

EFL STUDENTS' PERCEPTIONS TOWARDS YOUTUBE AS A MEDIUM FOR LEARNING ENGLISH IN JUNIOR HIGH SCHOOL

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Abstract

Currently, the development of modern technology in Indonesia is getting better, especially in terms of education which makes learning media very varied. One of them is YouTube as a learning medium has become a more popular medium for students. This study explores students' perceptions of using YouTube as a medium for learning English in Junior High School. This research is limited to 4 aspects of students' perceptions; Effectiveness, Attractiveness, Motivation, and Relevance. This study uses a qualitative method, with questionnaires and interviews as a research instrument. This research was carried out at one of the State Junior High Schools in Sidoarjo, which implemented YouTube as a medium for learning English. Data analysis used descriptive analysis. The results showed that many students agreed that YouTube is an effective learning medium. Moreover, it is not only effective, YouTube is attractive that can motivate students to learn because it contains words, pictures, and videos, but also an appropriate medium to deliver the learning materials. It can help students improve their English skills. However, some students seem to object to using YouTube as a learning medium since it takes up a lot of internet quota and makes them not focus on studying.

Keywords: Students' Perception, Youtube Learning Media, Junior High School Students

INTRODUCTION

With the development of modern technology in the world, especially in Indonesia, learning media has varied. In addition, the medium is needed by teachers in implementing and realizing the teaching and learning process. A medium can also encourage students' interest during the classroom activities, it helps to make learning more engaging (Mardianto & Prayitno, 2020; Rosmiati & Lestari, 2021). Currently, there are numerous mediums that can encourage or assist student learning, including WhatsApp, Google Classroom, Quizizz, and YouTube (Daheri et al., 2020; Permata & Bhakti, 2020; Santosa et al., 2020; Setiyani et al., 2020) Youtube is appropriate as a medium for offline and online learning since it reflects the features of junior high school students who like to study in an engaging way, see the visuals material, and could develop students learning through YouTube videos (IMS Widyantara & IW Rasna, 2020; Lathifah & Prastowo, 2020). YouTube is a wide medium source for finding videos on any subject that are accessible to anyone. Several kinds of research show significant findings that enhance the use of YouTube videos in education, YouTube videos have been considered a useful learning medium. According to (Moreno & Mayer, 1999), video is a very appropriate medium for understanding difficult subjects and acquiring students' attention. Furthermore, videos on YouTube are time-limited, making them appropriate for a limited class time, as is the matter for junior high students. As said by (Camm et al., 2018), YouTube (www.youtube.com) is the greatest resource of online video material, with over one billion users. Following Cakir & Balcikanli, (2012) YouTube also provides many teaching and learning activities since it offers several videos in which students can watch and listen to different types of verbal materials

(official, unofficial), genres, and styles (songs, debates, talk shows, film clips, etc.). It can be concluded that YouTube has many varied free resources with various potentials for teaching and learning activities. Besides, YouTube has videos with two components: audio and visual. As a result, it supports and facilitates students' understanding of the lesson. Students whose learning model is through audio or visual techniques will gain from using YouTube (Adittia, 2017; Ngh Puspitasari et al., 2018; Pt Candra Kusumayanti et al., 2017) Nevertheless, YouTube videos have features such as overcoming space and time restrictions, making learning more interactive, reducing time or energy, and also being usable anywhere and at any time, making it simple for students to learn (Darihastining et al., 2020; Desimyari et al., 2018; Pt Linda Kusuma Putri et al., 2018). Furthermore, students gain benefits through apply of YouTube to language learning (Alkhudaydi, 2018). YouTube itself has some benefits such as; Youtube is a perfect medium for learning English since it provides a variety of learning videos and is categorized as a complete supply of teaching materials for millennial students (Sari et al., 2020). Youtube is also a medium that can be accessed by anyone, anywhere, and anytime. YouTube also offers free video list services, allowing kids and teachers to create their own user personas (Lathifah & Prastowo, 2020). Then, according to (Ghasemi et al., 2011) applying YouTube to language learning could really help relieve stress. Moreover, Youtube is a web video library platform that allows students to become creative and active personalities (Lathifah & Prastowo, 2020). In brief, having to learn videos on YouTube could enhance students' motivation for learning (I Putu Andi Pramana et al., 2016; Manharifal & Legiman Slamet, 2021; Mutia et al., 2018).

