

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the result. The findings presented the result of data analysis collected through questionnaire and interview of their perception and challenges of asynchronous learning using YouTube in English language learning.

A. Finding

1. Questionnaire Result

The data that was found from the result of the questionnaire regarding Asynchronous Learning Youtube Using Youtube in English Language Learning are listed on this following table.

The result of this aspect has aimed to answer the first subsidiary research question “How is students” perception of asynchronous learning using YouTube in English language learning. It consisted of 5 items of closed-ended questionnaire.

Table 4.1. The effectiveness of asynchronous learning using YouTube in English language learning

No	Statment	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1.	I understand lessons better through asynchronous learning using YouTube during the COVID-19 pandemic	2 7%	10 33%	9 30%	6 20%	3 10%
2.	I can improve my English skills when learning asynchronously using YouTube	0 0%	8 27%	9 30%	11 37%	2 7%
3.	I can access the material on YouTube anytime, anywhere	0 0%	6 20%	10 33%	9 30%	5 17%
4.	I can focus more on lessons when done asynchronously using YouTube	0 0%	13 43%	12 40%	1 3%	4 13%
5.	Asynchronous learning using YouTube is as effective as face to face learning.	0 0%	12 40%	5 17%	10 33%	3 10%

From the results of the questionnaire above, it can be seen statement number 1 showed that 2 student (7%) choose “strongly disagree”, 10 students (33%) choose “disagree”, 9 student (30%) choose “neutral”, 6 students (20%) choose “agree”, 3 students (20%) choose “strongly disagree”. In conclusion that the most respondents were disagree that they understand lessons better through asynchronous learning using YouTube during the COVID-19 pandemic.

Statement number 2 showed that 0 student (0%) choose “strongly disagree”, 8 students (27%) choose “disagree”, 9 students (30%) choose “neutral”, 11 students (37%) choose “agree”, 2 students (7%) choose

“strongly disagree”. In conclusion that the most respondents were agree that they can improve English skills when learning asynchronously using YouTube.

Statement number 3 showed that 0 student (0%) choose “strongly disagree”, 6 students (20%) choose “disagree”, 10 students (33%) choose “neutral”, 9 students (30%) choose “agree”, 5 students (17%) choose “strongly disagree”. In conclusion that the most respondents were neutral that I can access the material on YouTube anytime, anywhere. But, compare with agree and disagree, most of respondents choose agree that they can access the material on YouTube anytime, anywhere.

Statement number 4 showed that 0 student (0%) choose “strongly disagree”, 13 students (43%) choose “disagree”, 12 students (40%) choose “neutral”, 12 students (40%) choose “agree”, 1 students (3%) choose “strongly disagree”. In conclusion that the most respondents were disagree that they can focus more on lessons when done asynchronously using YouTube.

Statement number 5 showed that 0 student (0%) choose “strongly disagree”, 12 students (40%) choose “disagree”, 5 students (17%) choose “neutral”, 10 students (33%) choose “agree”, 3 students (10%) choose “strongly disagree”. In conclusion that the most respondents were disagree

that asynchronous learning using YouTube is as effective as face to face learning.

The result of this aspect has aimed to answer the second subsidiary research question “What are students” perspective about challenges of asynchronous learning using YouTube in English language learning. It consisted of two categories: Social presence and technical support. The data gained through closed-ended questionnaire that each category consist of 5 numbers.

Table 4.2. Challenges of asynchronous learning using YouTube in English language learning: Social Presence

No	Statments	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Lack of interaction with teacher when using YouTube for asynchronous learning	0 0%	5 17%	2 7%	15 50%	8 27%
2.	Lack of interaction with peers when using YouTube for asynchronous learning	0 0%	6 20%	6 20%	11 37%	7 23%
3.	Lack of response or immediate response when using YouTube for asynchronous learning	2 7%	6 20%	3 10%	15 50%	4 13%
4.	I do not feel the spirit of togetherness when asynchronous learning using YouTube	2 7%	5 17%	5 17%	11 37%	7 23%
5.	I feel isolated in asynchronous learning using Youtube	1 3%	7 23%	9 30%	9 30%	4 13%

From the results of the questionnaire above, it can be seen statement number 1 showed that 0 student (0%) choose “strongly disagree”, 5 students (17%) choose “disagree”, 2 students (7%) choose “neutral”, 15 students (50%) choose “agree”, 8 students (27%) choose “strongly disagree”. In conclusion that the most respondents were agree that lack of interaction with teacher when asynchronous learning using YouTube.

