**STUDENTS’ PERCEPTIONS OF USING YOUTUBE AS ENGLISH ONLINE LEARNING MEDIA DURING COVID-19 PANDEMIC**

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| ***Article Info*** | **Abstract** |
| ***Article History***  *Received:*  *Revised:*  *Published:* | *This research focuses on the analysis of students' perceptions in using YouTube as English online learning media during the Covid-19 pandemic. The aim is to find out the students' perceptions of using YouTube as English online learning media during the Covid-19 pandemic at grade XI of SMA Negeri 4 Pematangsiantar based on the aspects that become a focus to be analyzed; the attractiveness, effectiveness, relevancy, and the motivation as the students' perceptions. The perception that taken is based on their experience in its use, namely students of class XI PMIA 6 and XI PMIA 7 T.A. 2020/2021 of SMA Negeri 4 Pematangsiantar. The data were collected using qualitative research methods, namely the type of basic interpretive studies where the data were obtained using a questionnaire distributed to students in the form of a Google Form. The results of the analyzed data show that the majority of students gave a positive response to each statement in each aspect of the questionnaire given. Based on the research results obtained, it is concluded that the use of YouTube as English online learning media is attractive, effective, relevant to the course content, and can motivate students in English online learning during the Covid-19 pandemic especially in grade XI of SMA Negeri 4 Pematangsiantar.* |
| ***Keywords***  *Students’ perceptions;*  *YouTube;*  *English;*  *Online learning media; Covid-19 pandemic* |
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**INTRODUCTION**

Learning is one of essential activities to be concerned. Learning is commonly rut with the interaction between teacher and students in the classroom. Meanwhile this recent learning is conducted with interaction between teacher and the students in different place. Teacher and students have interaction in the network or online system. The online system of learning is facilitated by Google classroom, Google meet, Edmodo, and Zoom. In another words learning is the activities which are done in non-physical school. This learning change because the situation. The situation makes the school activities are done from home. It is caused by covid-19 pandemic situation. In this situation teaching and learning activities are carried out at home. It purposes to minimize the spread of covid-19 pandemic. It is one of learning obstacles. Learning must be run in this situation. The alternative of doing learning in this situation is learning through online system. This situation teach us that learning can change based on the situation. It means that teaching and learning activities are no longer limited to the stigma of physical school and classroom (Balbay & Kilis, 2017: 235-236).

Online learning is a learning experience carried out by students using different devices such as laptops, mobile phones, etc. with internet access as a mean of supporting the teaching – learning activity (Dhawan, 2020: 6-7). In other words, online learning is a learning situation in which the continuity of learning occurs with the help of technology supported by internet access. With the existence of learning alternatives through online learning, so far teaching – learning activity during this situation can be helped properly, despite the shortcomings in its application.

The need of online learning for teachers and students is currently due to the Covid-19 pandemic situation that is already rampant in Indonesia. This made the government assign students from elementary school, junior high school, senior high school or vocational school and even college students to stay at home and continue the learning activity from home (Purwanto et al., 2020: 3). This mean that learning conditions are applied online with the internet access through various types of supporting media. That is what teachers will use in providing learning materials to students in online learning during Covid-19 pandemic. It is also to avoid the spread of Covid-19 in an education environment that will expand when physical contact occurs directly between individuals. The situation of online learning during the Covid-19 pandemic is currently reaping many perceptions from both teachers and students.

During the online learning period, the presence of technology becomes an important role in the running of online teaching and learning. It is also emphasized that the presence of technology in education has a very important role in students’ learning that can help them in obtaining a variety goals of cognitive knowledge (Stošić, 2015: 113). There are many teaching – learning medias nowadays that can be used by teachers in delivering materials to students to keep up with online lessons as targeted and designed through distance learning design. Some of them are Zoom, Google Meet, Edmodo, Videos, and etc.

One kind of websites that uses videos as media in online learning is YouTube. The most common reason why many teachers use the YouTube as a teaching media in this online learning is because YouTube is the most accessible media. YouTube is also one of the most popular websites in the world, where people can share different types of videos by uploading them to YouTube (Duffy, 2008: 123). YouTube itself in the world of education is one of the platforms that can offer and provide various types of materials needed in various subject areas such as English. The use of YouTube as a learning media also occurs in English learning in one of the schools in Pematangsiantar which is become the place of the researcher in conducting teaching training programs in online learning during the Covid-19 pandemic, namely at SMA Negeri 4 Pematangsiantar.

