

STUDENTS' PERCEPTION OF THE USE OF YOUTUBE SONG LYRICS IN CONSTRUCTING ENGLISH LANGUAGE TEACHING ACTIVITIES: AN TEACHER-STUDENT INTERACTION

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Article Info	Abstract
Article History Received: February 2023 Revised: March 2023 Published: April 2023	<i>In the current era, the integration of technology has been increasingly implemented in teaching and learning processes. Among various technologies, YouTube has been widely utilized by both students and teachers for their academic purposes. The primary objective of this study was to examine the effectiveness of using YouTube song videos in English language learning at SMA 7 Kota Bengkulu. A quantitative research method was employed, and the study was conducted with 28 students of grade X IPA 8 as the participants. The data collection instrument used in this study was a questionnaire that was administered to measure students' perception of using YouTube song videos in learning English. The results of the study revealed that 83% of the students responded positively to the activities conducted in the classroom while incorporating songs. The incorporation of songs in the class made the class environment more conducive, enjoyable, and meaningful, resulting in a positive influence on their ability to listen well. Moreover, the students gained proficiency in different language components of English, such as grammar, vocabulary, and pronunciation. The findings indicate that learning English through YouTube song videos is a more effective way to enhance language proficiency. Therefore, this study highlights the potential of YouTube song videos as a valuable learning tool for English language learners.</i>
Keywords Perception; Youtube Song Lyrics; English language teaching; Student-teacher interaction;	

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INTRODUCTION

Social media is a contact and transmission technological tool that everyone can use at any time to share. It is popular around the world among individuals of all ages and social levels. Social media also helps to communicate and community online to share information, viewpoints, private messages, even images and videos (Barreto & Whitehair, 2017). Students use social media for study and social interaction in addition to communication. According to Hudson (2017), social media refers to websites and programs that are made to make it easy for users to share information in real life. Learning is the process of increasing knowledge about a topic or skill through instruction, experience, and study. The process of learning English involves becoming knowledgeable about English abilities (Brown 2010:7-8). There are four components to English proficiency. They include speaking, listening, reading, and writing abilities. Students studying English education must have a solid command of the language majoring in English, learning the language is crucial. The majority of the English Education Department's pupils use online media to learn English.

Students at SMA 7 Bengkulu City like using social media for a variety of reasons, according to research based on observations made by researchers while teaching there. Social media can raise and improve a student's academic achievement in class, especially in English class (Alwagait, Shahzad, & Alim, 2014). Increasingly more teachers are receptive to using

social media in the classroom to teach English and help students develop their speaking, listening, and writing skills. English can be taught using a variety of media, including pictures, music, videos, and more. For kids that are interested in learning, using video is a great alternative, especially when song and music are integrated into the teaching process. Actually, educational media includes music and song. Hammer claims in Kurnianto (2016) that music is a potent engagement stimulant. While still allowing children to utilize their minds to process the music and its content, music has the power to communicate directly to their feelings. A person learning a language can be positively stimulated by the use of song and music in the classroom. It can amuse while providing a strong link between the worlds of leisure and education. As is well known, songs are a common form of media utilized in language instruction and acquisition. The use of song in the classroom is thought to benefit the students' ability to learn English.

Numerous previous studies have been conducted by researchers investigating students' perceptions of using YouTube for learning English. For example, Islamiah (2021) examined the perceptions of 9th-grade students at MTs MA'ARIF NU 01 Kroya regarding the use of YouTube as a learning medium for speaking. In another study, Damayanti (2022) investigated the perceptions of students using YouTube as a medium for learning English as a foreign language, while Harlinda (2019) explored similar perceptions. Building on this research, Islamiah (2021) investigated the perceptions of students in using YouTube to learn English.

The incorporation of English films on YouTube has yielded favorable outcomes on students' English proficiency, particularly with respect to vocabulary acquisition. The second study addressed in this discourse, which investigated students' perceptions of using YouTube as a learning medium for speaking, highlights the advantageous role of YouTube as a pedagogical tool in the context of speaking instruction. The ability to learn from videos of native speakers, available through the platform, is particularly beneficial for enhancing speaking skills. Harlinda (2019) similarly reported the effectiveness of using YouTube as a medium for foreign language learning, particularly in improving speaking and listening skills.