Moreover, (Watkins & Wilkins, 2011) analyzed various ways of using YouTube to improve students' language competence. YouTube can be a valuable medium for teaching a variety of foreign language skills. They reveal the use of YouTube to promote listening skills, intonation patterns, and communication skills, and also to improve insightful vocabulary. Reading and writing activities could also be organized within YouTube videos. From the explanation above, we will discuss the use of Youtube for listening skills. According to (Green, 2012) listening is an activity that involves students reflecting on the topic of the study, and they will be able to memorize the subject matter when they are not forced to listen. Listening would be another essential language activity that students should master since other skills seem to be contingent on listening abilities (Sejdiu, 2013) Along with the times, traditional listening teaching media using audio cassettes and video cassettes have turned into modern teaching media because of the involvement of technology. Teachers now prefer videos to audiotapes when teaching students. As a result of YouTube's image and illustration features, today's students feel more comfortable watching videos easily by connecting their devices to the internet, and they shouldn't get bored quickly while listening. Regarding this fact, (Brünner, 2013) stated that YouTube is seen as the top-ranked video site among students. Examples of implementing the utilization of YouTube videos in listening classes could be practiced by; they are given audio and text gaps. What they have to do is listen to the audio that is playing and complete the gaps according to what they have heard in the audio. In this way, they can train their concentration in listening and can add new vocabulary for them. And there are many more examples of using YouTube in listening classes, but it all depends on how each teacher is delivered. Apart from listening skills, YouTube can be used to improve and motivate students' speaking skills. As claimed by (Riswandi, 2016) integrating YouTube-based videos to teach speaking could help students improve their motivation and communication skills. Using YouTube as an educational tool is familiar to people today; especially students. The use of YouTube becomes effective since students could improve their speaking skills. This is relevant to pronunciation, grammatical structures, vocabulary improvement, and perspectives related to the topic's content

(Sirrul, 2011). Furthermore, (Wagner, 2007) argues that using YouTube allows students to master pronunciation, voice intonation, expression, mimicry, and understand what is being said to them through audio and illustrations used in videos. Therefore, YouTube was chosen as a learning medium, because this site contributes a lot to the teaching and learning process. An example of implementing YouTube in a speaking class is when students are given an example of a video about discussing a topic. After watching the sample video, students are required to analyze the content of the video. After analyzing the students were asked to convey the results of understanding related to the content of the video using their language. Since that students have been supposed to be able to convey their thoughts by using their language, students could be more confident in attempting to create effective and useful communication which is acceptable to the listeners and the current discussion. The main purpose of speaking class is to train and improve students' speaking skills.

On the other hand, YouTube provides a lot of video content that can be used to learn reading skills. Reading skills can be obtained through YouTube because YouTube has many features to increase student interest in learning (Alwehaibi & Bint, 2015). Through the Youtube application, we can find many educational videos for students, one of which is literacy content. In the current era of globalization, especially during the current pandemic, students no longer only rely on printed books for sources of information. However, students are now turning to online applications that are more practical and easily accessible whenever and wherever they are, especially in the use of YouTube. With the existence of YouTube, it can increase the literacy interest of students to read and explore a lot of information, since YouTube has a feature in the form of videos. So, students are not easily tired when asked to read the text in the video. Implementing reading skills on YouTube can be applied by increasing visual literacy in the form of images. For example, an attractive design on PowerPoint at the time of presentation will make someone's interest in reading increase. In addition, visual literacy can also be applied through audiovisual-based applications such as YouTube, when we watch foreign language videos we can use the subtitle feature on YouTube to help make it simple for us to read and know the content of the video that we watch.