**Perception**

Perception is a process where humans can make the process of observing something that is complex in responding to something and the information around by using our own five senses so that we are able to know, understand and also realize something. Perception is a phase which aims to acquire and process the theory data (Démuth, 2013: 23). With perception as a process, humans are able to relate to the surrounding environment. This relationship can be made through the human senses such as the senses of sight, hearing, smell, touch and taste. Besides, perception is an understanding of the human environment which is generated from information captured and digested by our senses. (Johnson, 1994 cited in Naidoo and Kapofu, 2020: 2). Not only about the senses and the understanding, perception can be assessed by giving the indication of agree, strongly agree, neutral, disagree and also strongly disagree for a set of statements about something that given to the respondents (Ary, Jacobs & Sorensen, 2010: 209). Our ability to produce perception will certainly help us in realizing many things in our environment that we may not have been aware of the existence of our point-of-view in responding to or reacting to something that is happening in our environment and around us.

We can feel various things on the outside and become aware and able to identify what is happening around us with perception (Qiong, 2017: 18). Besides, the perception of objects in our visual world is not only influenced by low-level visual features such as shape and color, but is also influenced by high-level visual features such as meaning and the relationship among them (Hwang, Wang & Pomplun , 2011: 1192). Humans do not only depend on the gesture of color and shape for a certain thing in producing a perception, but human perception can also be influenced by the semantic meaning that exists to connect with what happens or what is interpreted around.

Based on the explanation of the understanding above, it can be concluded that perception is an activity carried out by humans by involving the senses of sight, hearing, smell, touch and taste to identify something around us and become connected to the surrounding environment. Also, by the experiences of someone, it can be a base for the point-of-view of something. The perception process itself also helps humans become more aware of and connected to everything outside and transforms it into sensory information by collecting or interpreting it. By analyzing a person's perceptions, we also know better how people's point-of-views, arguments or opinions on something. This will certainly help us to be more connected to the environment.

**Aspects In Perception**

Aspects of perception consist of Attractiveness, Perceived Effectiveness, Relevance, and Perceived Motivation. Attractiveness is one aspect that can measure a person's perception. In perception, personality inferences about attractive targets by self-attraction most likely reflect different implicit theories that have been formed by attractive and unattractive individuals through observation and experience (Horton, 2003: 146). Indeed, the influence of attractiveness on students' perceptions appears to be embedded in cognitive structures that are well studied and experienced.

Perceived Effectiveness is one of perceptions aspect which support the existence of students’ perception based their experiences. Perceived effectiveness are those the perceptions experienced by the people towards something. It is based the effectiveness of the used of something to their needs (Raheem, 2015: 34)

Additionally relevance aspect and perceived motivation aspects are the aspects of perception. Relevance aspect is the relevance use of things to the needs. It obtained based on what someone observes, feels, experiences when a person relates a relationship between something and finds conformity to it. The relevance can be seen based on the accuracy and suitability of something. These are the basic of giving perception to something. Then perceived motivation is one of aspects which can be felt to be the basis for someone to give positive perceptions. The motivation factor occurs when a person can feel an affective change in their own self which is influenced by something. With this perceived motivation, the basis for positive perceptions will be stronger (Balbay & Killis, 2017: 243-245).

**Process Of Perception**

There are some processes of someone in getting perception (Qiong, 2017: 18-19), as follow:

**Selection**

At this stage, we convert the environment of stimuli into a meaningful experience. In everyday life, we are filled with a wide variety of information that in the blink of an eye we can find stimuli-stimuli give me: the words we hear, testimonies of different types of accidents, ticking of the clock, to name but a few. Therefore, we see only part of the information obtained from the environment through selective processes.

**Organization**

The second stage is organization. After the stage selection, we need to organize the information in some ways by finding some specific pattern of meaning. This stage will help us to structure and provide coherence to our general knowledge of the world and those around us.

**Interpretation**

Interpretation refers to the process of gaining meaning into selected stimuli. One of the selected stimuli here is categorized into an arranged and stable pattern. So that, in the end we can give an interpretation of what has been selected and has been organized before. Based on the above stages, it can be concluded that perception occurs through several important things that will later produce the perception obtained through these phases. With the process of perception, we can also see how a perception is processed so that it becomes a result that can even have a big effect on a thing later.

