

**TEACHING DESCRIPTIVE TEXT USING YOUTUBE CHANNEL:
AN ANALYSIS OF ENGLISH STUDENTS' PERCEPTION**

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ABSTRACT

This study aimed to analyze English students' perceptions regarding the use of YouTube channels as a teaching tool for descriptive text in a seventh-grade class at SMP N 37 Semarang. Data was collected through the distribution of a questionnaire to the students. The study employed a quantitative approach, analyzing the responses obtained from the questionnaire. The findings indicate that YouTube offers numerous benefits in terms of enhancing students' writing skills and expanding their vocabulary. Furthermore, the use of YouTube as an instructional tool serves as a motivational factor and boosts students' engagement in the subject matter. The availability of visually appealing videos with subtitles provides additional support for students to comprehend the content effectively. Moreover, the accessibility of YouTube enables students to access learning materials both inside and outside the classroom, facilitating flexible and convenient learning experiences. Overall, the research underscores the positive impact of incorporating YouTube as a medium for descriptive text learning, showcasing its potential in improving students' learning outcomes and fostering their active participation in the subject.

Keywords: *Students' Perception; Youtube; Descriptive Text*

A. Introduction

In English teaching, the students learn four skills from the teacher that is reading, writing, speaking and listening. The four skills are interrelated. Students will be able to write if they are able to read well and the ability to speak will be good if they have good listening skills (Hardiah, 2018). One crucial aspect of English language learning is the development of students' ability to write descriptive texts. Descriptive texts are a type of text that describes objects, people, places, or events

using descriptive and detailed language.

In teaching descriptive text, video can be used as a trigger to help teacher in stimulating the classroom discussion about the topic. It also help teacher to deliver the materials in attractive way so the students will not feel bored during the lesson. Moreover, by watching video, are able to generate their ideas and get more inspiration for writing. In contrast, watching a video can also be a passive experience if it does not supported by applying appropriate

teaching method. So, the teachers' task is to apply appropriate teaching method which is suitable with the media (Rivai, Arniz, & Mujadidi, 2017)

Today, new technologies such as the internet, smartphone, television, and computers are becoming inseparable things with students' life. This new generation is very different from their antecedents. They grow up surrounded by new technologies, and they cannot imagine their life without it. They use in most aspects of daily life, such as for studying as well as in socializing with others (Rizkan, Mukhaiyar, & Refnaldi, 2018).

The Information and Communication Technology product that is most accessed by Indonesian people is YouTube. YouTube viewers can use a lot of video content as alternative learning media in their learning process (Rachmawati & Cahyani, 2020). YouTube has many videos that can use material as an English lesson that can be used as an effective learning tool for teaching descriptive texts. There have been several studies investigating the use of YouTube in teaching listening. (Brno, 2010) revealed that using YouTube can motivate students.

Based on the experience students of Junior High School 37 Semarang in learning process, students say that there are several factors that influence students in this learning. Learning process is not optimal because the teaching materials (YouTube) provided by the teacher cannot attract the attention of

students, the YouTube content provided contains accents that are difficult for students to understand, so that students become uninterested, and sometimes students use the YouTube in terms of outside of learning.

Based on what's presented in the background, the researcher explored the perceptions toward using Youtube in Teaching Descriptive Text by students of Junior High School 37 Semarang.

B. Method

a) Research Subject

This research is qualitative research. The researcher will explore the perception of Junior High School 37 Semarang Students' toward using YouTube in Teaching Descriptive Text. The data source in this research is students of Junior High School 37 Semarang. The participants of the research were the 7th grades of the Junior High School 37 Semarang in the academic year 2022/2023. The researcher takes 32 students who join the class with the following criteria:

1. Male and female.
2. At least follow 75% learning.

b) Data Collection and Instrument

Data collection in this research using questionnaires. The questionnaire has 2 types: the first is open-ended and the second is closed-ended. The author used a closed-ended (likert scale) twenty questions to gain deep information about perception.

The questionnaires are made through a Google Form, and delivered to students by whatsapp. This questionnaire consists of two parts, namely: a section the first contains the identity of the respondent, the second contains twenty of questions and statements that have been structured using a Likert scale regarding perceptions toward using Youtube in Teaching Descriptive Text by students of Junior High School 37 Semarang.

Likert scale is a psychometric scale commonly involved in research that employs questionnaires to measure social attitudes (Roopa & Rani, 2012).

Table 1. Likert Scale

Score	Category of Perception
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

C. Results And Discussion

(Utami, Fitroh, & Miefthaul, 2021), states that it is easier for students understand information in the form of knowledge through related media with information technology like youtube compared with conventional delivery in class. Most students are more interested in visual video-based content compared to conventional methods such as conveying knowledge that only comes from books. This research aims to determine students'

perceptions regarding the use of YouTube as a learning media in descriptive text learning.

a. Benefit Aspect

The first aspect to measure is about the benefits of Youtube for students. The results are reported as follows:

Table 2. Benefit Aspect

No	Question	SA	A	N	D	SD	%
1.	I think YouTube is useful to improve my writing skill.	12	19	1	0	0	86,8
	Percentage (%)	37,7	59,4	3,1	0,0	0,0	
2.	I think YouTube is one of the right media for descriptive text learning.	14	18	0	0	0	88,7
	Percentage (%)	43,8	56,3	0,0	0,0	0,0	
3.	I think with YouTube I get a lot of new vocabularies in descriptive text learning.	17	12	3	0	0	88,7
	Percentage (%)	53,1	37,5	9,4	0,0	0,0	
4.	I like descriptive text learning using the play YouTube method.	25	7	0	0	0	95,6
	Percentage (%)	78,1	21,9	0,0	0,0	0,0	

