

Students' Perception On The Use Of Youtube In English Language Learning At Eleventh Grade Of Sma Dwijendra Bualu

Wihelmina Antriana Abul¹, Ni Made Dita Sintadewi², Made Detri
Suryantini³

^{1,2,3} Faculty of Business, Tourism and Education , Triatma Mulya University

Abstract

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This study aims to determine the perception of eleventh grade students of Dwijendra Bualu High School towards the use of YouTube as an English learning media. The background of this study is based on the rapid development of digital technology, where YouTube is one of the platforms that are widely accessed by students. This study used a descriptive qualitative approach with data collection techniques through questionnaires and semi-structured interviews. The research subjects were grade XI students who had used YouTube as part of the English learning process. The results show that the majority of students have a positive perception of the use of YouTube in English learning. They consider YouTube can improve vocabulary understanding, pronunciation, and listening skills in a more interesting and interactive way than conventional methods. However, some students also stated that the use of YouTube needs to be well directed so as not to cause distraction or inappropriate use. Overall, YouTube is perceived as an effective and relevant tool in supporting English language learning in the digital era.

Keywords: *students' perception, YouTube, English language learning*

(*) Corresponding Author: youlast273@gmail.com, sintadewi789@gmail.com,
detri.suryantini@triatmamulya.ac.id

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INTRODUCTION

In teaching English as a foreign language (EFL), integrating technology presents both opportunities and challenges. Teachers are expected to use media that not only supports language acquisition but also enhances student autonomy and engagement. YouTube, as a widely accessible and entertaining platform, has emerged as a useful tool in this context. According to Hedge (2000, in Gilakjani & Sabouri, 2016), modern learners show a preference for audiovisual content over traditional print materials. Videos on YouTube allow learners to observe natural language use, body language, and real-life context, making them ideal for developing listening and speaking skills. Watkins and Wilkins (2011) emphasize that the shift to audiovisual media aligns with the preferences and habits of today's learners, enabling more engaging and effective English language instruction.

YouTube's potential in the classroom extends beyond passive viewing. Teachers can utilize it to support authentic learning, foster student creativity, and promote interaction. According to Kabooha and Elyas (2015), YouTube is a multidimensional platform that offers easy access to native speaker

content in various fields. Students can not only consume videos but also create and upload their own, encouraging them to speak, think critically, and improve digital literacy. Rahayu and Putri (2019) argue that YouTube motivates learners by giving them a platform to express themselves while tracking the reach of their work through views and engagement metrics. This combination of authenticity and creativity makes YouTube an effective medium for language learning.

Various studies support the claim that YouTube contributes significantly to the development of speaking skills. Ayu (2016) and Medoukali (2015) found that YouTube enhances listening comprehension due to its combination of visual and auditory input. Meanwhile, researchers like Saiful (2019) and Almurashi (2016) suggest that YouTube fosters students' speaking abilities, particularly through assignments such as video blogs or oral presentations. In addition, Castaneda (2011) found that blended learning with YouTube helped over 80% of students improve their oral communication skills. However, the implementation of YouTube in the classroom requires adequate tools, such as internet access, projectors, and teacher training, which can sometimes be a barrier.

Despite its advantages, the use of YouTube in language classrooms is still underutilized, often due to a lack of awareness or technical confidence among teachers. Brown (2014) reported that while many teachers recognize the importance of technology, YouTube is still not widely integrated into instruction. This gap highlights the need for professional development and institutional support. Furthermore, speaking remains one of the most difficult skills to teach in EFL contexts due to its complexity, requiring mastery of grammar, vocabulary, and pronunciation (Zeng & Takatsuka, 2009). YouTube can address these issues by offering learners repeated exposure to authentic speech, which aids in developing fluency and confidence.