As per the study's findings, a considerable proportion of participants (59.3%) expressed increased confidence in practicing English when using YouTube videos independently. Additionally, a noteworthy percentage of students (55.0%) deemed YouTube to be a valuable resource for improving listening skills. Drawing from these results, it can be deduced that the utilization of YouTube as a medium for learning English as a foreign language can foster autonomy in students, enabling them to enhance various language skills and components. While existing studies have examined the use of YouTube as a medium for learning English, there appears to be a paucity of research on the efficacy of YouTube song lyrics for this purpose. In light of this gap, the researcher intends to investigate students' perceptions of using YouTube song lyrics to learn English at SMA 7 Kota Bengkulu. From the explanation of the research background, this research was conducted to answer the following research questions: What are students perception on the use Youtube Song Lyric for Learning English at SMA 7 Kota Bengkulu?

Students Perception

The present study centers on people's perceptions as outputs, encompassing their evaluations, memories, and impressions, which are developed through personal knowledge and experiences. Evaluation, as Tyler (in Idowu, 2015) posits, involves the process of making judgments about the outcomes of a program. Similarly, Rombach (in Idowu, 2015) defines evaluation as the collection of data to assess educational programs, including their effectiveness, and identifying necessary improvements. As evidenced by these statements, an individual's perspective is shaped by their personal experiences and knowledge. The investigation of the usefulness of using YouTube songs to learn English requires researchers to

examine whether such an approach is viable for consistent use or only occasional implementation.

Wang (2007) defines perception as an intricate cognitive process that enables the brain to apprehend, connect, analyze, and interpret internal data through reasoning. Alternatively, perception can also denote an individual's justification of their position on a given subject, indicating how perception influences one's reasoning or opinion. Perception reflects an individual's view of an accurate and comprehensible concept, which is derived from their memory. Memory is a collection of cognitive processes that enable individuals to retain and store knowledge and memories for future use. Memory plays a crucial role in preserving our past, present, and experiences, and serves as a vital source of knowledge. Notably, memory differs from perception in that it enables us to recall past experiences that are not presently occurring. For the current study, memory is operationalized as the students' prior knowledge of learning English song lyrics from YouTube.

Youtube as a social media

Social media is a type of technological tool for contact and transmission that anyone can use to share at any time. It is popular with individuals of different ages and educational backgrounds worldwide. Additionally, social media was created as a tool for communication and as an online community for the exchange of knowledge, ideas, private chats, even images and videos (Barreto & Whitehair, 2017). Similar to this is web-based social media, where individuals create and share news through online communities (Firman et al., 2021; Habibi et al., 2022). Someone who uses social media to communicate with their contacts, sends and reposts news, and produces and distributes material through online social media. Social media keeps track of every individual's action and information (Haerazi & Kazemian, 2021; Kinasih & Olivia, 2022). One of the social media used is YouTube. As long as there is an internet connection, YouTube is a website where teachers and students can watch videos to learn at any time, anywhere. YouTube videos can aid in improving one's English vocabulary, pronunciation, accent, listening, reading, and speaking (Ayu, 2016). So it can be concluded that the use of YouTube as one of the English learning media can improve their skills and knowledge anywhere and anytime, as long as they are connected to an internet network.

The Role of Song in Learning

Songs are a great tool for learning a language, especially when it comes to vocabulary, grammar, pronunciation, and listening skills. By listening to English songs while learning to listen, it might be a great way to introduce many British accents. It helps students become more used to English words. As a function, it will improve how accurately students listen. A smart place to start learning English is actually with your listening skills. According to Nation (2014) in Ranggen (2016), it might be helpful to listen to the way a language is spoken in the first stages of language learning, even if you don't understand a word. Additionally, listening to English, particularly from native speakers, helps students learn how to pronounce the language properly (Fadli et al., 2022; Fatiani et al., 2021). Songs can be a powerful tool for developing pronunciation skills. Similar to Ranggen (2016)'s rendition of Ward's (1980) song, this can be highly beneficial because the verse's rhythm encourages learners to place emphasis where it belongs, fosters a natural flow of language, and increases fluency to help with pronunciation. Pronunciation is how a salesperson conveys their messages, using the appropriate words, accents, and syllable counts (Parmawati, 2018). It connects with a person's capacity to comprehend the significance or relevance of its sound system in the situation of language. Distinct English sounds have different functions.