5.	I think YouTube in english lesson provides more knowledge about verb, adjective etc.	16	14	2	0	0	88,7
	Percentage (%)	50	43,8	6,3	0,0	0,0	

First, the researcher will discuss the benefits of using youtube. Looking at the results of the scores above, it can be said that YouTube is the right method in descriptive text learning. YouTube can improve students in terms of writing skills. They can get a lot of knowledge from using YouTube, such as new kind of vocabularies.

b. Motivation Aspect

Tabel 3. Motivation Aspect

No	Question	SA	A	N	D	SD	%
1.	I think YouTube in descriptive text learning makes me more excited to follow the class.	19	13	0	0	0	91,8
	Percentage (%)	59,4	40,6	0,0	0,0	0,0	
2.	I think YouTube in descriptive text learning can motivate me to understand the	10	20	2	0	0	85

	material.						
	Percentage (%)	31,3	62,5	6,3	0,0	0,0	
3.	I think using YouTube is very interesting in descriptive text learning.	22	10	0	0	0	93,7
	Percentage (%)	68,8	31,3	0,0	0,0	0,0	
4.	I think YouTube can motivate me to find new things I didn't know before.	20	10	2	0	0	91,2
	Percentage (%)	62,5	31,3	6,3	0,0	0,0	
5.	I think YouTube can inspire and motivate me to be open-minded.	8	17	7	0	0	80,6
	Percentage (%)	25	53,1	21,9	0,0	0,0	

The second is the motivation of using youtube in descriptive text learning. According to the percentage obtained in this aspect, it can be said that using YouTube can motivate students in descriptive text learning. In addition, by watching videos on YouTube, students can have an open mind, so that it is easy for them to understand various videos. Relate with research of Silvianti (2014) The students agree that using YouTube in class is beneficial to their English,

interesting, relevant to what was being studied in class, and motivated them in class.

c. Video Contents Aspect

Table 4. Video Contents Aspect

No	Question	SA	A	N	D	SD	%
1.	I think Videos on YouTube are easy to understand.	19	11	2	0	0	90,6
	Percentage (%)	59,4	34,4	6,3	0,0	0,0	
2.	I think on YouTube, I get quality pictures and sound.	19	12	1	0	0	91,2
	Percentage (%)	59,4	37,5	3,1	0,0	0,0	
3.	Many videos are trusted and up to date in YouTube.	21	11	0	0	0	93,1
	Percentage (%)	65,6	34,4	0,0	0,0	0,0	
4.	Lots of videos with easy-to-understand accents can be found in YouTube.	21	11	0	0	0	93,1
	Percentage (%)	65,6	34,4	0,0	0,0	0,0	
5.	With YouTube I can use subtitles when I have trouble understanding in descriptive text learning.	13	13	6	0	0	84,3
	Percentage (%)	40,6	40,6	18,8	0,0	0,0	

The third is video contents. YouTube provides videos that are good in terms of appearance and video content, so that they can be enjoyed by students. In the video there are subtitles, so that when students have difficulty understanding the content of the video they can use it. Videos on YouTube are very helpful to students in descriptive text learning.

d. Access Aspect

Table 5. Access Aspect

No	Question	SA	A	N	D	SD	%
1.	I think YouTube is one of the components that is easily accessible in English lesson.	27	5	0	0	0	96,8
	Percentage (%)	84,4	15,6	0,0	0,0	0,0	
2.	I can easily access short story, podcasts and various things via YouTube.	15	15	2	0	0	88,1
	Percentage (%)	46,9	49,9	6,3	0,0	0,0	
3.	I think on YouTube, I can download the videos I like.	24	8	0	0	0	95
	Percentage (%)	75	25	0,0	0,0	0,0	
4.	I use YouTube in class and outside class.	12	14	6	0	0	83,7
	Percentage (%)	37,5	43,8	18,8	0,0	0,0	

5.	I can easily watch YouTube videos only using Android/iOS.	25	7	0	0	0	95,6
	Percentage (%)	78,1	21,9	0,0	0,0	0,0	

The fourth aspect is access of youtube. A lot of students agree that using YouTube is very accessible in descriptive text learning. The teacher has implemented the youtube application in 4 meetings in the English lesson. For one meeting used the summative assessment. YouTube provides a variety of videos that can be used for descriptive text learning. Students can study in class and outside the classroom by simply using Android/iOS to access YouTube.

D. Conclusion

The findings indicate that YouTube offers several benefits in terms of improving students' writing skills and expanding their vocabulary. Moreover, the use of YouTube as a learning tool motivates students and enhances their engagement in the subject matter. The availability of visually appealing videos with subtitles provides additional support for students to understand the content effectively. Furthermore, the accessibility of YouTube allows students to access learning materials both inside and outside the classroom, thereby facilitating flexible and convenient learning experiences. Overall, the research emphasizes the positive impact of

utilizing YouTube as a medium for descriptive text learning, showcasing its potential to enhance students' learning outcomes and engagement in the subject.

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