YouTube's collaborative and interactive features also contribute to a more dynamic learning environment. Learners can comment, share ideas, and reflect on video content, helping them build confidence in speaking. According to Noytim (2010), this encourages automaticity and reduces anxiety when speaking in front of others. Teachers can facilitate these interactions by selecting relevant videos and designing activities that involve question-and-answer sessions, role plays, or group discussions. This approach not only builds vocabulary and comprehension but also enhances learners' ability to express themselves in English.

Although numerous studies affirm the positive impact of YouTube on EFL learning, particularly speaking, few have specifically explored the practical implementation of YouTube by teachers or the perspectives of students in real classroom settings. Therefore, this study focuses on investigating how YouTube is used as a teaching tool at Dwijendra Bualu High School. Specifically, it explores how teachers apply YouTube-based techniques in the classroom, the impact on students' English learning, and the challenges faced by both parties. By focusing on the perspectives of students and teachers, this research aims to fill the gap in existing literature and provide insights into the effective use of YouTube in developing speaking skills in the EFL classroom.

RESEARCH METHOD

This study employed a qualitative descriptive method with a focus on analyzing how YouTube is used in English language learning at SMA Plus Wisata Dwijendra Bualu. The research was conducted during the even semester of the 2024/2025 academic year, from March to May 2025. The research location, SMA Dwijendra Bualu, was selected due to its accessibility to technology, the availability of suitable student samples (class XI), its relevance to the study objectives, and its representativeness of other similar schools. Data were collected using several techniques: questionnaires to understand student perceptions, interviews with selected students and teachers, direct classroom observation, and documentation. The main research instrument was the researcher, supported by developed tools such as question lists and observation forms.

This study involved two variables: the independent variable was the use of YouTube, while the dependent variable was English language learning. Data sources included both primary data (class XI students of SMA Dwijendra Bualu) and secondary data (books, journals, and relevant online materials). The questionnaire explored cognitive and affective aspects of student perceptions, such as how YouTube acts as an additional resource, its influence on communication, and students' confidence in speaking English. Interviews aimed to gain deeper insights into the learning experiences, while documentation supported the validity of findings through visual or written evidence.

The data analysis followed the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting relevant information from field notes. Data presentation helped organize the findings visually or descriptively, making patterns easier to identify. Finally, conclusion drawing and verification were carried out to interpret the data in line with the research questions and ensure the accuracy of results. This method enabled the researcher to interpret how YouTube affects students' English learning and speaking development in a real classroom context.

RESEARCH RESULTS AND DISCUSSION

Research Finding

Table 1. YouTube as an Additional Learning Resource in Learning English

No	Statement	Alternative Answer				Total
		SA	A	D	Elementary School	
1	I believe that YouTube has many benefits, such as being able to study online without having to read books or go to the library.	63.2%	21.1%			100%
2	I believe that watching English learning videos repeatedly helps me understand English learning materials.	57.9%	42.1%			100%
3	I believe that YouTube videos are used as additional learning media for English lessons For example, the teacher presents a video related to the	73.7%	26.3%			100%

	lesson topic, and asks students to understand the message conveyed in the video.					
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The results of the questionnaire revealed that YouTube serves as an effective additional learning resource for students, allowing them to learn independently and flexibly at their own pace. Specifically, 63.2% of the 19 respondents strongly agreed and 21.1% agreed that YouTube supports autonomous learning, while 15.8% disagreed. YouTube offers authentic content that complements school material, enhancing students' understanding beyond the classroom. In terms of interactive learning, 57.9% of students strongly agreed and 42.1% agreed that YouTube enables them to grasp material without relying solely on teacher explanations, as videos can be watched repeatedly for better comprehension. Supporting this, a student (S3) stated that YouTube is easily accessible due to its simple interface, making it convenient to search for and watch relevant learning videos that can serve as additional lesson material. Furthermore, 73.7% strongly agreed and 26.3% agreed that YouTube was effectively used by teachers as supplementary media by presenting topic-related videos and encouraging students to understand the message within thus guiding students to study independently.