**English Online Learning**

Judging from the current 4.0 era, where everything is all technology, including the world of education, it also has demands to involve online-based learning with the help of technology and internet access. No exception in learning English as a second language or a foreign language. Due to the increasingly global use of English in various institutions, the demands for educators to teach and educate students in the use of English have increased (Khalaf, 2018: 1115). Therefore, the role of the internet in accommodating English learning is very necessary. With the English online learning implemented by existing schools, the continuity of learning carried out has been able to keep up with the times from the use of technology and internet access in the 4.0 era. And in addition, the school has supported and is able to apply its proper use in creating better English learning through online learning.

The current Covid-19 pandemic also provides demands for educational institutions to involve the presence of technology and internet access in continuing learning that is carried out from home remotely, including learning English itself. Thus, the presence of the Internet's role in learning English is something that is well recognized in today's online learning era. In addition, the use of online learning in EFL (English as a Foreign Language), in particular, is one of the learning situations that have experienced good development (Mutambik, 2018: 74). So that it can help the course of learning English online effectively in the Covid-19 pandemic that we are facing.

The presence of online English learning also helps the effectiveness of distance language learning. In addition, learning English online can make students more motivated in learning the language. Students feel a completely different sensation of learning in learning English as was done in previous times in face-to-face learning through online-based English learning (Mardiah, 2020: 54). Their access to information has also increased drastically. Learning English online provides many learning materials and learning resources for students that they can access freely (Kuama & Intharaksa, 2016: 72). This English online learning can help students improve their skills in English. It is not only play a role in helping students in learning English as foreign language, yet the existence of English online learning also helps teachers in various things. The existence of online-based English learning will certainly help the work of teachers in teaching, so that teachers can more easily master English through the creativity of teachers in providing illustrations of material delivered in English online learning (Cai, 2012: 845-846). In addition, English online learning brings a change strategy and ultimately increases the efficiency of teaching and learning.

It can be concluded from some of the concepts above regarding English online learning, that the existence of English online learning is very helpful for the continuity of learning that takes place remotely, such as during the Covid-19 pandemic. Where, learning English which is facilitated by the presence of technology and the internet also helps students in language learning so that they become more motivated and on the other hand, students also have the opportunity to access various sources of English language material provided in English online learning. In addition, the teachers are also helped by the existence of English online learning in teaching English as a foreign language.

**Online Learning At Covid-19 Pandemic**

The implementation of online learning at Covid-19 pandemic is seen based its advantages, they are flexibility, reduced costs, networking opportunities, documentation, increased instructor – student time, access to expertise. They are understood in the following explanations:

**Flexibility**

Where, students have freedom over their careers as students at school because they are not tied to a set school schedule. In traditional classroom settings, meeting times have been strictly scheduled, and students have no power over it. This can certainly force them to such a tight schedule around the dates.

**Reduced Costs**

The implementation of these online learners can reduce expenses in any case. For example, there is no commuting fee. The embedding of costs is also related to other matters such as transportation, fuel, parking, car maintains, as well as fees to pay for public transportation. Where, of course it will not be experienced excessively when the implementation of online learning is applied.

**Networking Opportunities**

Online education can also provide opportunities for students to be assembled or connected in learning in pairs from different backgrounds. They can collaborate in learning remotely with access to the internet.

**Documentation**

All information obtained from various sources can be stored safely in the storage of mobile devices and personal computers owned. This is of course very useful when students review previously learned subject matter wherever and whenever they want to access it again.

**Increased Instructor – Student Time**

Online learning can help to increase the opportunities that students have in performing well based on the time given by their teacher. Online learning also improves students' problem-solving and skill in communicating them during distance learning.

**Access to Expertise**

In online learning, it can help in sharing of expertise that can help students in accessing knowledge information related to materials learned from various expert sources that may not be readily available in certain geographic locations (Ghoshal, 2020: 983-984),

**RESEARCH METHOD**

**Research Design**

Qualitative research design was used in exploring data analysis in this research. The qualitative research design is used to perform the data in form of words rather than numbers (Bogdan and Biklen, 2007 cited in Silalahi, 2015: 63). In this study, it was applied to explore the results of data analysis in form of statements. It is as basic interpretive analysis. Basic interpretive is the target to understand a phenomenon, a process, or a particular point-of-view from the participants involved (Ary et al, 2010: 453). The point of view from participants is to explore in statements from the students’ experience during use YouTube as English online learning media during the Covid-19 pandemic. In expressing the data analysis, human has problem in different perspective when they read news or sources of data. So content analysis is the basic control of analysis to be systematic. It is based on the characteristic of content analysis which is as procedural systematic analysis based on the content of text in from of words, phrases, statements, and documentations (Hurabarat, E, Herman, Silalahi, D.E, Sihomning, P.S.R. 2020: 145). To support the data analysis in understanding a point-of-view, percentage figures will be used. It means this research design is qualitative with non-parametric. It was used to optimize final conclusion of the students’ perception in using YouTube as English Online Learning Media during the Covid-19 pandemic. Qualitative design may use number in form of percentage to complete research orientation (Maxwell, 2010: 480). Thus in other words, the use of numeric figures in qualitative research can provide additional kind of support for the conclusion.

