

ANALYZING THE STUDENTS' PERCEPTION ON YOUTUBE VIDEOS IN LEARNING WRITING PROCEDURE TEXT

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Abstract

The purpose of this study is to identify the students' perception on the use of YouTube videos in learning writing procedure text. The participants of this research were the eight-grade students of Junior High School 6 Pontianak totalling 37 students from classes A, B, C, D and F. The questionnaire consisted of 20 items. The method used in this study is a descriptive study. The data collection technique was a closed ended questionnaire distributed to the respondents. Data analysis showed that students' perception on YouTube videos in learning writing procedure text was strongly positive (86.5%), which means that the students like to use YouTube to learn the writing procedure text in perceived ease of use aspect. The total of statement with percentage (83.8%), which means that strongly positive category, it might be argued that feeling happy is one of the benefits of use YouTube videos in learning writing procedure text with attitude toward usage aspect. The total of statement with percentage (81.1%) was strongly positive, it indicates that students think the YouTube videos is easy to use. It implies that the majority of students are interested in using YouTube videos to learn writing procedure text. Therefore, YouTube videos as the media are useful for learning writing procedure text.

Keywords: analysis, student perception, youtube, procedure text

Introduction

In numerous countries, including some that do not speak English. All Indonesian students are expected to learn English as a foreign language. Learning it as a foreign language is much more difficult than learning it as a mother tongue. Schools motivate students to be proficient in four language skills: speaking, listening, reading, and writing. In reality, many students lack the necessary writing skills, even at the sentence level. Writing proficiency is an important ability for junior high school the students to develop. Writing is the process of producing or editing a text (Sari & Suhono, 2017).

Perception is the process of organizing and interpreting stimuli received by organisms or people to create meaning. It is an integrated activity within each individual. The response as a result of perception can be taken by individual in various forms. Which stimulus will convey a response from the individual focuses on the attention of the individual concerned (Oktarini, 2021).

In our globalized age, YouTube contributes to the advancement of information technology (IT). YouTube is a website that delivers a range of video content, including movie trailers, TV segments, music videos, video clips, and other sorts of content such as video blogging, short original films, and educational videos (David et al., 2017). The goal of using YouTube was to improve students' learning experiences in the classroom while also encouraging fun, interesting, and beneficial learning. Language learning applications contribute to higher educational quality by increasing students' learning capacity, excitement, and interest in certain courses, as well as their creativity and abilities. Teachers can generate

engaging learning content by using YouTube features into their classes, particularly when teaching writing procedure texts.

As a result, the researcher is curious in the students' perspectives on using YouTube as a teaching method for learning writing procedure text. According to the researcher's preliminary research, students have a strongly positive opinion of using YouTube to learn writing procedure texts, which increases their interest in doing so because they can access a variety of videos on YouTube that help them learn English, particularly to help them understand their writing procedure text. Students will be more active and passionate about learning the writing procedure text.

In this study, the researcher expects that using YouTube videos can be an important media to assist teachers in learning writing procedure text in class because using YouTube videos in learning writing procedure text can keep students engaged, keep a lack of interest and helps students in learning.

Method

In carrying out this research, the researcher used descriptive study and quantitative research methods with a questionnaire as tools for data collection. The descriptive study of this research means to describe students perception on YouTube videos in learning writing descriptive text at the eighth students in SMP Negeri 6 Pontianak and present in research report. This study collected data by distributing a questionnaire to the Eight Grade students of SMPN 6 Pontianak. The intended participants were 150 students. However, those who filled out the questionnaire were 37 out of 150. Therefore, the participants that the researcher took were 37 students.

Data collecting is an important tool. The collected data is an important part of the study. In this section, the researcher provided the students with a link. The researcher sent the students response sheets in the form of a Google form, which asked them about their thoughts on the videos on YouTube they saw while studying descriptive text. Researchers should develop data gathering procedures and assess the data in this study using questionnaires.

Table 1.1 Score for each likert scale

No.	Scale	Favorable score
1.	Strongly Agree (Sangat Setuju)	4
2.	Agree (Setuju)	3
3.	Disagree (Tidak Setuju)	2
4.	Strongly Disagree (Sangat Tidak Setuju)	1

The aim was to know what the students perceptions were of using YouTube for learning to write descriptive text. Questions are grouped by their corresponding indicators, and responses are displayed on tables with the following options: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

Table 1.2 The Specification of the Questionnaire Items based on TAM

Aspects	Favorable items	Total items
Perceived Ease of use	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	13
Attitude Toward usage	14, 15	2
Behavioral Intention	16, 17, 18, 19, 20	5
		20

The English teacher assisted the researcher in data processing and analysis. The data were evaluated in the following stages:

(1) Gathering information and preparing it for analysis using a Google Form link the functions as a questionnaire for participants.

2) The data was processed using Microsoft Excel 2013. To examine the trend of students' impressions of YouTube videos in learning writing method text, data collected and analyzed from the Google Form were presented as tables or diagrams.

