

## **Students' Interest in Learning English Vocabulary for Engineering by Using YouTube**

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### **Abstract**

YouTube is an application that contains a variety of video content in which there are various kinds of videos, both non-academic and academic. With its ease of use, which only requires web access, YouTube is an application that can be used as a learning medium. Likewise with the level of use among students, it allows YouTube to be a media in learning. In this study, using a qualitative approach through a questionnaire to 14 students of Electrical Engineering at the Akademi Teknologi Industri Dewantara Palopo who were given 20 statements using the Likert Scale, it was found that 11 students (78.57 percent) of the students' high interest, 3 students (21.43 percent) of the students 'very high interest, and none of the students' moderate interest, low interest and very low interest. This shows that student interest in studying on YouTube is very high.

**Key Words:** Interest, YouTube, Vocabulary

### **Introduction**

Internet technology during the Covid 19 pandemic was very much needed not only in the marketing aspect but also in education, including in universities. Therefore, many of the applications are implemented to guarantee students' learning rights from a distance. Teaching is required to use several applications so that students and lecturers must know how to use the applications used.

One of the applications used in learning is YouTube. This application is used to make it easier for students in learning, especially in learning English, especially vocabulary, which must require students to understand the meaning, pronunciation and know the objects mentioned. YouTube media provides impressions that support the learner's responsiveness by providing audio and visual impressions with audio-visual broadcasts, this will make it easier for students to understand learning quickly besides that this media provides interesting impressions with the content presented on YouTube is very diverse and creative. This is in line with Bruner's opinion in the book cited by Azhar Arsyad (2011), there are three main levels of learning mode, namely: direct experience (enactive), pictorial experience (iconic), and abstract experience (symbolic). A person's learning outcomes start from direct experience (concrete), the reality that exists in a person's life environment and then through artificial objects, to verbal symbols (abstract).

Another advantage of YouTube is also explained by Burgess & Green (2009) who also explains that with the features owned by YouTube that make it easy to access or view videos, it does not require special skills to use it only requires simple web browsers with the internet as well as the number of videos

of varying duration and videos on YouTube can be shared with other users by pasting the site link.

Mujianto (2019) explains that YouTube media can increase student interest and motivation in learning because YouTube is made with interesting content and this can improve student understanding better when compared to learning that is carried out only explaining the essence of a book. From this opinion, it can be used as a basis for using YouTube as an effective learning medium during this pandemic. Especially now that YouTube is the most widely used social media, ranging from children, adults to the elderly.

So that in supporting learning in order to increase student interest in learning English in tertiary institutions, the use of media that is commonly used and familiar to them is used so that YouTube is a very appropriate medium to use in increasing student interest and developing the learning experience of distance students.

Suardi (2021) conducted research on learning media analysis explaining that YouTube is also used by students in completing English assignments because this provides benefits and effectiveness in the learning process.

However, in learning, it is necessary to study the material used so that in selecting the YouTube video that you want to give to the learning process, it needs to be studied and connected with the material that will be used in the learning process. So that this is also very important to pay attention to in the learning process later.

Therefore, in this study what is taught is English for Electronic Engineering students, one of the contents of the material taught is Vocabulary related to engineering. This must be explained by looking at the level of student interest in English courses and students' understanding of vocabulary related to engineering. In the face of learning Therefore, it is deemed necessary to have supporting media in terms of aspects of word pronunciation, meaning of words and knowledge of objects related to engineering. So, it is possible to ask for their perceptions of their interest in the YouTube application as a medium of learning in English language learning, especially vocabulary learning.

## **Method**

This research was conducted on English learning activities at the Akademi Teknologi Industri Dewantara Palopo in the Third semester of Electronical Engineering study program by asking their perceptions when learning English using YouTube media as a learning medium. There are 14 students who all know about the internet and always use YouTube as one of the applications they enjoy doing in searching and watching the things they want. Students are asked to fill out a questionnaire to provide responses to the learning process and their responses to the use of YouTube as a learning medium used in the English learning process, especially vocabulary.

The data questionnaire consisted 20 items, ten items are positive statements and ten are items are negative. The Likert Scale uses as follows.

Table 3.1 Likert Scale

<b>Favorable items</b>	<b>Category</b>	<b>Unfavorable items</b>
<b>5</b>	Strongly Agree	<b>1</b>
<b>4</b>	Agree	<b>2</b>
<b>3</b>	Undecided	<b>3</b>
<b>2</b>	Disagree	<b>4</b>
<b>1</b>	Strongly Disagree	<b>5</b>

The questionnaire consisted of 20 items, ten positive and ten negative statements. The highest score that a student gets 100 and the lowest get 20. Therefore, if respondent answer the ten positive statements with strongly agree and with all ten negative ones with strongly disagree, he/she gets 100, and if a respondent answer the ten positive statements with strongly disagree and with all ten negatives ones with strongly disagree, he/she gets 20. So, the rating score ranges from 20-100 (interval 80). Since the questionnaire gets five categories, the interval that will be used to determine the category is  $80/5 = 16$ . The following are the rating score of the category.

The interval of the students' responses on the questionnaire as follows:

Table 3.2 Interval of questionnaire

<b>Interval score</b>	<b>Category</b>
<b>85- 100</b>	Strongly Interested
<b>69- 84</b>	Interested
<b>52- 68</b>	Moderate
<b>36- 51</b>	Uninterested
<b>20- 35</b>	Strongly Uninterested

Sugiyono (2017)

The formula used in analyzing the data is

$$P = \frac{fq}{N} \times 100\%$$

Notes:

P = percentage for test and questionnaire

Fq = Number of frequencies

N = total Samples

## Finding and Discussion

This research was conducted by giving questionnaires to students who were taught using YouTube media during learning vocabulary about typing terms in English, which was previously carried out by providing several video references that were related to the vocabulary material being taught.

