



Students' Perceptions on Using Whatsapp and Youtube Applications in English Online Learning

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Abstract

Since the pandemic of COVID-19, Online learning has recently grown in popularity due to reduce the interactions in learning and ease of access to content of learning at any time from any place which is no longer limited to the physical classroom. Then, social media is a technology tool commonly utilized by teachers in online learning that has evolved into an alternative for teachers and students to promote online teaching and learning and some English teachers combined WhatsApp and YouTube in online learning. This study was to close the gap by investigating students' perceptions of using WhatsApp and YouTube in English online learning at SMA N 5 Sijunjung by using TAM (perceived ease of use, perceived usefulness, attitude toward using, and behavioral intention). To address the issue, the present study looked at 34 students' perceptions toward WhatsApp and YouTube in English online learning at SMA Negeri 5 Sijunjung. Drawing on the data from a web-based survey and interview. The results show that the mean of perceived ease of use is 2.75, perceived usefulness is 2.78, attitude toward using is 2.77, behavioral intention is 2.73 and actual usage is 2.67. Students positively perceived the ease of use and usefulness on using WhatsApp and YouTube in English online learning. Students also like and intend to use WhatsApp and YouTube English online learning. It was also revealed that students often had difficulty understanding explanatory videos about lessons on YouTube. Students revealed that the role of the teacher is still very important in teaching and learning activities.

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INTRODUCTION

The term "e-learning" first appeared in the middle of the 1990s to refer to a learning system that is entirely online learning or blended learning (Garrison, 2011). It shows that online learning has been a help teaching and learning activities for years. Furthermore, since the pandemic of COVID-19, Online learning has recently grown in

popularity due to reduce the interactions in learning and ease of access to content of learning at any time from any place which is no longer limited to the physical classroom (Lee, 2010).

And social media is a technology tool commonly utilized by teachers in online learning that has evolved into an alternative for teachers and students to promote online teaching and learning. It has been claimed by previous research that using social media is effective in the English classroom (Ahmed, 2019; Alenazy, Al-Rahmi, & Khan, 2019; Iswahyuni, 2021; Klimova, 2019). Social media applications that are often used in online learning are YouTube and WhatsApp (Abdullah, Yaacob, & Rahim, 2013; Handayani, Syaifei, & Utari, 2020; Mbat, 2013; Nugroho & Atmojo, 2019). Furthermore, some English teachers combined WhatsApp and YouTube in online learning. There are few prior studies that looked into the implementation of WhatsApp and YouTube in English online learning (Chasanatun & Lestari, 2021; Desi et al., 2021; Perwitasari, Fachriya, & Hasanah, 2021). In addition, Berk (2009) and Ogwunte & E.A, (2020) also stated that using WhatsApp and YouTube can improve students' motivation and enthusiasm in learning English.

In SMAN 5 Sijunjung, I saw the English teachers in that school used WhatsApp and YouTube for online teaching and learning. Regarding the phenomenon of using WhatsApp and YouTube in English online learning at SMA N 5 Sijunjung, teachers need to know students' point-of-view by looking at how students' perceptions of it. Teachers can gain a better understanding of their students' points of view, arguments, and attitudes on learning by examining their perceptions (Blake, 2011). Besides, students' perceptions on using WhatsApp and YouTube in English online learning can be identified with technology acceptance model (TAM). TAM is a famous concept for explaining and predicting technology acceptance (Chuttur, 2009).

Previous researchers have investigated students' perceptions of the use of YouTube (Maziri, Gapa, & Chuchu, 2019; Yaacob & Saad; 2020), and few also investigated TAM on online learning platforms (Alismaiel, Faura, & Al-Rahmi, 2022; Huang, 2021; Nugroho & Atmojo, 2020). Besides that, some examine the perception of the use of WhatsApp (Gomez, 2020; Mulyono, Suryoputro, & Jamil, 2021; Suryana, Hidantikarnillah, & Murwantono, 2021). There are also studies that investigated WhatsApp and YouTube (Chasanatun & Lestari, 2021; Desi et al., 2021; Perwitasari et al., 2021). Following the results of previous research, it has become clear that online learning platforms are a valuable tool for achieving success in online learning. Prior research has yielded important findings about technology and students' perceptions toward online learning. However, the research into students' perceptions on WhatsApp and YouTube in English online learning by using TAM has not been investigated. Furthermore, the usefulness of WhatsApp and YouTube in online English language learning to understand the phenomenon requires further investigation. Therefore, the current study is to close the gap by investigating students' perceptions of using WhatsApp and YouTube in English online learning at SMA N 5 Sijunjung by using TAM.

RESEARCH METHOD

A survey design was used to determine how students' perceptions on WhatsApp and YouTube in English online learning. Survey is a quantitative research procedure

that is utilized to convey the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). This research used questionnaire and interview as the instrumentations. The type of sampling in this study was simple random sampling. The sample in this research was 34 respondents.