3) Following data collection, the researcher calculated the questionnaire using a formula to assess and count the results. To find the percentage score and produce a table to reach a conclusion based on the formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

100%= Constant value

After calculating the percentage, the researcher classified it in a category called the range of positive perceptions category, as displayed in Table 1.3 below:

Table 1.3 Classification of the students' response based on the category

No.	Range	Category
1.	0%-25%	Strongly Negative
2.	26%-50%	Negative
3.	51%-75%	Positive
4.	76%-100%	Strongly Positive

This classification adopted from (Sakkir et al., 2020)

Results

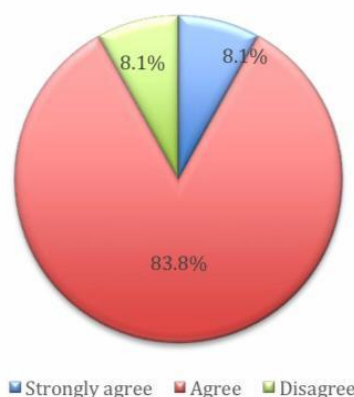
The findings results that students have very positive opinions of YouTube videos for studying writing technique texts. It is demonstrated by the outcomes of each part of TAM. In terms of perceived ease of use, 86.5% of respondents scored strongly positively. It means that the vast majority of students are interested in learning how to write procedure text using YouTube videos. As a result, YouTube videos are an effective medium for learning how to write procedure texts. YouTube videos can enhance students' learning experiences and proficiency. This section also includes data from an analysis of students' perceptions of YouTube videos in the context of learning writing procedures at SMP Negeri 6, Pontianak.

Discussion

In this section, the researcher described a discussion of the students' perceptions of YouTube videos while studying writing method text at SMP Negeri 6 Pontianak. This study used a likert scale questionnaire as its research technique. The questionnaire was constructed based on a theory by (Khothori & Suzanne, 2020). It is required the use of the TAM model with three perception indicators for measurement

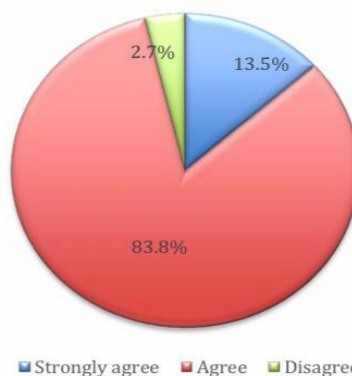
The data was analyzed using descriptive analysis with a percentage. When learning how to create a procedural text, each student experiences YouTube videos in a unique way. Three criteria, perceived ease of use, attitude toward usage, and behavioral intention, can influence how students evaluate the material included in this study. Perceived ease of use 86.5%, attitude toward usage, 83.8% and behavioral intention 81.1%.

13. I believe through the Youtube video used by English teacher in learning procedure text, I can learn how to pronounce proper English sentences.



The thirteenth statement of the questionnaire shows that 83.8% or 31 students agree with the statement, from that score, it can be seen that students by using YouTube videos in learning procedure text, students feel believed through the YouTube video used by English teacher in learning procedure text, students can learn how to pronounce proper English sentences. 8.1% or 3 students strongly agree, from that score, it can be seen that students by using YouTube videos in learning procedure text, students feel very believed through the YouTube video used by English teacher in learning procedure text, students can learn how to pronounce proper English sentences 8.1% or 3 students disagree. This category has become strongly positive, with perceived ease of use aspect.

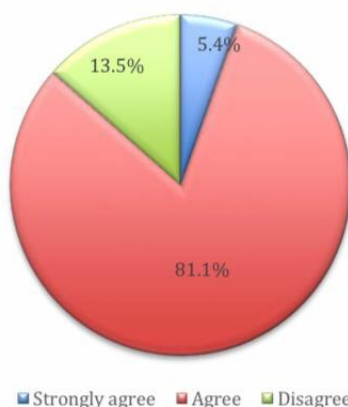
14. I am happy to learn the procedure text using the youtube videos used by the English teacher because I can see foreign countries.



The fourteenth statement of the questionnaire shows that 83.8% or 31 students agree with

the statement, from that score, it can be seen that students by using YouTube videos in learning procedure text, students feel happy to learn the procedure text using the YouTube videos used by the English teacher because students can see foreign countries. 13.5% or 5 students strongly agree, from that score, it can be seen that only 5 students by using YouTube videos in learning procedure text, students feel very happy to learn the procedure text using the YouTube videos used by the English teacher because students can see foreign countries. 2.7% or 1 students disagree.

16. I have always been enthusiastic about learning English when English teachers use youtube videos in text learning because it makes me happy.



The sixteenth statement of the questionnaire shows that 81.1% or 30 students agree with the statement, from that score, it can be seen that students by using YouTube videos in learning procedure text, students feel enthusiastic about learning English when English teachers use YouTube videos in text learning because it makes students happy. 13.5% or 5 students disagree, from that score, it can be seen that only 5 students by using YouTube videos in learning procedure text, students feel unenthusiastic about learning English when English teachers use YouTube videos in text learning because it makes students unhappy. 5.4% or 2 students strongly agree.

Conclusion

This study evaluated into how students at SMP Negeri 6 Pontianak perceived YouTube videos when learning how to write procedure text. The researcher concluded that students' opinions of YouTube videos in learning writing procedure text at SMP Negeri 6 Pontianak are good in learning, with 86.5% falling into the strongly positive group due to perceived ease of use. It might be argued that using YouTube videos improves students' learning activities in English. Technology is no longer just a prop in a teacher tool for engaging this generation of digital natives, it is critical for developing and maintaining the attention of students with short attention durations.

The goal of this study was to find out how students perceive YouTube videos when learning writing procedure texts. To fulfill the aims, student perceptions were gathered, and the findings are provided as follows. The YouTube videos chosen for language classroom use should consider a variety of aspects, including the students' skill level and instructional objectives. As a result, teachers are able to use the instructional advantages of YouTube videos in class.

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