In spite of that, YouTube might seem suitable for listening, speaking, and reading activities in foreign languages, however, there are some writing exercises that could be enhanced by using YouTube. (Barbeau, 2010) claims that teaching writing using YouTube is very helpful in increasing student awareness, reducing the gap between students and teachers, and making the classroom conducive. An example of implementing YouTube in a writing class is taking notes and summarizing activities; This activity is best suited for students at the intermediate level or higher. Students in the note-taking and evaluating activity should use YouTube to pay some attention to discussions on a variety of subjects, then note down the main points and key information in the video. Then, they check the notes they have made, and they relisted to expand the notes and make sure their notes are correct. And if there are still missing they can write again in their notes. Therefore, the ability to write requires many stages and requires a lot of practice to get a good final result.

Thus, from all the explanations above it can be summed up that YouTube is one of the effective mediums that can improve 4 competencies skills, such as listening skills, speaking skills, reading, and writing skills. And from those skills, can be assessed from various aspects, like; their attitude, which shows an effort to always respond to and answer questions given by the teacher. Their interests, such as actively asking about the video material that has been given. Their response to the video given, their understanding of the video content, their knowledge of

video content, their ability to answer the questions and exercises that have been given in the video, and so on.

Several studies have explored the use of YouTube in education. The first research was done by (Balbay & Kilis, 2017) His research investigated Student Perceptions of the use of YouTube channels specially formed for Academic Speaking Skills Courses. Then, the second study was conducted by (Kurniawan, 2018) His research investigated students' perception of the use of YouTube as a learning medium to improve students' speaking skills. The third study was conducted by (IMS Widyantara & IW Rasna, 2020) Their research on YouTube learning medium could enhance students' language skills before and after pandemic Covid-19. The last research was conducted by (Sylphiasimanjuntak et al., 2021) she conducted his research on students' perceptions of using Youtube as an English online learning media during the Covid-19. However, previous research has not examined the EFL students' perceptions of YouTube as a medium in English language learning in Junior High School. As a result, it is considered that the purpose of this article is to fill a gap in the literature by investigating the EFL students' perceptions regarding; Effectiveness, Attractiveness, Motivation, and Relevance aspect, in the utilization of YouTube as a medium in English language learning in Junior High School.

METHOD

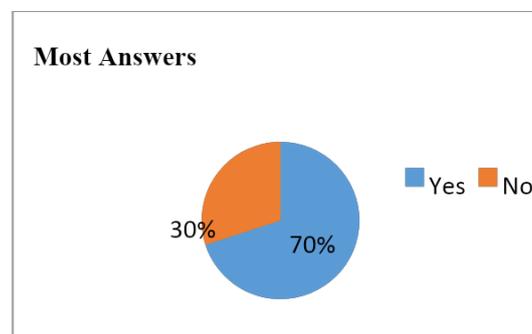
This study used basic Qualitative research with an Interpretive descriptive design. According to (Hesse-Biber & Leavy, 2006), qualitative research can help explore the topic under study by focusing on what and how questions. Besides, qualitative research is an approach to investigating the data in rich detail (Ary et al., 2010). Furthermore, the researcher used this research design to determine student perceptions regarding the use of YouTube as a medium for learning English in Junior High School. In addition, the researcher used questionnaires and interviews as the research instruments. Then, this study was conducted in a junior high school located in Sidoarjo. The researcher took the participants to one class, 9 grades, which were 30 students. The researcher took this class because the class already used YouTube as a learning medium in the English language. The researcher conducted the study for 2 weeks. In the first week, the researcher gives the questionnaire to the 30 participants through Google form. As stated (Balbay & Kilis, 2017) suggested an instrument for students' perceptions of using YouTube media by filling out a survey on Google form. Then, this questionnaire contains 4 aspects that were adopted from (Sylphiasimanjuntak et al., 2021) those are Attractiveness, Relevance, Effectiveness, and Motivation aspects. Besides, the total of the questionnaire was 5 questions; related to whether they like using YouTube as a medium or not, effectiveness aspect, attractiveness aspect, motivation aspect, and relevance aspect. Later on, the researcher will collect the answers from Google form. In the second week, the researcher will choose 8 students for the interview stage, 5 for the students who like using YouTube, and 3 for students who do not like to use YouTube. The interview guideline was adopted from (Kurniawan, 2018) that was delivered to the participants. There are 6 questions in the interview guideline; the questions are almost the same as the questions in the questionnaire which are related to 4 aspects, also the researcher wants to know their response about YouTube as a medium in English language class, and last is about benefits of using YouTube as a medium in learning English. For the final step, all the data that has been obtained from questionnaires and interviews will proceed by the researcher by organize, analyzing, and interpreting the data.