Both questionnaire and interview were used for data collection. First, A questionnaire was used as the instrument in this study to know students' perceptions of using WhatsApp and YouTube in online learning. The questionnaire was adapted from Rahayu et al. (2017). Regarding Rahayu et al. (2017), a web-based survey with 13 statement items was developed. To collect data from respondents, the survey was shared through online using Google Forms. The first section of the survey collected personal information such as age, gender, grade, and phone number. The following section of the survey looked at perceived ease of use, perceived usefulness, attitude toward using, behavioral intention, and actual usage on using WhatsApp and YouTube in English online learning. To avoid misunderstandings, the questionnaire was presented in Indonesian. In this study, the questionnaire structure was a closed-ended questionnaire. To assess the participants' agreement with each item in the questionnaire, I used a 4-point Likert scale. Second, to gain a deeper understanding of the questionnaire's responses and to ask additional open-ended questions about the students' responses, a semi-structured interview was conducted. The objective was to identify the issue on which the interviewee was questioned about their perception on using WhatsApp and YouTube in English online learning. In order to prevent information from being missed, the interviewer used recording software while conducting the interview.

Data Collection

The first instrument was questionnaire. A questionnaire with thirteen statements was distributed to the students. The students had sixteen minutes (maximum time) to complete the questionnaire. To collect data, I used few procedure. First, I determined questionnaire indicators of students' perceptions on using WhatsApp and YouTube in English online learning. Second, I arranged the rubric for the questionnaire based on the indicator set and actual usage). Before the questionnaire was compiled, it must first be compiled which determined the indicators of the questionnaire. Alternative answers are strongly agree, agree, disagree, and strongly disagree. Positif statement with a value of 4,3,2,1. Then, the data was distributed to students through Google form. Second instrument was interview. Interview was used to gain more detailed information about students' perceptions on using WhatsApp and YouTube in English online learning in order to enhance the data acquired via questionnaire. Six students that had already filled the questionnaire were gathered. Then, interview was conducted with 5 questions about students perceptions on using WhatsApp and YouTube in English online learning. The answer was recorded.

Data Analysis

In this study, I used a descriptive study to analyse the data. The goal of a descriptive study is to describe facts and characteristics of the object or situation under research in accordance with what is occurring in the field. The descriptive study aims to look at students' perceptions on WhatsApp and YouTube in online learning. The completed questionnaire from the students was processed in few steps. First, I was

selected, focused, and grouped the data that appear in questionnaire. Then, data tabulation was made by calculating the frequency of each alternative answer given. The percentage of students' sample was analyzed by dividing total students' answer with total students' sample. After that, the average value of positive statement was calculated to determine the score of students' perception with interval score.

For the interview, the data was be analyzed by using Gay and Airasian (2000). There are four steps of data analysis for interview. First step was reading. In this stage, I read the note when collect data through recording and field notes. Second step was describing. The descriptions in this study were based on information obtained by me through interviews. Third step was classifying. In this stage, I formed the data into groups based on the indicator of students' perceptions. In this step, I separated the data on criteria. It means that I classified the data based on the indicator of students' perception of WhatsApp and YouTube. Fourth step was interpreting. In this stage, I interpreted the data based on the indicator of students' perceptions of WhatsApp and YouTube. I interpreted the result of the research to related to the expert.

RESULT AND DISCUSSION

This study's sample consists of 34 students who had learned English online using WhatsApp and YouTube. Questionnaires and interviews were used to collect data. The questionnaire contains 13 statements on a 4-point Likert scale, and the interview contains five questions. The questionnaire was divided into five sections: perceived ease of use, perceived usefulness, attitude toward using, behavioral intention, and actual use.

In addition, interviews were conducted to acquire specific information from the students' response in questionnaire. Then, I conducted focus group interview and interviewed six students for 20 minutes. The data were analyzed both quantitatively and qualitatively in this study. To find out the students' perceptions on using WhatsApp and YouTube in English online learning, the data in questionnaire were scored quantitatively using the following interval:

Table 1. *Data Interval*

| Perception | Mean |
|-------------------|-------------|
| Very Positive | 3.26 - 4 |
| Positive | 2.51 - 3.25 |
| Negative | 1.76 - 2.50 |
| Very Negative | 1 - 1.75 |