**Subject**

The subjects of this research are students of grade XI PMIA. They are 72 students as subjects. They study in class of XI PMIPA 6 and XI PMIPA 7. They were chosen as the subjects by the reason that they use YouTube as a media in English online learning during the Covid-19 pandemic. It means that the subjects were chosen purposively. Purposive subjects give appropriate information as data source of research (Ary et al, 2010: 156).

**Instruments**

Instrument is one of the essential points in collecting data. It is a tool to collect research data (Manurung, R, M., Silalahi, D.E., Herman, 2020: 17). Questionnaire is the instruments of this research to gain students' perceptions in using YouTube as a media in delivering the material of English online learning during the Covid-19 pandemic. It was shared through Google Form. It contained of twelve items. This instruments was adopted from the instruments of students’ perception in using YouTube learning media which proposed by Balbay & Kilis (2017).

The instruments consists of Likert-Scale with the criteria of ‘Strongly Agree (SA)’, ‘Agree (A)’, ‘Neutral (N)’, ‘Disagree (D)’ and ‘Strongly Disagree (SD)’. It is used in each statement to measure attitudes or point-of-view into the use of YouTube as a media in delivering the material of English online learning during the Covid-19 pandemic. Then it is shared through Google Form that consists of some aspects. Those aspects are attractiveness, effectiveness, relevancy of the course content and the motivation by using the YouTube as English online learning media. Each aspect consists of three questions. So this instrument consists of twelve questionnaires. All the questionnaires involved students’ perceptions of using YouTube as a media in delivering the material of teaching-learning in the Covid-19 pandemic. It is as online learning or without having a physical encounter with the object involved.

**Data Analysis**

This research used the theory from Leavy to analyze the data that gained from the questionnaire. Leavy’s theory has some general phases to analyze and interpret the data. The reason to use a theory from Leavy is because there was a match in the concepts of using the questionnaire. The Leavy’s theory can be used to measure the perceptions of the students as a kind of feeling or satisfaction in values coding (Leavy, 2017: 150).

The first step was data preparation and organization which aim to prepare the data to be analyzed. The second was initial immersion which aim to feel the pulse of the data. The third was coding which aim to classify the data as it needed by using value coding. Value coding was used to measure the majority of the students’ perceptions as the data of the respondents from each aspect. The forth step was categorizing and theming which aim to calculate the percentage in each aspect by calculating the total of percentage of statements in each aspect and it will be divided by the total of statements in aspect. Then the result was explained by using the descriptive information which is specifically categorized into the respective aspects. The last step was interpretation which aim to sum up the result after finishing the analysis of the data. Then the results of the students’ perceptions were made in the form of statements as the conclusion.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

This research showed majority of students XI PMIA 6 and XI PMIA 7 of SMA Negeri 4 Pematangsiantar T.A. 2020/2021 gave positive responses in every statement on each aspect presented through a questionnaire that they had filled in and submitted it. They mostly chose ‘Strongly Agree’ and ‘Agree’ in each statement of every aspect in the questionnaire. In other words, it showed that YouTube as English online learning media is attractive, effective, relevant to the course content, and can motivate students in learning English especially in learning that conducted online during the Covid-19 pandemic. The detail result can be seen in the following table:

Table 1

Attractiveness Aspect

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Statements** | **Scales** | | | | |
| **SA** | **A** | **N** | **D** | **SD** |
| 1. | YouTube is interesting because convenient, affordable, and accessible for English online learning during Covid-19 pandemic | 23  (31.9%) | 47  (65.3%) | 2  (2.8%) | 0  (0%) | 0  (0%) |
| 2. | YouTube media enables me to understand English lessons better in online learning during Covid-19 pandemic | 28  (38.9%) | 42  (58.3%) | 2  (12.8%) | 0  (0%) | 0  (0%) |
| 3. | Discussion by using YouTube media makes English online learning during Covid-19 pandemic more interesting | 24  (33.3%) | 36  (50%) | 12  (16.7%) | 0  (0%) | 0  (0%) |

This aspect showed that in the ‘Strongly Agree (SA)’ scale, the first statement consists of 23 (31.9%) students, the second statement consists of 28 (38.9%) students, and the third statement consists of 24 (33.3%) students. So it can be found the average percentage is 34.7%. On the ‘Agree (A)’ scale, the first statement consisted of 47 (65.3%) students, the second statement consisted of 42 (58.3%) students and the third statement consisted of 36 (50%). So it can be found the average percentage is 57.87%. On a ‘Neutral (N)’ scale, the first statement consists of 2 (2.8%) students, the second statement consists of 2 (2.8%) and the third statement consists of 12 (16.7%) students. So that it can be found the average percentage is 7.43%.

