

CHAPTER V

DISCUSSION

In this part presents the discussion of data finding. This discussion is about how the data finding was implemented related with the theory.

A. Students' Perception Toward English Learning Videos on YouTube as Learning Media for Independent Learning

In this discussion, the researcher divided into two points. First point is about the student perception toward English learning videos on YouTube for independent learning. While, the second points regard to the student perception toward English learning videos on YouTube for increase language skills and language components. Before discussing the main data finding, the researcher will show the result from the respondents' finding. The respondents were 65 students chosen randomly from English education department major in academic years 2021-2022 at State Islamic Institute (IAIN) Tulungagung. The total number 65 students ware made up 59 females (90,8%) and 6 males (9,2%). Based on the age, it was around 18-20 years old (55,4%) and 21-23 years old (44,6%) with 9 students in first semester, 15 students in third semester, and 26 students in seventh semester.

Based on the data finding in chapter 4, the results of the questionnaire survey showed that all respondents agreed using English learning videos on YouTube for their independent learning. This is based on the background of

their learning needs. Independent learning in this research means activity desired by students to learning outside the classroom with his freedom to determine learning need. It was supported by the research from Harlinda (2019), she stated that students at English education accepted and perceived YouTube as media of learning English as a foreign learner for their autonomous learning.

Furthermore, several respondents said that the videos as a combination of media between entertaining and education. As has happened in the current era that human was very closely related to technological developments. Smartphone is one of the tools resulting from technological developments. While, YouTube is a software for smartphone and laptop that was developed to facilitate users and it can be accessed anywhere. There were many things that human can do using YouTube, one of them is as a learning media. However, when talked about smartphone, it was closely related to human life. In fact, smartphone was used more often than laptop. Moreover, referring to the use of YouTube, it was also found through the interview results that from various types of social media the respondents used YouTube more often than others. The results were accordance with the theory stated by Anderson (2006), he stated that the website frequently visited by students is YouTube. For them, YouTube can be used as an educational and entertainment media to unwind. In addition, the respondents saw that YouTube has an alluring appeal. This happened because they felt the wide reach of YouTube. YouTube also provided the video contents that they need both from native and non-native speakers. Because of this, the respondents will get broader information in the process of

understanding something. Qiong (2017) stated that firstly, students will get a lot of available information and select according to the background of their learning needs. Secondly, the student will filter and understand a material that has been obtained. Last, they will draw conclusions from the knowledge they get. So, it can be concluded that English learning videos on YouTube can be used for independent learning.

In the next discussion, the researcher asked regarding the most course respondents used through YouTube. Based on the data findings, it was found that the most respondents answered 'listening course'. It was followed by academic, speaking, reading, and writing courses. Furthermore, from the interview results, the respondents thought that YouTube provided various kinds of English learning video presentations that can be developed for independent study. Besides to the what was mentioned in the previous discussion, YouTube provided learning videos both by native and non-native speakers. This combination of video, audio, and visual has a high appeal to students' interests. The descriptions above are supported by the results study from Shamsuddin (2015), she stated that the most respondents perceived enhancement in listening and speaking in technological environment language learning through English learning videos on YouTube.

The results of the answers in the previous discussion related to the position of music as the most category types of YouTube chosen by respondents. It was followed by the category of education, film and animation, people and vlog, et al. English songs attracted a lot of students' attention. This

was because the structure of the language was easy to understand and repeat. In addition, it was also equipped with a pleasant tone. Therefore, the two reasons have become an interesting combination. Moreover, music can also affect students' pronunciation, increase vocabulary, and more importantly it can habituate the students to listening English sentences. This description was supported by the theory from Sharpe (2001) as cited from Ranggen, they stated that English song provided an occasion for real language use in a fun and enjoyable situation. Furthermore, apart from music, YouTube also provided several types of videos that are displayed and presented by native speakers such as English presentations, talk shows, daily shows, English movies, etc. Because of it, the functional value of YouTube was gotten more visible. So it can be concluded that the most respondents used English learning videos on YouTube for independent learning in their Listening course. Besides, they also most used the category of music for increase their knowledge about English language.

After knowing the students' perceptions toward English learning videos on YouTube, the researcher got data that several respondents had and wrote down their favorite YouTube channel for learning. While, the rest did not write down or only used random channels. The researcher found several names of YouTube channels or influencers that they wrote based on their likes or interests in them. From this, it can be seen that many students receive positive input and use YouTube as a tool to develop their knowledge of the English language.