Research Findings

Questionnaire

Perceived Ease of Use

Table 2. Questionnaire result of students' perceived ease of use WhatsApp and YouTube in English online learning

| No | Statement | N(%) | | | | Mean | Category |
|------------------|---|---------------------|-----------------------|-------------------------|-----------------------|--------------------------|-----------------|
| | | SA | A | D | SD | | |
| 1 | WhatsApp and YouTube are easy to use simultaneously in English online learning (<i>WhatsApp dan YouTube mudah untuk digunakan secara bersamaan dalam belajar bahasa inggris secara daring</i>) | 2 (5.9%) | 21 (61.7%) | 11 (32.3%) | 0 (0%) | 2.73 (68.3%) | Positive |
| 2 | I am very good at using WhatsApp and YouTube simultaneously in English online learning (<i>Saya sangat mahir menggunakan WhatsApp dan YouTube</i>) | 4 (11.7%) | 19 (55.8%) | 10 (29.4%) | 1 (2.9%) | 2.76 (69.1%) | Positive |
| Average 1 | | 6 (8.8%) | 20 (58.8%) | 10.5 (30.8%) | 0.5 (1.4%) | 2.75 (68.75%) | Positive |

According to the table, perceived ease of use had a positive score of 2.75 (68.75%). All of statements in this indicator had positif responses from students. Therefore, students perceived the ease of use of WhatsApp and YouTube in English online learning.

Perceived Usefulness

Table 3. Questionnaire result of students' perceived usefulness of WhatsApp and YouTube in English online learning

| No | Statement | N(%) | | | | Mean | Category |
|----|--|--------------|---------------|---------------|-----------|-----------------|----------|
| | | SA | A | D | SD | | |
| 3 | WhatsApp and YouTube help me learn the material more quickly. (<i>WhatsApp dan YouTube membantu saya menjadi lebih cepat dalam menguasai materi selama pembelajaran bahasa</i>) | 5 (14.7%) | 16 (47.0%) | 13 (38.2%) | 0 (0%) | 2.76 (69.1%) | Positive |

| | | | | | | | |
|------------------|---|------------------------------|-------------------------------|-------------------------------|-------------------------|-------------------------------|-----------------|
| | <i>inggris secara daring)</i> | | | | | | |
| 4 | WhatsApp and YouTube improve my learning outcomes in learning English online. <i>(WhatsApp dan YouTube meningkatkan hasil belajar saya dalam belajar bahasa inggris secara daring)</i> | 3 (8.8%) | 17 (50%) | 14 (41.1%) | 0 (0%) | 2.67 (66.9%) | Positive |
| 5 | WhatsApp and YouTube help me learn English online more effectively. <i>(WhatsApp dan YouTube meningkatkan efektifitas belajar bahasa inggris saya dalam pembelajaran daring)</i> | 1 (2.9%) | 22 (64.7%) | 11 (32.3%) | 0 (0%) | 2.70 (67.6%) | Positive |
| 6 | WhatsApp and YouTube make it easier for me to complete English tasks while studying online. <i>(WhatsApp dan YouTube membantu saya lebih mudah dalam mengerjakan tugas bahasa inggris selama pembelajaran daring)</i> | 5 (14.7%) | 24 (70.5%) | 5 (14.7%) | 0 (0%) | 3 (75%) | Positive |
| Average 2 | | 3.5 (10.2%) | 19.7 (58.0%) | 10.7 (31.6%) | 0 (0%) | 2.78 (69.6%) | Positive |

According to the table, perceived usefulness had a positive score of 2.78 (69.6%). Even though the overall score on this indicator indicated that students had a positive perception, there were a few statements that showed the percentage score of agree and disagree was not significantly different. For example, in statements three and four. In statement three, it showed that 16 students agreed with 47 % while 13 students disagreed with 38.2%. And in statement four, it showed that 17 students agreed with 50%, while 14 students disagreed with 41.1%. As a result, students perceived the usefulness of WhatsApp and YouTube in English online learning.

Attitude Toward Using

Table 4. Questionnaire result of students' attitude toward using of WhatsApp and YouTube in English online learning

| No | Statement | N(%) | | | | Mean | Category |
|------------------|---|----------------------|-------------------------|-------------------------|-------------------|--------------------------|-----------------|
| | | SA | A | D | SD | | |
| 7 | I like to use WhatsApp and YouTube for online English learning(<i>Saya senang menggunakan WhatsApp dan YouTube dalam pembelajar bahasa inggris secara daring</i>) | 7 (20.5%) | 17 (50%) | 10 (29.4%) | 0 (0%) | 2.91 (72.79%) | Positive |
| 8 | I feel comfortable and enjoy learning when using WhatsApp and YouTube in learning English online(<i>Saya merasa nyaman dan menikmati pembelajaran saat menggunakan WhatsApp dan YouTube dalam belajar bahasa inggris secara daring</i>) | 3 (8.8%) | 16 (47.0%) | 15 (44.1%) | 0 (0%) | 2.64 (66.17%) | Positive |
| Average 3 | | 5 (14.7%) | 16.5 (48.5%) | 12.5 (36.7%) | 0 (0%) | 2.77 (69.48%) | Positive |

Based on the table, attitude toward using received a positive score of 2.77 (69.48 %). Even though the overall score on this indicator indicated that students had a positive perception of it, there were 16 students who chose to agree with 47 percent and 15 students who chose to disagree with 44.1 percent. So, in statement 8, the percentage score of students who chose agree and disagree was not significantly different. As a result, students had a favorable attitude on using WhatsApp and YouTube in English online learning.