RESULTS AND DISCUSSION

Results

The results of collecting the data are presented bellows;

Table 3. The Result of 4 Aspect Perceptions.



The graph above reveals that most of the participants agree that YouTube is a great medium for English language learning, especially in 4 aspects of perception, which are: effectiveness, attractiveness, motivation, and relevance. However, only 30% of students say they do not like using YouTube as a learning medium in the English language.

1. Effectiveness

The results reveal that most of the students agreed that YouTube as a medium for English language learning was a suitable medium, whether for online or offline learning. For example, they could enjoy learning on YouTube since it was a fun, interesting, effective, and entertaining medium for them. They could practice the questions at the end of the videos, and they could understand the material well by doing questions and answering with the teacher. In addition, most of the students said that they get a lot of benefits and new things from learning English through YouTube. The students could learn more about the interesting features on YouTube. They could hone their English skills in a modern way. Then, they could learn to use digital technology. Besides, through YouTube, they could study independently, and they could learn a lot of new vocabulary. However, some students didn't support YouTube as a medium for learning English. For students' YouTube was a platform that contains a collection of entertainment videos, YouTube was not an interesting medium for learning because they cannot focus on learning by using YouTube media. Besides, learning by using YouTube made them less understanding of the material. Moreover, learning through YouTube takes a lot of time and requires a lot of internet quota.

Furthermore, many students said that YouTube has a lot of effectiveness as a learning medium. Learning by using YouTube was interesting because it has many features that could be explored. Then, learning through YouTube could improve their concentration. Also, YouTube could help them to understand the material, help them to solve their problems and shorten their study time. Even more, YouTube was beneficial for them and made it easy to learn English starting from the basics.

S4: "Yes, it is effective, because it can increase my concentration in studying. In addition, YouTube can shorten study time."

S8: "Yes, effective, because learning English through YouTube is easier for me to learn and can overcome my difficulties."

S9: "Yes, YouTube is an effective medium. Because learning English through YouTube can increase my concentration in learning, it is easier to understand the explanation of the material, rather than the teacher's explanation directly."

S16: "YouTube has good effectiveness for students in learning English. Because YouTube is an interesting medium and can help students overcome difficulties. And I can develop my skills in English through YouTube."

S31: "Yes, it's effective, because YouTube can help me learn English well. YouTube is an interesting medium for learning new material."

However, some of the students said that YouTube does not have any effect on their learning English. For instance, they could get bored easily, and not be focused. They also said that YouTube is just an entertainment medium, not a learning medium.

S1: "In my opinion, youtube is not a suitable learning medium because it can distract students who focus on learning."

S13: "YouTube is only an entertainment medium, used for watching funny videos, news, streaming movies, not for studying."

S20: "YouTube is not an effective medium because learning through YouTube makes me bored."