Table 2

Effectiveness Aspect

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Statements** | **Scales** | | | | |
| **SA** | **A** | **N** | **D** | **SD** |
| 4. | YouTube media makes the English online learning become more comfortable | 13  (18.1%) | 36  (50%) | 17  (23.6%) | 6  (8.3%) | 0  (0%) |
| 5. | YouTube media captures my attention better in English online learning during Covid-19 pandemic | 16  (22.2%) | 39  (54.2%) | 17  (23.6%) | 0  (0%) | 0  (0%) |
| 6. | YouTube media helps to accomplish study tasks quicker in English online learning during Covid-19 pandemic | 19  (26.4%) | 31  (43.1%) | 19  (26.4%) | 3  (4.2%) | 0  (0%) |

This aspect showed that in the ‘Strongly Agree (SA)’ scale, the fourth statement consists of 13 (18.1%) students, the fifth statement consisted of 16 (22.2%) students, and the sixth statement consisted of 19 (26.4%) students. So that it can be found that the average percentage is 22.23%. On the ‘Agree (A)’ scale, the fourth statement consisted of 36 (50%) students, the fifth statement consisted of 39 (54.2%) students, and the sixth statement consisted of 31 (43.1%). So it can be found the average percentage is 49.1%. On the ‘Neutral (N)’ scale, the first statement consisted of 17 (23.6%) students, the second statement consisted of 17 (23.6%) students and the third statement consisted of 19 (26.4%) students. So it can be found that the average percentage is 24.5%.

Table 3

Relevance Aspect

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Statements** | **Scales** | | | | |
| **SA** | **A** | **N** | **D** | **SD** |
| 7. | YouTube videos used are relevant to course content | 19  (26.4%) | 43  (59.7%) | 9  (12.5%) | 1  (1.4%) | 0  (0%) |
| 8. | The contents of YouTube videos increases my comprehension of the lesson | 23  (31.9%) | 37  (51.4%) | 12  (16.7%) | 0  (0%) | 0  (0%) |
| 9. | The contents of YouTube videos are easy to understand | 27  (37.5%) | 37  (51.4%) | 7  (9.7%) | 1  (1.4 %) | 0  (0%) |

This aspect showed that in the ‘Strongly Agree (SA)’ scale, the seventh statement consists of 19 (26.4%) students, the eighth statement consisted of 23 (31.9%) students, in the ninth statement consisted of 27 (37.5%) students. So that it can be found that the average percentage is 31.93%. On the ‘Agree (A)’ scale, the seventh statement consisted of 43 (59.7%) students, the eighth statement consisted of 37 (51.4%) students, and the ninth statement consisted of 37 (43.1%). So that it can be found the average percentage is 54.17%. On the ‘Neutral (N)’ scale, the seventh statement consisted of 9 (12.5%) students, the eight statement consisted of 12 (16.7%) students and the ninth statement consisted of 7 (9.7%) students. So that it can be found that the average percentage is 12.97%.

Table 4

Motivation Aspect

| **No** | **Statements** | **Scales** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **SA** | **A** | **N** | **D** | **SD** |
| 10. | YouTube videos in English online learning motivate me to learn more in online learning during Covid-19 pandemic | 13  (18.1%) | 45  (62.5%) | 13  (18.1%) | 1  (1.4%) | 0  (0%) |
| 11. | YouTube media in English motivates me to participate in English online learning during Covid-19 pandemic | 12  (16.7%) | 40  (55.6%) | 20  (27.8%) | 0  (0%) | 0  (0%) |
| 12. | YouTube media in English motivate me to study English well online learning during Covid-19 pandemic | 13  (18.1%) | 41  (56.9%) | 15  (20.8%) | 3  (4.2%) | 0  (0%) |

This aspect showed that in the ‘Strongly Agree (SA)’ scale, the tenth statement consists of 13 (18.1%) students, the eleventh statement consisted of 12 (16.7%) students, in the twelfth statement consisted of 13 (18.1%) students. So that it can be found the average percentage is 17.6%. On the ‘Agree (A)’ scale, the tenth statement consisted of 45 (62.5%) students, the eleventh statement consisted of 40 (55.6%) students, and the twelfth statement consisted of 41 (56.9%). So that it can be found that the average percentage is 58.3%. On the ‘Neutral (N)’ scale, the tenth statement consisted of 13 (218.1%) students, the eleventh statement consisted of 20 (27.8%) students and the twelfth statement consisted of 15 (20.8%) students. So that it can be found that the average percentage is 22.23%.