Behavioral Intention

Table 5. Questionnaire result of students' behavioral intention of WhatsApp and YouTube in English online learning

| No | Statement | N(%) | | | | Mean | Category |
|----|---|-------------|---------------|---------------|-----------|-----------------|----------|
| | | SA | A | D | SD | | |
| 9 | I want to use WhatsApp and YouTube when learning English in class and outside of class (<i>Saya ingin menggunakan WhatsApp dan YouTube saat belajar bahasa inggris di kelas maupun di luar</i>) | 2 (5.8%) | 22 (64.7%) | 10 (29.4%) | 0 (0%) | 2.76 (69.1%) | Positive |

| | | | | | | | |
|------------------|--|-------------------------------|-------------------------------|--------------------------------|-------------------------|-------------------------------|-----------------|
| | <i>kelas)</i> | | | | | | |
| 10 | I intend to continue using WhatsApp and YouTube to support my English learning process (<i>Saya berniat untuk terus menggunakan WhatsApp dan YouTube untuk mendukung proses belajar bahasa inggris saya</i>) | 1 (2.9%) | 24 (70.5%) | 9 (26.4%) | 0 (0%) | 2.76 (69.1%) | Positive |
| 11 | I hope to continue to use WhatsApp and YouTube in English learning (<i>Saya berharap untuk terus menggunakan WhatsApp dan YouTube dalam pembelajaran bahasa inggris</i>) | 2 (5.8%) | 19 (55.8%) | 13 (38.2%) | 0 (0%) | 2.67 (66.9%) | Positive |
| 12 | I want to motivate my friends to continue using WhatsApp and YouTube in learning English (<i>Saya ingin memotivasi teman saya untuk terus menggunakan WhatsApp dan YouTube dalam belajar bahasa inggris</i>) | 2 (5.8%) | 21 (61.7%) | 11 (32.3%) | 0 (0%) | 2.73 (68.3%) | Positive |
| Average 4 | | 1.75 (5.14%) | 21.5 (63.2%) | 10.75 (31.6%) | 0 (0%) | 2.73 (68.3%) | Positive |

According to the table, behavioral intention received a positive score of 2.73 (68.3%). Even though the overall score on this indicator indicated that students had a positive perception of it, 19 students chose to agree with 47 percent and 13 students who chose to disagree with 44.1 percent. In statement 11, the percentage score of students who chose agree and disagree was not significantly different. As a result, students' had intentions use WhatsApp and YouTube in English online learning.

Actual Usage

Table 6. Questionnaire result of students' actual usage of WhatsApp and YouTube in English online learning

| No | Statement | N(%) | | | | Mean | Category |
|----|---|-----------|---------------|--------------|-------------|-----------------|----------|
| | | SA | A | D | SD | | |
| 13 | I access WhatsApp and YouTube during study and during holidays (<i>Saya mengakses WhatsApp dan YouTube selama pembelajaran maupun saat</i>) | 0 (0%) | 24 (70.5%) | 9 (26.4%) | 1 (2.9%) | 2.67 (66.9%) | Positive |

| | | | | | | |
|------------------|----------|-----------|----------|----------|-------------|-----------------|
| <i>libur)</i> | | | | | | |
| Average 5 | 0 | 24 | 9 | 1 | 2.67 | Positive |
| | (0%) | (70.5%) | (26.4%) | (2.9%) | (66.9%) | |

According to the data, actual usage received a positive score of 2.67 (66.9%). statement in this indicator showed that students had positive response. As a result, based on the actual usage's indicator, students' perceptions of WhatsApp and YouTube use in English online learning could be classified as positive. It also implied that students used WhatsApp and YouTube in English online learning whether they are in class or not.

Interview

Perceived Ease of Use

The first indicator aims to find out students' perceptions of the ease of use of WhatsApp and YouTube in English online learning through the question: *"How were WhatsApp and YouTube used in English online learning?"* (Bagaimanakah penggunaan WhatsApp dan YouTube dalam pembelajaran bahasa inggris secara daring?)

I found how students learned English through WhatsApp and YouTube from the interview. They stated that the teacher used WhatsApp for sharing information and sending them a link to YouTube. In addition, the teacher used YouTube as a media to help them conveying material through video.