RESEARCH METHOD

Research Design

This research was conducted using a quantitative method. The quantitative method was chosen because it aims to find out students' perspectives on the use of YouTube songs in learning English at SMA 7 Bengkulu City. so the technique used in data collection is to use an anonymous online questionnaire consisting of a series of closed questions. Such questions were chosen because they are quicker to answer and easier to compare and analyze. According to Aprilia Prabawati (2021) Quantitative method is research used to examine questions that can best be verbally described how participants in a study view and interpret various aspects of their environment. Qualitative research refers to the use of process-oriented methods to understand, interpret, describe and develop a theory about a phenomenon or setting. It is the use of a systematic, subjective approach to describe life experiences and give them meaning. In this study, researchers investigated students' perceptions of the media used by teachers in learning English; This is in line with the research objectives that the researchers did.

Subject of the research

The subject of the research are the students ten grade X IPA 3 at SMA 7 Kota Bengkulu in the academic year 2022/2023. In one class there were 28 students, but 26 students filled out the questionnaire.

Instruments

There are two instruments used in this study. They are: 2 types of questions for students, general questions by providing four types of responses to the questionnaire in this regard: 1) Strongly Agree, 2) Agree, 3) Disagree, and 4) Strongly Disagree. The questions are personal respondents' responses with the choices: 1) Often 2) Always 3) Rarely and 4) Never. The second calculates student responses using the Google form.

Tabel 1
The Questionare of Data

No	Statements	S A	A	D A	S D A
1.	YouTube song videos help with English language learning.				
2.	Using YouTube song videos to learn English pronunciation is enjoyable.				
3.	YouTube is a good source for learning English pronunciation.				
4.	As I study English pronunciation, YouTube gives me more confidence.				
5.	My pronunciation skills have improved to YouTube songs videos.				
6.	Using YouTube song videos to learn English pronunciation is effective				
7.	I'm never bored when I listen to English music.				

Tabel 2
English Pronunciation in Using Song in Youtube

No	Statements	Often	Always	Seldom	Never
1.	I use YouTube to learn English pronunciation				
2.	I frequently watch YouTube videos of English songs.				
3.	I can learn new words from YouTube song videos.				

No	Statements	Often	Always	Seldom	Never
4.	I learned a lot of slang terms from music videos.				
5.	I can pronounce words correctly through song.				
6.	I like watching song videos to learn English.				

Data Analysis

The technique used in analyzing the data is online questionnaire consisting of a series of closed questions. General questions are divided into two separate categories, and there are four possible ways to answer them. In this case: 1) Strongly Agree, 2) Agree, 3) Disagree, and 4) Strongly Disagree are the four possible responses. Respondents to questions can choose between personal responses: 1) Often 2) Normally 2) Infrequently and 3) never. There were 13 questions total, with 1–7 discussing the advantages of YouTube songs for English learning and 8–13 discussing student involvement. Questions were chosen because they are quicker to answer and easier to compare and analyze. The questions are designed to determine how students' perception the use of songs on YouTube in learning English at SMA 7 Bengkulu City. Then the researchers analyzed student responses using the Google form.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Based on the results of the questionnaire given to the 26 students who participate in the YouTube song's English language learning program, researchers collect data. For distribution. Researchers created a questionnaire using Google Forms and links sent via WhatsApp, then distributed it to 26 participants using 13 question items on Sunday, December 18, 2022. And this research aim to find out about Students perception on the use youtube song for learning English to improve their pronouciation, especially ten grade at SMA 7 Kota Bengkulu.