In Effectiveness aspects, most of the students agreed that YouTube was an effective medium for learning English. Students said that learning through YouTube was interesting because it had many features and interesting content. It could help them understand the material, and it could improve their language skills. It is in line with (Sylphiasimanjuntak et al., 2021) found that YouTube was an effective medium to improve student's English skills since showed more than 50% of students said YouTube was a medium that was easy to access, comfortable, and helpful and had better attention for students in English class. Besides, students like learning by YouTube because they can stop the video when they got difficulties, and they can re-play the video to catch the material. (Rahmatika et al., 2021) argued that students can stop the videos when they have difficulty understanding learning. Also, they can repeat the videos to understand more and they can practice the questions that are distributed at the end of the video. However, a few students do not like using YouTube as a learning medium since it needs a quota internet. Meanwhile, most of them use cellular data rather than a Wi-fi service. Also, internet connections become the main problem. It is in line with (Astuti & Febrian, 2019) who stated that the obstacles experienced when using online platforms as a medium in learning are inadequate internet connections.

2. Attractiveness

Next, the researcher asked about the form of the attractiveness of YouTube as a medium to learn English. The results showed that more than 50% of students agreed that YouTube has a lot of attractiveness. For instance, YouTube has many interesting videos and many features. Also, YouTube is a very popular and inspiring medium that is used by millennial students. They didn't feel bored, but they felt comfortable and excited about learning through YouTube because it contains audio, pictures, and many examples. Then, YouTube became easy to access; it could be accessed anytime and anywhere. Learning through YouTube could improve their concentration, and they could easily catch the learning material. Moreover, students could shorten their study time when learning through YouTube.

S4: "YouTube has many attractions, such as; easy to access, easy to use, and convenient. In addition, studying through YouTube can shorten my study time."

S8: "I think YouTube as a learning medium is attractive. There are many YouTube features for learning; YouTube is more accessible, learning through YouTube is convenient for me because it can increase my concentration in studying."

S9: “YouTube is an interesting medium and very popular among millennial students. Learning through YouTube makes me comfortable. I do not get bored easily, and YouTube is easy to access.”

S16: “YouTube is interesting for me in learning English. Because YouTube can inspire me to learn, it is fun. Then, I feel comfortable learning through YouTube because it contains videos (audio & pictures) and some examples, making it easier to understand the material.”

S31: “YouTube is interesting because YouTube has many features that are not boring to learn. In addition, learning through YouTube makes me comfortable, not easily bored, and can increase my concentration in studying.”

Nevertheless, a few students said that YouTube does not have any attractiveness as a learning medium. Seeing that YouTube more provides entertainment videos, rather than learning materials. Also, learning through YouTube takes a lot of time to watch the learning videos, so it makes me lazy and bored. They only study from seeing the screen, they cannot discuss it with friends. So, they prefer using Zoom, because they can listen to the direct explanations from teachers and discussion with friends rather than on YouTube platforms.

S1: "I think youtube is less interesting as a learning medium because I usually use YouTube to watch movies, not to study."

S13: "I don't like studying on YouTube. Because YouTube is not interesting. I prefer to use Zoom meetings with direct explanations from the teacher."

S20: "Learning through YouTube takes a lot of time to watch study material. It makes me lazy and easily bored. Moreover, I can't chat with my friends."

In terms of attractiveness, most students agreed that learning through YouTube was an easy, inspiring medium and did not make them bored, so they could reduce their stress levels while studying. YouTube can be accessed by anyone, anytime, anywhere. In alignment with (Rahmatika et al., 2021) YouTube as a learning media can be accessed anywhere, anytime, and anyone, so the students can be flexible to watch the learning material. The more often they watch learning material, the more they understand the material. Furthermore, (Sylphasimanjuntak et al., 2021) stated that many students said that YouTube has become an interesting medium to facilitate students' learning. Also, learning through YouTube enables them to understand English lessons better, YouTube is a convenient, and accessible medium. In spite of some students do not like using YouTube when learning English, since they cannot interact with the teachers and their classmates. In line with (Liimatta, 2015) that learning without communicating with teachers and other students was a big loss. Learning without interaction, makes the students cannot gain a new perspective on the material.