"Well, WhatsApp is used for sharing or a tool for communicating with each other to share video links that would be studied. Especially the learning video links on YouTube. And on YouTube is for explanation learning videos of the material being studied and as a guide for the next lesson that would be explained by the teacher." (Baiklah, menurut saya penggunaan WhatsApp dan YouTube, kalau WhatsApp digunakan untuk sharing atau alat untuk saling berkomunikasi untuk membagikan link video yang akan dipelajari. Terutama link video pembelajaran di YouTube. Dan di YouTube, Untuk melihat video pembelajaran materi yang dipelajari dan sebagai panduan untuk pembelajaran berikutnya yang akan dijelaskan oleh gurunya)(A. 1)

I also asked a follow-up question to the previous one, "Did you feel easy in learning by using these two applications simultaneously?(Apa kalian merasa mudah dalam belajar menggunakan dua aplikasi tersebut secara bersamaan?)"

They all agreed that utilizing them was not a difficulty because they have been familiar with them.

"yes miss, I use to use it everyday(iya mudah miss, karena sudah biasa menggunakannya sehari-hari miss)(SOAP.6)"

In conclusion, from the result of the interview above, the English teacher used WhatsApp and YouTube simultaneously in English online learning by sending the link to the YouTube video to their WhatsApp group. In addition, the students did not have difficulties using WhatsApp and YouTube simultaneously because they used to use them in their daily life.

Perceived Usefulness

The usefulness of the learning application could be known from how helpful is that application to improve students' abilities. I want to know about students' perceptions of how useful WhatsApp and YouTube were in English online learning, based on the question *"Did WhatsApp and YouTube help you in learning English online? and why?"* (*Apakah WhatsApp dan YouTube membantu anda dalam belajar bahasa inggris secara daring? Kenapa iya/tidak?*)

From the interview, I learned that some students find the use of WhatsApp and YouTube to be useful. They admitted that they could study English online by the help of WhatsApp and YouTube. Since they could not engage in face-to-face learning at the time, they claimed that WhatsApp could help them communicate with their teacher. Additionally, students could find explanations of the material from YouTube videos. Students also mentioned that YouTube had many educational resources that help them understanding the material they were learning and would be learning. They added that sometimes, YouTube content was more comprehensive than teacher-provided content.

"yes, WhatsApp and YouTube help me in learning English as I said earlier, watching videos on YouTube could guide me not to be stiff in learning the next material" (iya, WhatsApp dan YouTube membantu saya dalam pembelajaran bahasa inggris seperti yang saya katakan tadi, dengan melihat video di YouTube dapat memandu untuk tidak kaku dalam mempelajari materi berikutnya)(A. 1)"

"I think it's quite helpful because what is delivered by the teacher and what is on YouTube are quite different, sometimes the material on YouTube is more complete than what is delivered by the teacher. And on YouTube there are lots of examples that could be used as a guide in learning English." (menurut saya lumayan membantu karena apa yang disampaikan oleh guru dan yang ada di YouTube lumayan berbeda, kadang materi yang ada di YouTube lebih lengkap dari pada apa yang disampaikan oleh guru. Dan di YouTube ada banyak sekali contoh yang menjadi bisa jadi pedoman dalam belajar bahasa inggris)(FAP. 3)"

"very helpful, because WhatsApp helps in communication between teachers and students even though there is some information that is not conveyed. on YouTube there are lots of

examples of material explanations that match the material explained by the teacher.” (sangat membantu, karena WhatsApp membantu dalam komunikasi antara guru dan siswa walaupun ada beberapa informasi yang kurang tersampaikan. kalau YouTube banyak sekali contoh penjelasan materi yang sesuai dengan materi yang dijelaskan oleh guru)(NGC. 4)”

“when there is good internet connection, it could helps me. Because we could watch the expalantion video on YouTube ” (ketika jaringan ada bisa membantu. Karena bisa melihat penjelasan tentang materi di YouTube)(RO. 5)”

But some students felt that WhatsApp and YouTube could only help them in doing their assignments. It was because the video that they had watched was hard for them to understand.

“not really, it just helps me in doing assighment, miss” (tidak terlalu membantu miss, membantu hanya waktu membuat tugas miss)(DA. 2)”

“if in the explanation of the material in my opinion it doesn't help miss because the video is difficult for me to understand but it helps when doing assignments miss.”(kalau dalam penjelasan materinya menurut saya tidak membantu miss karena videonya sulit untuk saya pahami tapi membantu kalau untuk mengerjakan tugas miss.)(SOAP. 6)”

In addition, the students also revealed that even though WhatsApp and YouTube were helpful for them in English online learning, but it still could not improve their English ability even they had already watched the video explanations on YouTube, they still need teacher explanation because it was important for them to understand the material.