Table 2. The influence of YouTube on student behavior

No	Statement	Alternative Answer				Total
		SA	A	S	Elementary School	
4	I think the influence of YouTube on behavior has a positive impact such as I can easily access any content according to my needs, and has a function as a medium for lessons that are easy to understand.	65.7%	34.3%			100%
5	I believe that the existence of Youtube videos can increase learning motivation and have the ability to think critically	57.9%	42.1%			100%

The results regarding the use of YouTube on student behavior showed that all students strongly agreed YouTube improved their speaking skills, particularly in grammar, vocabulary, and pronunciation, with a combined 65.7% strongly agreeing and 34.3% agreeing among 19 students. YouTube's clear and accessible explanations, along with its flexible availability anytime and anywhere, allow students to learn at their own pace. The platform offers diverse video formats such as tutorials, explanations, and discussions, which enhance students' understanding and make learning more engaging and enjoyable. Additionally, YouTube fosters the development of critical thinking skills by encouraging students to analyze the information presented. For example, one student (S2) noted that YouTube videos help improve understanding of difficult concepts, while another (S5) emphasized the ease of accessing relevant videos thanks to YouTube's effective search feature. Student S4 also mentioned that YouTube makes learning more interesting and fun, with clear explanations that boost motivation and comprehension. Regarding critical thinking ability, 57.9% of students strongly agreed and 42.1% agreed that YouTube contributes positively to this skill, with S4 highlighting that the platform helps them grasp challenging concepts and express their opinions or conclusions based on the videos they watch.

Table 3. The effect of using YouTube on English Language Learning as a Means of Improving Communication

No	Statement	Alternative Answer				Total
		SA	A	D	Elementary School	
6	I believe the use of YouTube in English learning helps me improve my speaking skills and express my ideas in English.	52.6%	47.4%		5.3%	100%
7	I believe the use of Youtube in English learning can help me improve my English comprehension skills	63.2%	36.8%			100%

From point 1, 52.6% of students strongly agree that learning English can improve communication skills, 47.4% agree, and only 5.3% disagree, indicating that learning English significantly enhances students' ability to communicate effectively. This sentiment was supported by S1 students during interviews, who stated that the English learning method focusing on effective communication helps improve practical speaking skills by encouraging realistic speaking practice. Additionally, point 2 shows that 63.2% of students strongly agree and 36.8% agree that continuous speaking in English enables them to better understand what is being conveyed. Student S2 confirmed this in the interview, explaining that interaction with teachers and peers in English helps improve speaking skills through feedback and correction.

Table 4. The effect of using YouTube on English Learning as a Means of Increasing Self-Confidence

No	Statement	Alternative Answer				Total
		SA	A	D	Elementary School	
8	I believe that using it in English learning helps to improve my confidence in communicating with others in English	63%	31.6%	5.2%		100%
9	I believe YouTube videos in English Language Learning can help improve my ability to interact with others from different cultures and linguistic backgrounds.	68.4%	26.3%		5.3%	100%
10	I believe that YouTube videos can help improve my ability to express myself and my ideas more effectively.	63.2%	36.8%			100%

More than 63.2% of students agreed that learning English helped boost their confidence in communicating with others, as expressed by S1 students who said that communication-focused methods made them more confident in speaking English and understanding context. Additionally, 31.6% agreed that

interactive teaching, such as discussions and simulations, helped build self-confidence useful in both academics and daily life. However, 5.2% disagreed, with S3 students explaining that the emphasis on grammar and writing limited speaking practice, causing hesitation in public speaking. Regarding cultural interaction, 68.4% strongly agreed and 26.3% agreed that learning English improved their ability to interact with people from diverse backgrounds. Student S5 noted that mastering English helped them communicate with foreigners and become more open and tolerant through cross-cultural materials. On the other hand, 5.3% disagreed, with S3 stating that the academic focus and lack of intercultural communication practice left them feeling unprepared despite understanding English technically.

Discussion

First, students feel confident that by using YouTube as a learning medium, according to Burke & Snyder (2008), YouTube is a timely alternative learning resource related to health videos for educators and learners. Integrating specific videos from YouTube can develop students' abilities and provide learning experiences, not only limited to the subject matter but also the technology used.