3. Motivation

After that, the researcher asked whether the students were motivated by learning through YouTube in learning English. The results reveal that many students agree that YouTube can motivate them to learn English. For example, learning English through YouTube made the students more enthusiastic, more active, and more diligent. They could become independent, disciplined, and creative people. Besides, YouTube could improve their passion for studying English.

S4: “I feel more enthusiastic and motivated to learn through YouTube. Besides, studying on YouTube allows me to be disciplined on time.”

S8: “Yes, I enjoy learning English through YouTube videos. Learning to use YouTube allowed me to be an independent person.”

S9: “Yes, I felt excited to learn English through YouTube. And through YouTube, I can be a creative person.”

S16: “Yes, YouTube can motivate me to be more diligent in doing tasks and to be enthusiastic about learning English.”

S31: “I feel more motivated to learn English through YouTube, and I can be a more active person in the class.”

Yet, several students said that YouTube couldn't motivate them while learning English. For instance, they felt lazy while learning through YouTube. Then, they cannot focus while advertisements on YouTube showed. Also, they cannot understand the material that is explained in the videos. Besides, they felt not excited about learning English through YouTube videos. They more like to learn through group discussion.

S1: “Since learning through YouTube, I have become lazy. Since I do not like learning by using videos, makes me not focus. What was more, there were a lot of ads popping up, it was annoying.”

S13: "YouTube cannot motivate me to learn English because I cannot follow the material on YouTube. I prefer to study and discuss with friends."

S20: “I feel unmotivated when learning English on YouTube because the material is difficult to understand.”

Next, for the motivation aspect, this study found that students were enthusiastic about learning English on YouTube. Not least, learning through YouTube could make students become independent, disciplined, and creative people. Then, students become more diligent to do their tasks since the tasks collecting on online platforms. It's agreed with (Yoga Purandina & Indah Triana Juliari, 2021) that YouTube videos could make them cheerful and motivated to learn English. Moreover, YouTube videos are fascinating to watch since it contains many features that can make students more enthusiastic about learning (Sari et al., 2020). However, several students feel uncomfortable learning English through YouTube because they cannot do group discussions. It's in line with (Anggrarini & Faturokhman, 2021) based on their finding that YouTube videos do not support the group work activity which means that the students must be studied independently since they were not able to work and discuss with their classmates. Also, they lose their learning focus while watching videos, they are distracted by the advertisement on YouTube itself. For further, YouTube's irrelevant advertising can affect their focus on learning and makes them feel uncomfortable (Duffett, 2014)

4. Relevance

Furthermore, the researcher asked the students about the relevance of YouTube to 4 skills (listening, speaking, writing, and reading) in learning the English language. According to the findings, the majority of students believe that YouTube has high relevance in English learning because it could help students improve and train their English skills. YouTube is one of the learning media platforms that provides many features and is easier for students to use. They can more easily and quickly understand learning English through YouTube. According to some students, YouTube can help them improve and practice their listening and speaking skills. So, it became easier to rehearse their skills by themselves. They could hone their writing and reading skills through YouTube. They can master all the skills as long as they are studying diligently.

S4: “YouTube learning media facilitates me to practice 4 English skills. I think I can improve my listening skills. As for the other skills, I need to learn more.”

S8: “Learning through YouTube allows me to improve my listening skills in English, and I can hone my writing skills. Also, I can improve my speaking skills in English by

practicing diligently. Then, I can re-watch videos on YouTube to practice my reading skills.”

S9: “Through YouTube, I can practice my English skills by self-taught. I can understand and hone my listening and speaking skills more easily.”

S16: “YouTube can help me cover four skills in English. Because the materials on YouTube can improve my understanding to enhance my English skills, I can improve my English-speaking skills through YouTube rather than learning to speak with a teacher. And some other skills can also be learned and improved through YouTube. As long as we study hard.”

S31: “Learning through YouTube can improve my understanding of speaking skills. And YouTube has had a great positive impact on me, helping to hone other skills.”

