

G. Significance of the Research

The contributions of this research were expected to be useful theoretically and practically. Theoretically, it can be a reference to the lecturers using the YouTube application as the additional learning media in the teaching and learning process and alternative way to teach the students using YouTube as teaching media. Practically, the findings of this research are expected to motivate the students in teaching and learning process by using this YouTube media.

H. Definition of the Key Terms

In order to avoid misunderstanding of certain key terms, the researcher needs to define important concepts used in this research:

1. Perception

Perception is what a person (student) feels about a particular thing, both conscious and unconscious, whether visual or auditory and thought caused by the process going on in the brain (Atkinson, 1999).

2. YouTube

YouTube is a video-sharing service where users can watch, like, share, comment, and upload videos. The video service can be accessed on PCs, laptops, tablets, and mobile phones.

3. Learning Media

Learning media is anything that can be used to convey a message to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Yusufhadi, 2009).

4. Challenges

Challenges is something new and difficult which requires great effort and determination (Collin, 2008)

5. Criteria

Criteria are the standards or principles for doing something, and also defined as the fact or level of quality that used in creating a decision.