Based on the findings, students agree and have positive perceptions regarding the idea that YouTube can help students learn English faster by providing a variety of materials tailored to different learning methods and interests. One way to narrow the search is to (Trier in Sharoff 2011). focus on the username that uploads the video Asyar (2011:42) in his book states: "the benefit of using media in learning activities and processes is to increase students' understanding of a material, so that students have many choices according to their characteristics or needs. Not only is the material interesting, but the enthusiasm and interest of students in learning also increases so that they can focus more on learning and the effectiveness of teaching and learning activities increases.

Furthermore, in the context of the influence of YouTube on student behavior, according to Nursobah Sel (2021), the use of YouTube allows learning to be more interesting and accessible to various groups. This increases the effectiveness of learning while allowing for customization to the needs and learning styles of diverse students. YouTube provides a variety of educational videos that can spark student creativity in creating projects, as well as increase learning motivation by presenting material visually and dancing. Furthermore, English Learning as a medium to improve communication. Language is a tool to communicate with fellow humans. English is an international language that is used to interact with other countries. English language skills are indispensable in the era of globalization. Therefore, it is necessary to improve students' ability to speak English.

English language learning in the current era is indispensable due to the diverse culture of society in terms of geography, religion, and culture. English learning is needed as a medium to communicate with each other (Sharifian, 2009). If you want to be insightful and knowledgeable, English is important for students to learn. English provides a broader discourse as part of the global community of the world community. In fact, in certain fields, English is absolutely indispensable (Richey, 2011). Therefore, as educators, especially in lower education, it is appropriate to introduce English to students from an early age. In this way, learning

English becomes a learning that students are interested in. Based on the results of interviews with students, there are several methods that need to be considered to improve communication in learning English.

1. English learning method on effective communication can improve students' speaking practice ability, because this method can make students practice realistic speaking, so that it can improve students' speaking ability.
2. learning method on effective communication can improve students' speaking practice ability, such as interaction with teachers and friends. Students can interact with teachers and friends in English, so that they can improve their speaking ability through feedback and correction.

Critical thinking in the context of foreign language education involves language activities that encourage students to interpret, collaborate in foreign language use exercises, use conventions in writing, apply cultural knowledge, solve problems about the topic, reflect on their language use and create discourse. This view is summarized by Kern (in Hayat & Yusuf, 2010) into a literacy-based teaching and learning process approach that involves the 3Rs: response, revision and reflection. To measure critical thinking skills, several approaches can be taken. Processes such as monitoring and reviewing the purpose of writing, formulating problems and tracking data, and developing reasoning are all cognitive processes that are difficult to measure. However, what can be measured is only the reflection of these cognitive processes in the essay, namely the achievement of seven standards of intellectual goals in the form of works that demonstrate clarity, accuracy, relevance, depth, breadth, and reasoning (Ernst & Monroe, 2004).

CONCLUSION

This study revealed that students have a positive perception of using YouTube as a learning media in English-speaking classes, based on cognitive, affective, and conative aspects. Cognitively, students find YouTube easy to access and useful for improving speaking skills such as grammar, vocabulary, and pronunciation. Effectively, YouTube increases their interest and motivation to learn English by providing varied and engaging content. Conatively, students appreciate the flexibility YouTube offers, allowing them to learn independently anytime and anywhere. Therefore, YouTube can be an effective supplementary tool for English teachers to support speaking activities in the classroom.

Based on the findings, it is suggested that teachers use YouTube thoughtfully by providing clear instructions about appropriate content and ensuring students understand the material rather than using it solely for entertainment. Students are encouraged to explore YouTube as a resource to enhance their learning independently and find channels that suit their learning styles. For future researchers, further study is needed on both positive and negative student perceptions of YouTube use in language learning, as well as comparative research on specific YouTube channels to identify which are most effective in improving English-speaking skills.

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