Nevertheless, some of the students said that YouTube does not have any relevance to learning material. The students cannot improve their skills while learning through YouTube. Besides, they still adapt to using YouTube as a medium for English learning. Moreover, they got tired eyes staring at the smartphone or laptop screen when learning through YouTube (Laili & Nashir, 2021). The students prefer learning English using a textbook, with answers paper exercises, and direct explanations from the teacher. And students difficult to comprehend the material on YouTube.

S1: “I do not think studying through YouTube can improve my English skills. I prefer to learn English with the textbook.”

S13: "Learning English using YouTube is still difficult for me because I am still at peace with the media. It also makes my eyes tired when looking at the screen."

S20: "According to me, to improve my English skills is when I learn English by answering paper exercises, practicing conversation with friends, and listening to music instead of studying through YouTube."

And the last aspect is relevance, this study agreed that YouTube has good relevance related to the four skills (listening, speaking, writing, and reading). The students could master the skills and learn their second language by learning through YouTube. It is in line with (Sylphasimanjuntak et al., 2021) that 59.7% of students liked using YouTube as a learning medium since YouTube has relevance to the learning material. Besides, YouTube videos can increase the comprehension of the lesson, and the content of YouTube videos is easy to understand. Then, students can practice a lot on YouTube to improve their speaking ability and listening skills. Under (Rahmatika et al., 2021), YouTube videos provide a few models, audio and visual, from which the students can easily understand the learning material. Besides, learning on YouTube can improve their rich vocabulary in all skills. Following (Riswandi, 2016), YouTube could become a medium that enhances students' speaking skills, mainly in their grammar, pronunciation, and vocabulary. Apart from that, YouTube often is used to train and improve reading skills. According to (Alwehaibi & Bint, 2015), the various features available on YouTube could enhance students' interest in reading. The reading skills can be honed when we are diligent and read a lot. And YouTube could have applied to teach writing. Besides, according to (Barbeau, 2010), YouTube could help increase students' awareness and students' accuracy in writing and practicing writing skills through YouTube could reduce the gap between teachers and students, in the sense that students could be more independent. In brief, Youtube can make the skills and languages of students better (IMS Widyantara & IW Rasna, 2020).

CONCLUSION

YouTube can be an appropriate medium to use in learning English. Exclusively for junior high school students since it is effective, attractive, motivated, and relevant. It is effective because YouTube can improve the student's concentration and can help students to understand the material and solve their problems. Then, YouTube is attractive since it is a popular platform for millennial students. YouTube is easy to use and easy to access anytime and anywhere. Also, YouTube contains many interesting features of education. Moreover, YouTube is motivated students learning, since students become active and enthusiastic while learning English through YouTube. Besides, they can become an independent, creative and disciplined person. And YouTube is a medium that supports improving 4 skills in English. In fact, most of the students said that YouTube has relevant materials that are easy to understand. Learning through YouTube can help students to enhance and practice their skills independently. Afterward, through YouTube, the students' can learn many new things and they can learn in new ways, and they become independent. However, some of the students do not like learning English through YouTube, since it requires a lot of internet quotas. Also, they dislike it because learning through YouTube makes them feel bored, they do not like learning by watching videos, and they cannot focus on the material while there is an advertisement on YouTube. Even more, they cannot do work group activities with their friends. A few students rather like to learn using a textbook with the teacher's explanation than learn through YouTube videos. Meanwhile, in this Junior High School, they must be able to learn online and offline conditions. They have to adapt to the Junior High School, and they should agree with any platforms that the school uses, especially learning through YouTube. As a result, students could be more creative and innovative by using digital technology to promote their learning ability. Indeed, YouTube is a fascinating learning medium to use in Junior High School.

ACKNOWLEDGMENTS

The author would like to thank the support of the Professional Journal of English Education (PROJECT Journal) which allowed the publication of my articles here. The author also thanks to the anonymous reviewer for their valuable comments to revise the paper. And also thanks to my beloved parents for the prayer and the unstoppable support.

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