“I think, like me and my friends whose English skills are not good, it would be difficult to understand the material if we just watch YouTube and via WhatsApp without an explanation from the teacher”(saya rasa, seperti saya dan teman-teman saya yang kemampuan bahasa inggris yang tidak baik atau biasa biasa saja, akan sulit untuk memahami materi jika hanya melihat YouTube dan melalui WhatsApp saja tanpa penjelasan dari guru)(A. 1)”

“because I don't meet the teacher directly so if there is material I don't understand you couldn't ask directly to the teacher too because it's hard to understand the material if I only go through video miss”(karena tidak bertemu langsung dengan guru

sehingga kalau ada materi yang tidak paham tidak dapat bertanya langsung kepada guru nya juga karena sulit memahami materi jika hanya lewat video saja miss)(NGC. 4)”

From the interview above, it could be concluded that some students felt useful using WhatsApp and YouTube and some students did not feel useful using WhatsApp and YouTube in English online learning. Some students that felt WhatsApp and YouTube were useful think that it could help them to learn English online and provide them to get complete material on YouTube. Meanwhile, some students felt that it could help them just for doing their assignment because the video explanation from YouTube was hard for them to understand.

Attitude Toward Using

In this indicator, based on the question *"Did you like learning English online using WhatsApp and YouTube?" (Apakah anda suka menggunakan WhatsApp dan YouTube di dalam pembelajaran bahasa inggris secara daring?)*, I want to know about students' attitudes on using WhatsApp and YouTube in English online learning.

According to interviews, most students liked learning by using WhatsApp and YouTube. They admitted that they could watch various English videos on YouTube and learn wherever they want.

"I like it for learning online. Because we could learn without going to school and could learn anywhere, miss" (suka miss, kalau daring suka miss. Karena bisa belajar tanpa harus ke sekolah dan bisa di mana saja miss)(DA.2)

"yes miss. I could see a lot of English videos there miss" (iya miss. Saya dapat melihat banyak video berbahasa inggris disana miss)(FAP.3)

"I do like it. because material on YouTube is complete and from various sources" (sangat suka, karena di YouTube materinya lengkap dan bisa melihat sumber yang bermacam-macam)(NGC.4)

"I like it, because we could learn without a teacher and we could learn wherever we are"(suka, karena kita bisa belajar tanpa guru dan kita bisa belajar dimanapun kita berada)(RO.5)

Some students did not like learning using WhatsApp and YouTube. They stated that YouTube could just help them doing their assignment but it did not help them to understand the material. They also stated that they had difficulties asking the question to the teacher on WhatsApp.

"I like it when it for doing my assignment but if it is for video explanation, I do not like it miss" (kalau untuk mengerjakan

tugas suka miss tapi kalau digunakan untuk media untuk menjelaskan materi pembelajaran kurang suka miss)(A. 1)

“no miss, Sometimes when studying online miss, it's hard to ask miss. I prefer to study offline because if there is something I don't understand, I could directly ask the teacher.”(tidak miss, Kadang kalau belajar online miss, sulit untuk bertanya miss. Lebih suka belajar offline karena kalau ada yang tidak saya pahami bisa langsung bertanya ke pada gurunya.)(SOAP.6)

In conclusion, most of the students liked using WhatsApp and YouTube for English online learning. It was because they could learn from YouTube and WhatsApp from anywhere. In addition, they also could find various learning sources to assist them in learning English. Meanwhile, some students that were not like learning using WhatsApp and YouTube, had difficulties in understanding the material on YouTube and asking a question about the material on WhatsApp.

Behavioral Intention

In this indicator, I want to know whether students intend to use Whatsapp and YouTube in English online learning in the future, based on the question *“Do you have an intention to always use WhatsApp and YouTube in English online learning?”(Apakah anda mempunyai keinginan untuk terus menggunakan WhatsApp dan YouTube di dalam pembelajaran bahasa inggris secara daring?)*

According to the interview, some students had plan to use WhatsApp or YouTube for English online learning in the future. They stated that from their experience using WhatsApp and YouTube, it helped them in learning English. So they intend to use WhatsApp and YouTube.

“I wish there is no online learning anymore miss, but if we should do online learning, I am fine using WhatsApp and YouTube”(kalau keinginan saya, saya ingin pembelajaran daring tidak terulang lagi miss tetapi jika memang harus daring lagi juga tidak apa-apa menggunakan WhatsApp dan YouTube)(A.1)

“Yes miss, because I find it very helpful to use WhatsApp and YouTube to support my learning during online learning”(ada miss, karena saya merasa sangat terbantu menggunakan WhatsApp dan YouTube untuk menunjang pembelajaran saya selama pembelajaran daring)(FAP.3)

“Yes miss, because it very helpful”(iya miss, karena itu sangat membantu)(RO.5)

But some students claimed that there was no intention of using WhatsApp and YouTube they preferred direct explanations from their teacher.