**Discussion**

This research showed that the students’ perceptions in using YouTube as English online learning during Covid-19 pandemic refer to the four aspects, namely attractiveness, effectiveness, relevance, and motivation. The four aspects of perceptions found in this study are relevant to the theory from Horton (2003: 146), Raheem (2015: 34) and Balbay & Killis, (2017: 243-245). The other previous researches conducted by Sakkir, Dollah & Ahmad (2020) entitled "Student Perceptions of YouTube Use in EFL Classrooms" only focused to some aspects of perceptions namely, attractiveness and effectiveness. The research that conducted by Michael and Shah (2020) entitled "Student Perceptions of YouTube Use in Rural ESL Classrooms" focused to attractiveness and the effectiveness aspects for the perceptions. The last research which conducted by Zaidi et al. (2018) entitled “University Students’ Perceptions of YouTube Usage in ESL Classroom” focused to attractiveness, effectiveness, and motivation aspects of perceptions.

The similarities that found in this study with the other previous researches could be seen from the result of the data that being analyzed where in this study, there was found that in each aspect showed the positive response from the students to express their perceptions in using YouTube as English online learning media during Covid-19 pandemic. The research from Sakkir, Dollah & Ahmad (2020) also found that from the two aspects being analyzed, it showed the positive perceptions from the students in using YouTube media. The next research from Michael and Shah (2020) which focused to the two aspects of perceptions also showed the positive response from the students. The last study from Zaidi et al. (2018) also got the positive perceptions in using YouTube as English online learning media especially in the attractiveness, effectiveness, and motivation aspects of perceptions.

It can be concluded that the use of YouTube as English online learning media was the attractive, effectiveness, relevancy to the course content, and could also motivate students to learn English in online learning during the Covid-19 pandemic. This has been proven true by evidence of data that has been analyzed by researchers. The existence of YouTube media is very good as a means of infrastructure used in learning English online during the current Covid-19 pandemic.

**CONCLUSION**

Students of class XI PMIA 6 and XI PMIA 7 T.A. 2020/2021 SMA Negeri 4 Pematangsiantar, which were used as the respondents in this study, already had experience in using YouTube media as English online learning media during the Covid-19 pandemic situation at SMA Negeri 4 Pematangsintar. Whereas while the teacher providing learning material, students are presented with videos uploaded to YouTube in accordance with the material being taught. So with this experience, this study was conducted with the aim to find out their perceptions while using YouTube media. The respondents with a total of 72 students were then given a questionnaire by using the Google Form format. The contents in the questionnaire were presented with a Likert-scale which students could choose to express their perceptions through the statements provided.

From the results that have been obtained through the questionnaire in Google Form format, it showed the results of a positive response. As in the first aspect, namely attractiveness aspect, as many as 57.8% of students thought Agree and 34.7% of students thought Strongly Agree which means a positive opinion in this aspect. In addition, the second aspect, namely the effectiveness aspect, as many as 49.1% of students thought Agree and 22.23% of students think Strongly Agree, which also indicated a positive response in the effectiveness of using YouTube media. Furthermore, in the aspect of the relevance of the content aspects of the course, 54.17% of students thought Agree and 31.93% of students thought Strongly Agree which also showed their positive perception of the relevance of the content of the courses presented using YouTube media. In the last aspect, namely the motivation aspect, there were 58.3% of students' thoughts Agree, 22.23% of students thought Neutral, and 17.6% of students think Strongly Agree for the motivation they get in using YouTube as a media for learning English online during the pandemic Covid-19.

As a final conclusion, it can be concluded that the use of YouTube as English online learning media is attractive, effective, can be relevant to the course content, and can motivate students in learning English. Especially in learning conducted online during the Covid-19 pandemic. It clearly proved through data that has been processed and concluded in research finding. Where the majority of students gave a positive response in every statement on each aspect presented through a questionnaire that they had filled in and submitted it.

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