

Students' Perception About the Use of YouTube Video for Improving the Student's Learning English Interest

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Abstract

Technological advancements have significantly impacted the field of education, one of which is the use of YouTube as a learning platform. This study aims to examine students' perceptions and their level of interest in learning English after using YouTube videos as a learning medium. The research employed a descriptive quantitative approach involving 36 tenth-grade students at SMA Pawiyatan Daha as respondents. Data collection was conducted using a closed-ended questionnaire with a five-point Likert scale. The data were analyzed using descriptive statistics, including mean, frequency, and percentage. Validity testing showed that 18 out of 19 questionnaire items were valid, with a Corrected Item-Total Correlation value greater than 0.30. The reliability test showed a Cronbach's Alpha value of 0.908, indicating a very high level of reliability. The results revealed that the majority of students had a positive perception of using YouTube in English learning. The average questionnaire score was 62.53, with the mode score being 66 (frequency 16.67%). Students reported that YouTube videos were engaging, easy to understand, and helped them grasp English material more contextually. Furthermore, students felt more enthusiastic and motivated to learn through this medium. The findings support the Technology Acceptance Model (TAM) and align with expert opinions regarding the effectiveness of interactive visual media in enhancing learning motivation and interest. Therefore, YouTube is proven to be an effective educational tool that can improve students' positive perceptions and interest in learning English.

Keywords: Students' perception, YouTube video, English interest, digital learning

Introduction

The rapid advancement of technology has had a significant impact on various aspects of life, including education. One of the platforms widely utilized by students

today is YouTube. Currently, YouTube has evolved into a medium that fosters learning enthusiasm and supports students in their studies (Sabrina & Nurazizah, 2024). Many students use YouTube to enhance their understanding of various subjects, especially English. Learners report improvements in listening and speaking skills through independent YouTube use (Hendriwanto et al., 2022). (Tahmina, 2023) found that students find it easier to learn English material through diverse and real-life-based YouTube videos. YouTube has been proven to contribute positively to vocabulary acquisition, word retention, speaking and listening skills, and overall language competence. It serves as a valuable resource for language learners by offering authentic and engaging content that can enhance students' motivation and interest in learning (Saputri, 2022). In summary, one of the key advancements in educational technology is the use of YouTube as a learning medium that helps increase students' motivation and interest in learning, as well as aiding in the understanding of lesson materials. Specifically, YouTube has had a major impact on English language learning by assisting students in grasping vocabulary, speaking skills, listening skills, and general language proficiency.

(Muhammad Ari Saputra, 2022) emphasizes that students' perceptions of learning media are influenced by their personal experiences. Students' enthusiasm also increases when they perceive the media as relevant and beneficial. Another study by (Farhan & Ahmad, 2024) showed that YouTube can improve students' speaking abilities. Through English-language videos, students can mimic pronunciation, intonation, and expressions used by native speakers. (Maziriri et al., 2020) employed the Technology Acceptance Model (TAM) and the Cognitive Theory of Multimedia Learning to explain how students adopt and use technology such as YouTube in the learning process. Based on various perspectives and research findings, it can be concluded that YouTube is a potential tool for enhancing students' abilities and interest in learning English. Therefore, this study aims to investigate students' perceptions of using YouTube videos in learning, particularly in increasing their interest in learning English. Interest promotes increased approach motivation, effort, attention, and persistence, serving as a resource replenishment function in challenging situations (Thoman et al., 2011). Learning interest is defined as a desire to know, explore, admire, or possess something. Moreover, learning interest is a strong inclination

toward a subject. Interest in learning is a driving force that motivates students to engage in learning activities and achieve better outcomes (P., 2019). In summary, learning interest is a sense of enjoyment that reflects curiosity aimed at learning or acquiring something. In this context, learning interest specifically refers to students' positive feelings toward learning English. Factors influencing learning interest include motivation, attitude, study habits, and aptitude (Shanty, 2019). This study seeks to assess students' learning interest through indicators such as emerging curiosity, awareness, and active participation in English learning when using YouTube. Learning interest is a crucial internal drive that motivates individuals to engage in educational activities, characterized by enthusiasm and a desire to learn (P., 2019)

In relation to this, learning through YouTube can be considered effective if it leads to an increase in students' learning interest. Therefore, the objective of this descriptive quantitative study is to examine the perceptions of Grade X students at SMA Pawiyatan Daha regarding the use of YouTube videos in English learning, and to determine their level of interest in learning English after using YouTube as a learning medium.

Method

This study employs a quantitative method to identify and describe students' perceptions of using YouTube videos as a learning medium to enhance their engagement in English language learning. The quantitative method is defined as a research approach based on observable social realities or phenomena that can be classified, are relatively stable, measurable, and concrete (Sugiyono, 2021). Quantitative research is an approach that utilizes numerical data to answer research questions (Waruwu et al., 2025). This method was chosen because it is considered suitable for measuring and analyzing students' opinions based on data that can be statistically processed. The type of quantitative method used in this study is descriptive quantitative. Descriptive quantitative research aims to describe or illustrate phenomena or characteristics of a specific population or sample in numerical terms (Waruwu et al., 2025). In this case, the perceptions of Grade X students at SMA Pawiyatan Dhaha regarding the use of YouTube in English language learning, as well as their learning interest levels, are described quantitatively. The use of descriptive

quantitative design enables the researcher to present an objective overview of how students perceive the integration of YouTube into their learning environment.