The questionnaire was distributed to the students to know their interest toward the application of YouTube as media in learning vocabulary. The data showed that the application of You Tube as media in learning vocabulary could

enhance the interest of the students of Electronical Engineering. This was indicated by the students' scores of the questionnaire as shown in the following table:

**Table 4.1 The percentage of students' interest**

Interval Score	Category	You Tube Perception	
		F	%
85-100	Very high	11	78.57
69-84	High	3	21.43
52-68	Moderate	0	0
36-51	Low	0	0
20-35	Very low	0	0
<b>Total</b>		14	100

The data of the students' interval score based on the questionnaire in table 4.1 indicated that application of You Tube as media in learning vocabulary shows that 11 students (78.57 percent) high interest, 3 students (21.43 percent) of the students very high interest, and none of the student moderate interest, low interest and very low interest.

Further analysis showed that the mean score of the application of You Tube as media in learning vocabulary was categorized as high interest or interested. The data of students' interest toward the application of YouTube as media in Learning vocabulary was described in the following figure.

**Figure 4.2 Students' interest towards the application of YouTube as media in learning vocabulary**

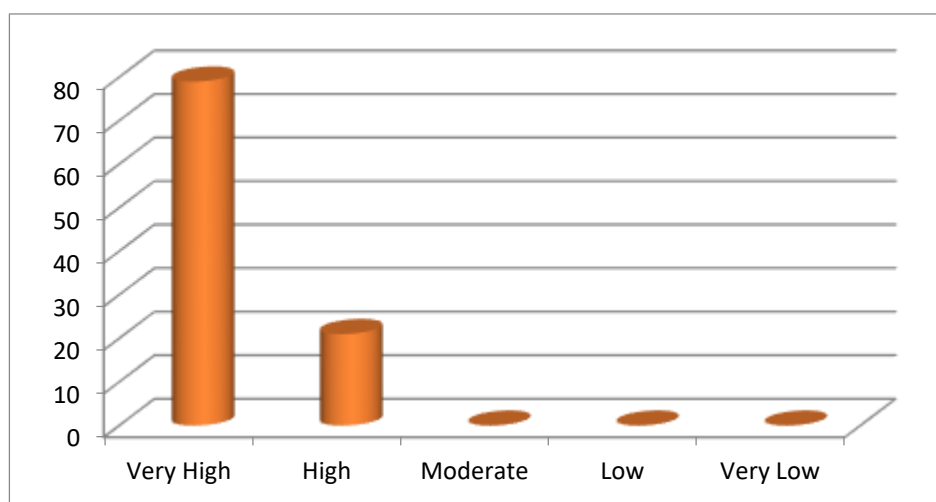


Figure 4.2 indicates the mean score of students' interests toward application of YouTube as media in Learning vocabulary shows that 11 students (78.57 percent) of the students' high interest, 3 students (21.43 percent) of the students' very high interest, and none of the students' moderate interest, low interest and very low interest.

From these results, YouTube has an impact on student interest in using YouTube as a learning medium and affects their understanding. In addition, there is an easy way for students to learn through YouTube, especially during this pandemic, because the level of student access to the internet has increased so that the repetition of video playbacks is very high and the process of understanding a problem is increasing, this can be seen from the questionnaire results gave a statement that "I use YouTube every day on average more than 3 hours a day" 11 out of 14 students voted strongly agree. So that using YouTube as a learning medium can increase student interest very high.

This is also explained by Tutiasri (2020: 10) explaining the results of all that during the Covid 19 pandemic, most internet users used YouTube as a learning medium which not only developed non-academic soft skills but also their academic needs.

With the strength of communication and audio-visual effects displayed on YouTube, the characteristics of this YouTube media are very supportive of YouTube as a learning medium that provides the fulfillment of characteristics to serve as a learning medium. This gives a measure of all students who strongly agree by stating that "YouTube provides attractive visual effects as well as sound effects that make it easier to learn vocabulary". This is in line with the opinion put forward by Susilana (2009) that the use of media in learning is 1. Making abstract things from verbal clearer, 2. Overcoming the limitations of space, time, energy and sensory power. 3. Can lead to learning motivation, 4. Individuals will be able to adjust their learning independently according to their talents and visual, auditory, kinesthetic abilities, 4. Can provide the same experiences and stimuli.

Likewise with the statement that students are very easy to understand the learning content on YouTube because if they do not understand the other video, they will look for other videos. So that the statement on the questionnaire "The variety of videos on YouTube content makes it easier for me to understand vocabulary learning" and all students as respondents strongly agree with this statement. YouTube content makes it easy for them to learn a material so it doesn't get bored. This is supported by the features available on YouTube which are very diverse so that they can convey their level of understanding and relevance to content with the abilities they have.

## **Conclusion**

This study aims to determine the interest of Electronics Engineering students in the use of YouTube media in English language learning, especially vocabulary learning. Where the results obtained show that student interest in learning via YouTube is very high, this is supported because of the high use of the

internet. So that YouTube is an application that cannot be denied that students open this application every day to fill their time in searching for the required video content. Therefore, making YouTube a learning medium is an option to increase student interest in learning English.

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