“no, because it hard to understand the material from WhatsApp and YouTube” (tidak, kerana sulit memahami pembelajaran kalau belajar melalui whatsapp dan youtube. Susah dipahami materinya miss)(DA.2)

“no miss, I prefere the teacher explanation”(tidak miss, lebih suka guru secara langsung yang menjelaskan miss)(NGC.4)

“No miss, I prefer face to face learning miss”(Nggak miss, lebih suka tatap muka miss)(SOAP.6)

Based on the interview, it was clear that some students intended to use WhatsApp or YouTube for English online learning. This was due to how helpful WhatsApp and YouTube were in online learning. Meanwhile, some students did not intend to use WhatsApp and YouTube because they liked the teacher's explanations more than the video explanations from YouTube.

Actual Usage

In this indicator, I want to know students' actual use of Whatsapp and YouTube in English online learning, based on the question *“Did you also use WhatsApp and YouTube during or outside English learning?”(apakah anda menggunakan Whatsapp dan YouTube saat atau diluar jam pembelajar bahasa inggris?)*

From the interview, I knew that most students would use WhatsApp and YouTube to help them to finish their assignments. But the rest of students rarely used WhatsApp and YouTube. They preferred using google.

“yes miss, when I feel I need help then I use WhatsApp and YouTube” (iya miss, keetika saya merasa saya perlu bantuan maka saya menggunakan WhatsApp dan YouTube)(FAP. 3)

“rarely miss, I often use google”(jarang miss, sanda lebih sering menggunakangoogle miss)(FAP. 3)

In conclusion, most students used WhatsApp and YouTube in learning English. But some of them preffered using Google to support their learning.

Discussion

Several points could be made based on the data description and analysis provided above. It would be arranged based on the results of each research problem. The findings for the first research problem, "how is students' perceived ease of use of WhatsApp and YouTube in English online learning of SMAN 5 Sijunjung?" revealed that the students had a positive perception of the ease of use of WhatsApp and

YouTube with 2.75 (68.75%) score in the questionnaire. In the questionnaire, most of students agreed that WhatsApp and YouTube were easy to use simultaneously in English online learning. The reason students had a positive perception of the ease of the use of WhatsApp and YouTube, according to additional information in the interview, was that they were familiar with those applications in their daily lives. As a result, students had no difficulty using them in English online learning. This finding was similar to the findings of Abdullah, Yaacob, and Rahim (2013), Handayani, Syaifei, & Utari (2020), Mbatl (2013), Nugroho & Atmojo, (2019), who stated that students and teachers frequently used WhatsApp and YouTube in online learning because they were familiar with those applications.

The second research problem: "how is students' perceived usefulness of WhatsApp and YouTube in English online learning of SMAN 5 Sijunjung?", the finding showed that the students perceived the usefulness of WhatsApp and YouTube in English online learning with 2.78 (69.6%) score on questionnaire. In all questionnaire statements of indicator of perceived usefulness, most of the students agreed that WhatsApp and YouTube helped students to learn English quickly and effectively in online learning. Additionally, WhatsApp and YouTube could improve students learning outcomes, and helped them doing their assignments. This was supported by Dabamona and Yunus (2022) finding that YouTube could improve students' ability in English because YouTube provide the students with many kinds of learning video that made students familiar with English word and phrases. It could be seen from the interview result that some students that felt WhatsApp and YouTube were useful think that it helped them to learn English online and provide them to get complete material on YouTube. According to Terantino (2011), YouTube could provide students to learn various language and culture-related videos from around the world. In interview, students also revealed that WhatsApp and YouTube were helpful for them when they were doing their assignments in online learning. Meanwhile, in questionnaire statement 3 "WhatsApp and YouTube help me learn the material more quickly" and statement 4 "WhatsApp and YouTube improve my learning outcomes in learning English online", the score of students' agree and disagree were not significantly different. This was revealed in the interview that, while students realized the benefits of WhatsApp and YouTube in English online learning, they were unable to improve their English skills because watching video explanations were inadequate for students to understand; they still required a teacher to explain the material to them. Furthermore, some students believed that it could only help them with their assignments because the video explanation from YouTube was difficult for them to understand. This result differ from Wang and Chen's (2019) research findings, which indicated that some students believe YouTube was more advantageous to their English abilities since students could learn more on YouTube, which would help them improve their English abilities.

The next research problem is "how is students' attitude toward using WhatsApp and YouTube in English online learning at SMAN 5 Sijunjung?" The findings showed that students had a positive perception in the questionnaire with 2.77 (69.48 %). It indicated that students liked learning using WhatsApp and YouTube. It was because they could learn from YouTube and WhatsApp from anywhere. And they also could find various learning sources to assist them in learning English. It means students liked

learning using WhatsApp and YouTube because they felt the usefulness of using it while online learning. So, students felt comfortable and enjoy learning English online. This finding was similar to Alismeli et al (2022), who found that perceived usefulness and ease of use have a direct positive impact on attitudes toward social media use. Meanwhile, some students that were not like learning using WhatsApp and YouTube, had difficulties understanding the material on YouTube and asking a question about the material on WhatsApp. This was in line with the questionnaire results in statements eighth "I feel comfortable and enjoy learning English online". It showed that the percentage of students who agree and disagree was not significantly different. It indicated that students could not enjoy in learning because they could not understand the video explanations on YouTube.