To collect data, a closed-ended questionnaire based on the Likert scale was distributed to respondents. This instrument was designed to capture various aspects of students' experiences, including their motivation, engagement, enjoyment, and perceived effectiveness of YouTube as a learning aid. The data obtained were then analyzed using statistical tools to determine patterns, frequencies, and average scores related to the identified variables. Therefore, the research focuses on two main problems: identifying students' perceptions of using YouTube videos in English learning and assessing their level of interest in learning English after using YouTube as a learning medium. The findings from this research are expected to provide valuable insights for educators in integrating digital media effectively into language teaching strategies.

The sample in this study was selected using purposive sampling, targeting students who actively use or have previously used YouTube to learn English. The primary instrument used for data collection was a closed-ended questionnaire utilizing a five-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree". The Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups regarding social phenomena (Sugiyono, 2021). A questionnaire is a data collection technique involving a set of written questions provided to respondents for them to answer (Waruwu et al., 2025). In this study, the Likert scale was applied to measure Grade X students' perceptions of YouTube as a learning medium and their interest in learning English. To assess students' perceptions, the researcher used a questionnaire focused on two main aspects: students' perceptions of YouTube as a learning tool and their interest in learning English through the platform. The questionnaires were distributed directly to students after an explanation of the meaning of each item was provided. Validity in research refers to the accuracy of measurements and the extent to which a study is free from errors (Villasís-Keever et al., 2018). Validity testing in this study is essential to ensure that each item in the questionnaire accurately measures what it is intended to. A reliable instrument is one that yields consistent results when used repeatedly on the same object (Sugiyono, 2021). Therefore, reliability testing in this study is also necessary to determine the

reliability level of the questionnaire. The data analysis techniques used in this descriptive quantitative research include calculating the mean, frequency, and percentage of the students' questionnaire responses.

Results & Discussion

Based on the observed phenomenon regarding the use of YouTube as a learning tool that facilitates students in learning English, this study was conducted with 36 Grade X students at SMA Pawiyatan Daha. Through the distribution of questionnaires, the validity test results using SPSS showed that 18 out of 19 items had a Corrected Item-Total Correlation value greater than 0.30, indicating that these items were valid and could be used. One item did not meet the validity criteria and was excluded from further analysis. The reliability test showed that the instrument had a Cronbach's Alpha value of 0.908, indicating that the instrument was highly reliable.

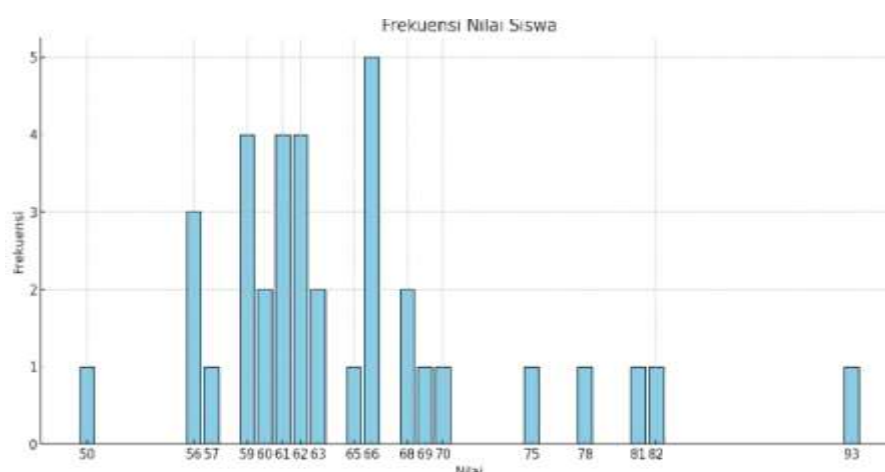
Therefore, the questionnaire instrument was aligned with the theory proposed by Hildawati (2024), which states that research results are considered valid when the collected data correspond to the actual data from the object being studied. The validity test results confirmed that 18 out of 19 items had a Corrected Item-Total Correlation value greater than 0.30, thus confirming the instrument's validity. Furthermore, according to Sugiyono (2021), an instrument is considered reliable if it consistently produces the same results when used multiple times to measure the same object. In this study, the reliability test result, with a Cronbach's Alpha of 0.908, indicated that the instrument was highly reliable. After confirming that the data collected were both valid and reliable, the researcher proceeded to analyze the data obtained from the questionnaire responses of Grade X students at SMA Pawiyatan Daha. The results of the analysis in terms of mean (average), frequency, and percentage are presented as follows:

Table 1 Questionnaire Completion Results of tenth-grade students at SMA Pawiyatan Daha

Num	score	Frequency	Percentage
1	50	1	2,78%
2	56	3	8,33%
3	57	1	2,78%
4	59	4	11,11%