Tabel 1
The Questionare of Data

No	Statements	S A	A	D A	S D A
1.	YouTube song videos help with English language learning.	53%	46%	0%	0%
2.	Using YouTube song videos to learn English pronunciation is enjoyable.	50%	50%	0%	0%
3.	YouTube is a good source for learning English pronunciation.	25%	64%	10%	0%
4.	As I study English pronunciation, YouTube gives me more confidence.	25%	64%	10%	0%
5.	My pronunciation skills have improved to YouTube songs videos.	43%	57%	0%	0%
6.	Using YouTube song videos to learn English pronunciation is effective	32%	68%	0%	0%
7.	I'm never bored when I listen to English music.	60%	35%	3%	0%

As presented in Table 1, the questionnaire employed a Likert scale consisting of four options: 1) Strongly Agree, 2) Agree, 3) Disagree, and 4) Strongly Disagree, for participants to respond to the general statements. The first question garnered 53% Strongly Agree (SA) and 46% Agree (A) with the statement 'YouTube song videos help with English language learning'.

The data indicates that the use of YouTube song videos in language classes facilitates vocabulary acquisition and retention among students. The second question generated a response of 50% Strongly Agree (SA) and 50% Agree (A) with the statement 'Using YouTube song videos to learn English pronunciation is enjoyable'. The data demonstrates that the application of YouTube song videos in class is a stress-free method for language learning due to the presence of visual aids such as pictures, text, and sound. The third question elicited a response of 22% Strongly Agree (SA), 64% Agree (A), and 10% Disagree (DA) with the statement 'YouTube is a good source for learning English pronunciation'. The data shows that the use of YouTube videos can enhance students' proficiency in English dialects and accents. The fourth question generated a response of 25% Strongly Agree (SA), 64% Agree (A), and 10% Disagree (DA) with the statement 'As I study English pronunciation, YouTube gives me more confidence'.

The data indicates that the use of YouTube in English classes can boost students' confidence in speaking and pronouncing the language through group activities. The fifth question garnered a response of 43% Strongly Agree (SA) and 57% Agree (A) with the statement 'My pronunciation skills have improved due to YouTube song videos'. The data demonstrates that the application of YouTube videos in English classes motivates students to practice individually or in groups, resulting in improved pronunciation skills. The sixth question elicited a response of 32% Strongly Agree (SA) and 68% Agree (A) with the statement 'Using YouTube song videos to learn English pronunciation is effective'. The data shows that the use of YouTube videos in English studies enhances students' listening skills. The last question generated a response of 60% Strongly Agree (SA) and 35% Agree (A) with the statement 'I am never bored when I listen to English music'. Research indicates that the use of YouTube in English classes encourages students to explore new vocabulary by jotting down unfamiliar words.

So it can be concluded from the 7 general statement questions above, as many as 75 responses chose Strong Agree (SA), 155 responses chose Agree (A), 7 responses chose Disagree (DA), and 0 responses for Strongly Disagree (SDA). This means that students agree with the use of English songs on YouTube in learning English, because it can make learning more exciting, and increase confidence when saying English words.

Tabel 2
Percentage of English Pronunciation in Using Song in Youtube

No	Statements	Often	Always	Seldom	Never
8.	Youtube song to learn English pronunciation	39%	10%	46%	3%
9.	Youtube songs can be used anywhere	60%	18%	21%	0%
10.	Youtube song to acquire new vocabulary	35%	32%	32%	0%
11.	Youtube song to learn a lot of slang terms	0%	0%	40%	60%
12.	YouTube song to learn how to correctly pronounce words.	35%	18%	43%	3%
13.	YouTube song makes learning English fun.	53%	21%	25%	0%

As shown in table 2, student involvement in using YouTube songs in English class: 1) Pronunciation "The data shows that English teachers providing YouTube videos can help students improve their pronunciation because students are involved in imitating learning activities based on the way English speakers pronounce words. -the English word." 2) Youtube song can use anywhere "Data shows students have a YouTube account and almost three-quarters have no problems accessing it, although 21% of them rarely use YouTube songs anytime and anywhere. Overall, they have a positive view of the application of YouTube songs in learning English. 3) Vocabulary "The data shows that using YouTube songs in learning

English in class can increase their vocabulary, because students are given the task of recording the new vocabulary they catch in every YouTube song video playback." 4) Fun "The data shows that by using YouTube songs in class, it displays text, sound, and images at the same time, so that it can motivate students in learning English.