The subsequent finding described the students' perception of the strengths and weaknesses. Based on the survey questionnaire result, all the

respondents stated that English learning videos on YouTube was beneficial. It was followed by the result of their reasons. Several respondents stated that the videos can help students related the materials in books and the materials explained by the speaker through YouTube. For students, an experts' explanation is urgently needed and can influence their understanding before.

Besides, the videos can also expand understanding. It was gotten from the development of technology in connection with human activity. As previous discussion, YouTube is one of the result from technology development. Hence, the attachment to a matter became close. Therefore, as foreign learners who learn English felt easy to find an information by utilizing YouTube. It liked there is no bulkhead between the speakers and the learners. However, the most important from the strengthened English learning videos is because YouTube can increase students' confidence in using English. The descriptions above were also supported by the result study from Sakkir, et al. (2020), he stated that YouTube is one of applicable media for learning.

Supendra and Amalia (2020) stated in their study that the quality of internet became the most obstacle in using YouTube for learning. This theory appropriated with the results of this study. It was found that several students had difficulty in signal or lack of internet data to access YouTube. Therefore, they said often download offline a video based on their interest and need, so they can watch it again in offline status. However, it has become a common thing to feel for an object who made by human that there were advantages side

and disadvantages side. Hence, the bigger side will determine how useful an object is.

Next, the absence of subtitles is also a problem for foreign students. This is due to differences in language, accent, and lack of vocabulary who have by students. Therefore, it has been proven that respondents learn with YouTube according to their needs and interests in certain videos. So, it can be concluded that English learning videos on YouTube have more benefits besides the obstacles.

All the descriptions above explained about English learning videos on YouTube for independent learning. YouTube has become one of the popular learning media for students to learn English. Based on the results of the research above, it can be concluded that English learning videos on YouTube have positive perceptions in supporting students for learning outside the class. YouTube provided a wide of information that can be accessed and used. As a result, students were able to combine the material in the book with the material on the YouTube. In addition, students also felt more confident in applying English in their real life.

B. Students' Perception of English Learning Videos on YouTube to Increase Language Skills and Language Components.

Based on the data findings, the researcher found an agreement from the respondents regarding to the effect of the videos to improve skills and components. The most respondents answered that English learning videos on

YouTube is good source for practicing listening skills. This position result is followed by speaking, reading, and writing skills.

Furthermore, the researcher found several activities that the respondents most often do to improve language skills, as follow: listening English song for increase listening skill, saying and imitating the sound of vocabulary who use by the speaker for increase speaking skill, reading English subtitles in an English movie for increase reading skill, and writing new vocabulary for increase writing skill. From the results above, it indicated that increase listening skill through English song was become the most activity they chosen. However, it was related with the study from Zaidi et al. (2018), they said that YouTube is an easy and convenient tool to develop students' English skill. In addition, Watkins and Wilkins (2011) also added that YouTube has potential aspect in enhancing students' listening, speaking, reading, and writing skills. So it can be concluded that YouTube provided many ways to develop language skills.

While regarding to the language components, the researcher got an answer that pronunciation is considered as the most easily component to develop through YouTube. This position of component was followed by vocabulary and grammar. Furthermore, students who often listen and watch English learning videos will get used in listening English sentences. Students will understand the pronunciation of a word or sentence. In addition, students will also increase their vocabulary according to their desire for know something. This result accordance with the study from Zaidi et al. (2018), they stated that YouTube helps the students to learn English, and it can increase their

pronunciation in order to motivate them to learn English outside the classroom. However, this result different with the data finding from Kabooha and Elyas (2018), they stated that in the research, the integration of YouTube has a big impact on the acceptance and apprehension of the vocabulary. Nevertheless, the existence of YouTube who provided not only an audio but also visual make it one of the application that more needed by students than other applications. Nofrika (2019) stated that 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. In other theory from Berk (2009) also claimed that YouTube videos are not only able to attract the students' attention, but can cater different learning styles namely verbal, visual, musical, and emotional intelligences. Watching videos also allowed the brain to react actively to both side of the brain which helps to increase and enhance students' understanding. So it can be concluded that English learning YouTube have positive perceive become one of alternative media to learn English.