5	60	2	5,56%
6	61	4	11,11%
7	62	5	13,89%
8	63	2	5,56%
9	65	1	2,78%
10	66	6	16,67%
11	68	2	5,56%
12	69	1	2,78%
13	70	1	2,78%
14	75	1	2,78%
15	78	1	2,78%
16	81	1	2,78%
17	82	1	2,78%
18	93	1	2,78%

Based on the questionnaire results from 36 Grade X students at SMA Pawiyatan Daha, it was found that the majority of students held a positive perception toward the use of YouTube videos in English language learning. This is evidenced by the data analysis, which shows that the average score was 62.53. The mode of the scores was 66, appearing with the highest frequency and accounting for 16.67% of the responses. The following bar chart illustrates the results of the questionnaire responses from Grade X students at SMA Pawiyatan Daha:



Picture 1 Bar Chart of The Results of Filling Out the Questionnaire of Class X Students at SMA Pawiyatan Daha

Based on the bar chart results, it can be concluded that the majority of Grade X students at SMA Pawiyatan Daha perceive YouTube as a helpful learning tool. Through the use of YouTube, students stated that video content is more engaging than textbooks and helps them understand the material in a more contextual manner. Features such as subtitles and adjustable playback speed also enhance the comfort of the learning process. This aligns with the theory proposed by (Muhammad Ari Saputra, 2022), who emphasized that students' perceptions of learning media are influenced by their experiences. Students' enthusiasm also increases when they perceive the media as relevant and beneficial. Grade X students at SMA Pawiyatan Dhaha reported feeling supported by the use of YouTube as a learning platform. YouTube encourages greater enthusiasm among students in learning English. Theoretically, these findings support the conceptual framework of the Technology Acceptance Model (TAM) as explained by (Maziriri et al., 2020), which states that perceived ease of use and usefulness significantly influence users' intention to use a technology. In this context, students view YouTube as a fun, useful, and user-friendly learning medium. Based on the most frequently selected responses, the researcher identified five key questionnaire items, which are presented as follows:

Table 2 The Result of Obtaining the Highest Score

No	Statement	Total Score
1	P1	180
2	P4	132
3	P5	130
4	P3	129
5	P18	128

The most frequently selected student responses include: (1) frequent use of YouTube videos by students, both for entertainment and as a learning tool, (2) YouTube's advantage in offering engaging illustrations and animations that help students understand the material, (3) YouTube videos help students practice understanding English conversations in various accents, (4) learning English becomes more interesting through YouTube due to its visuals and content, (5) based on

students' personal perceptions, YouTube is considered an appropriate medium for improving their English learning. According to the theory proposed by (Sabrina & Nurazizah, 2024), YouTube has evolved into a platform that fosters learning enthusiasm and supports students in their studies. This aligns with the perceptions of Grade X students at SMA Pawiyatan Daha, who see YouTube as a tool that helps motivate and assist them in learning. This perception is strengthened by students' agreement that YouTube offers visual and animated content that aids understanding, trains listening to English in various accents, and presents interesting and engaging content. In line with this, (Tahmina, 2023) found that YouTube contributes positively to vocabulary comprehension, word retention, speaking and listening skills, and overall language competence. (Farhan & Ahmad, 2024) discovered that YouTube helps students improve their speaking skills, particularly in pronunciation, intonation, and fluency. It can be concluded that the five questionnaire statements distributed to Grade X students at SMA Pawiyatan Dhaha reflect the actual conditions experienced by the students and are consistent with theoretical explanations by experts. In line with the final statement—students' personal perception that YouTube is an effective medium for enhancing their English learning—(Saputri, 2022) support this by stating that YouTube is a valuable resource for language learners, providing authentic and engaging content that can increase motivation and learning interest. This is further reinforced by (P., 2019) Learning interest is a crucial internal drive that motivates individuals to engage in and persist with learning activities.

In conclusion, based on the questionnaire data, the majority of Grade X students at SMA Pawiyatan Daha agreed that YouTube is an appropriate medium to enhance English learning. Supported by both the data and expert theories, the researcher accepts the alternative hypothesis (H_a) and rejects the null hypothesis (H_o), indicating that the use of YouTube videos as a learning medium has a positive effect on students' interest in learning English.

Conclusion

Based on the analysis of the data collected through the questionnaires, it was found that the majority of students had a positive perception of using YouTube as a medium for learning English. The average score (mean) obtained from students was

62.53, which reflects a favorable overall attitude. Furthermore, the mode of the data was 66, which appeared with the highest frequency, indicating that this score was the most commonly selected by the students. These results provide strong empirical evidence that YouTube is perceived not only as an engaging and supportive tool in English language learning, but also as an effective medium that enhances students' interest and understanding, particularly when compared to traditional learning materials.

Author Biography

Jihan Naila Ilma was born in Kediri on December 4, 2003. She is a sixth-semester student in the English Language Education Program at FKIP UNISKA Kediri. Jihan has had a strong interest in English since an early age. With great enthusiasm and determination, she hopes that the knowledge gained during her studies will help her achieve her dream of traveling the world while continuing to grow as an educator. Throughout her academic journey, Jihan has actively participated in academic and teaching activities that have enhanced her skills as a future English teacher.

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