Based on the explanation above, it can be concluded that 60% of respondents chose Often, 53% responded Always, and 19% responded Never. This means that most of the respondents often listen to English-language songs on YouTube, because of the many benefits provided such as: improving vocabulary mastery, learning English pronunciation, and also being able to learn slang terms by using songs on YouTube. As a result, the findings of this study suggest that learning English through YouTube and English song videos is more effective. Based on the study, English language learners can benefit from watching YouTube songs.

Discussion

Based on the findings presented above, it is evident that there are several recommendations that can be drawn from the study. Firstly, it can be observed that students hold a positive perception regarding the use of YouTube song lyrics as a means of enhancing their English language learning. Furthermore, students respond positively to the incorporation of such activities in the classroom, as they enhance the learning environment by making it more engaging, enjoyable, and meaningful. This finding is consistent with the assertions made by Asmi (2019, as cited in Ulate, 2008: 95), who posits that the use of such activities can contribute towards the creation of a conducive learning environment that encourages learning activities, increases attention and memory retention, reduces stress and tension, promotes imagination and motivation, and adds an element of enjoyment to the learning process. Moreover, the study reveals that the use of YouTube song lyrics can help improve students' listening skills.

The use of YouTube videos has been found to be an effective tool for improving language skills in learners. In this study, researchers found that several reasons why YouTube videos are effective for language learning. Firstly, YouTube videos provide a wide range of authentic language materials that are interesting and engaging for learners (Hadi et al., 2021; Hanan et al., 2022). They offer learners the opportunity to listen to and watch authentic language use, including colloquial expressions, accents, and intonations, which may not be present in traditional language textbooks or materials. Secondly, YouTube videos provide a platform for interactive learning, where learners can participate in language activities such as singing along with songs, watching and commenting on videos, and interacting with other learners from around the world. This can improve learners' speaking, listening, reading, and writing skills (Hidayatullah & Haerazi, 2022; Hidayatullah et al., 2022). Thirdly, YouTube videos provide learners with opportunities to learn at their own pace, allowing them to rewind, pause, and replay videos as many times as they need to fully understand the content.

This flexibility in learning can lead to more effective retention and application of language knowledge (Assauri et al., 2022; Baiq Sumarni et al., 2022). Moreover, research has shown that the use of YouTube videos in language learning can also have positive effects on learners' motivation and engagement. For example, students reported feeling more motivated to learn English when they were able to use YouTube videos as a tool for language learning. This is because YouTube videos can provide a sense of fun and enjoyment in the language learning process, which can lead to increased engagement and long-term retention of language knowledge. In conclusion, the effectiveness of YouTube videos in improving language skills lies in their ability to provide authentic, interactive, and engaging language materials, as well as their flexibility and motivational potential. Therefore, incorporating YouTube videos into language learning activities can be a valuable tool for educators and learners alike.

Ichda (in Ranggan 2016) argues that a useful thing to do in the very early stages of learning another language is to listen to the way in which the language is spoken, even when

you don't understand anything at all, dan juga YouTube videos can aid in improving one's English vocabulary, pronunciation, accent, listening, reading, and speaking (Ayu, 2016). The statement that YouTube songs can correct English words. Songs on YouTube are equipped with lyrics, pictures and sound which means they can be played many times until students can understand what the song is about and know how to pronounce the words with an English accent (Buana & Irawan, 2021; Nugraha et al., 2022). The teacher also uses group discussion techniques to learn English song lyrics from YouTube. make students more active in communicating and sharing ideas with their friends. The purpose of all these efforts is to optimally motivate students to concentrate on English lessons by using Youtube Song Lyrics in class, thus making learning English fun and meaningful.

CONCLUSION

Based on the findings and discussion to students' perception to use youtube song for learning English in the previous explained before, it can be concluded that: first students perception on the use of youtube song, 83% of students gave positive responses Agree (A) with the statement using youtube song learning is more exciting and fun, and increases their knowledge about vocab and pronunciation. the second is student perception on the use of YouTube songs, 63% of students give answers Often, with the statement that students often listen to English songs on YouTube, to improve pronunciation in English, and find new words with English songs on YouTube. Based on the conclusion of the research, the would like to give suggestions as follow: the Teacher: can utilize technology as a fun English language learning medium for students and increase researcher skills in English. For the next researcher: so that they can further develop the use of YouTube as a medium for learning English.

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