The fourth research question is "how is students' behavioral intention of WhatsApp and YouTube in English online learning of SMAN 5 Sijunjung?" The results demonstrate that students have a positive perception on the questionnaire with 2.73 (68.3%). It indicated that students had the intention to use WhatsApp and YouTube in learning English online. Students also agreed that they wanted to use WhatsApp and YouTube when learning in class and outside of class. And students intended to use WhatsApp and YouTube to support their English learning. This was also supported by Huang (2021) that stated that students would likely continue using an online learning platform if it was easy for them to use and useful for them in their learning. Furthermore, in the interview, students stated that they had plan to use WhatsApp and YouTube for English online learning in the future. They stated that from their experience using WhatsApp and YouTube, it helped them in learning English so they intended to use WhatsApp and YouTube. Meanwhile, in one questionnaire statement for this indicator, in statement 11 "I hope to continue to use WhatsApp and YouTube in English online learning", there were no significant difference between agree and disagree scores. It could be seen in the interview that some students did not intend to use WhatsApp and YouTube because they liked the teacher's explanation more than the video explanations from YouTube. This conclusion contrasts with Huang's(2021) finding that the ease of use and usefulness of an online learning platform influence students' usage intentions.

The last research question is "how is students' actual usage of WhatsApp and YouTube in English online learning of SMAN 5 Sijunjung?" The findings revealed that students had a positive perception in the questionnaire with 2.67 (66.9%). students agree that they accessed WhatsApp and Youtube during the study and their holiday. In interview, students claimed that they would use Whatsapp or YouTube if they need help to complete their assignment. It indicated that students are often using WhatsApp and YouTube to support their studies. This finding was supported by the finding from Rahayu et al. (2017) that stated that students' intention in using a technology system would affect the frequency of using that technology. Meanwhile, some students stated that they would rather use Google to help them in doing their assignment. This was also supported by Rahayu et al. (2017) statement that the frequency of use of an application would rise in the future if the users want to keep using it. But, if the users' attitude of technology was negative, they would not use it in the future and look for other alternatives to replace the existing technology.

As a result, English teachers could use this data as a reference or evaluation once they know the students' perceptions of WhatsApp and YouTube in English online learning based on the five TAM aspects (perceived ease of use, perceived usefulness, attitude toward using, and actual usage). According to Blake (2011), teachers could better understand their students' viewpoints, arguments, and learning attitudes by looking at their perceptions. As a result, teachers could think about how to optimize the learning process.

Conclusion

The purpose of this study was to determine students' perceptions on WhatsApp and YouTube in five aspects of TAM. Based on the data analysis and discussion from the previous chapter, students had a positive perception on the ease of use (2.75), usefulness (2.78), attitude toward using (2.77), behavioral intention (2.73), and actual usage (2.67) of WhatsApp and YouTube in English online learning. And several conclusions could be drawn. For the first indicator, the students perceived positive perceptions on the ease of use of WhatsApp and YouTube for English online learning. They easily used these two applications while English online learning because those applications had already familiar with them in their daily lives.

In the second indicator, students perceived WhatsApp and YouTube to be useful in English online learning. WhatsApp and YouTube could increase students' learning outcomes and assisted them in completing their assignments because YouTube could give students a variety of learning videos that familiarize students with English words and phrases. Even though students recognized the advantages of WhatsApp and YouTube in English online learning, they were unable to develop their English skills since watching the video explanations was insufficient for students to understand. They still need the teacher to explain the material to them. Furthermore, some students assumed that it would only help them with their homework because the YouTube video explanations was tough for them to understand.

Furthermore, students had a positive attitude toward using WhatsApp and YouTube. It indicated that students liked learning using WhatsApp and YouTube. Students liked learning using WhatsApp and YouTube because they felt the usefulness of using it while online learning. So, students felt comfortable and enjoy learning English online. Meanwhile, some students could not enjoy in learning because they could not understand the video explanation in YouTube.

Additionally, students intended to use WhatsApp and YouTube to support their English learning. It implied that students had the intention to use WhatsApp and YouTube in learning English online. Students had plan to use WhatsApp or YouTube for English online learning in the future because from their experience of using WhatsApp and YouTube, it helped them in learning English so they intend to use WhatsApp and YouTube. But they liked teacher's explanation more than video explanation from YouTube.

Lastly, students agreed that they accessed WhatsApp and YouTube during study and their holiday. It indicated that students were often using WhatsApp and YouTube to support their studies. Students would access Whatsapp or YouTube if they need help completing their assignments. It indicated that students were often using

WhatsApp and YouTube to support their studies. Meanwhile, some students rarely used YouTube and WhatsApp and preferred to use google

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