Statement number 2 showed that 0 student (0%) choose “strongly disagree”, 6 students (20%) choose “disagree”, 6 students (20%) choose “neutral”, 11 students (37%) choose “agree”, 7 students (23%) choose “strongly disagree”. In conclusion that the most respondents were agree that lack of interaction with peers when asynchronous learning using YouTube.

Statement number 3 showed that 2 students (7%) choose “strongly disagree”, 6 students (20%) choose “disagree”, 3 students (10%) choose “neutral”, 15 students (50%) choose “agree”, 4 students (13%) choose “strongly disagree”. In conclusion that the most respondents were agree that lack of response or immediate response when asynchronous learning using YouTube.

Statement number 4 showed that 2 students (7%) choose “strongly disagree”, 5 students (17%) choose “disagree”, 5 students (17%) choose “neutral”, 11 students (37%) choose “agree”, 7 students (23%) choose

“strongly disagree”. In conclusion that the most respondents were agree that they do not feel the spirit of togetherness when asynchronous learning using YouTube.

Statement number 5 showed that 1 student (3%) choose “strongly disagree”, 7 students (23%) choose “disagree”, 9 students (30%) choose “neutral”, 9 students (30%) choose “agree”, 4 students (13%) choose “strongly disagree”. In conclusion that the most respondents were choose neutral and agree that they feel isolated in asynchronous learning using YouTube.

Table 4.3. Challenges of asynchronous learning using YouTube in English language learning: Technical Support

No	Statments	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Slow internet speed is the main problem I face when using YouTube	1 3%	3 10%	1 3%	13 43%	12 40%
2.	Lack of quotas to support learning	3 10%	2 7%	1 3%	10 33%	14 47%
3.	Lack of support for operating tools (computers/laptops/mobile phones) that support learning	2 7%	6 20%	4 13%	11 37%	7 23%
4.	Internet access is limited in the area where I live	4	6	11	7	2

		13%	20%	37%	23%	7%
5.	Youtube is difficult to use and I don't understand how to use it	7	13	5	3	2
		23%	43%	17%	10%	7%

From the results of the questionnaire above, it can be seen statement number 1 showed that 1 student (3%) choose “strongly disagree”, 3 students (10%) choose “disagree”, 1 student (3%) choose “neutral”, 13 students (50%) choose “agree”, 12 students (40%) choose “strongly disagree”. In conclusion that the most respondents were agree that slow internet speed is the main problem they face when using YouTube.

Statement number 2 showed that 3 students (10%) choose “strongly disagree”, 2 students (7%) choose “disagree”, 1 student (3%) choose “neutral”, 10 students (33%) choose “agree”, 14 students (47%) choose “strongly disagree”. In conclusion that the most respondents were strongly agree that lack of quotas to support learning.

Statement number 3 showed that 2 students (7%) choose “strongly disagree”, 6 students (20%) choose “disagree”, 4 students (13%) choose “neutral”, 11 students (37%) choose “agree”, 7 students (23%) choose “strongly disagree”. In conclusion that the most respondents were strongly agree that lack of support for operating tools (computers/laptops/mobile phones) that support learning.

Statement number 4 showed that 4 students (13%) choose “strongly disagree”, 6 students (20%) choose “disagree”, 11 students (37%) choose “neutral”, 7 students (23%) choose “agree”, 2 students (7%) choose “strongly disagree”. In conclusion that the most respondents were neutral that internet access is limited in the area where they live. But, compare with agree and disagree, most of respondents choose agree that internet access is limited in the area where they live.

Statement number 5 showed that 7 students (23%) choose “strongly disagree”, 13 students (43%) choose “disagree”, 5 students (17%) choose “neutral”, 3 students (10%) choose “agree”, 2 students (7%) choose “strongly disagree”. In conclusion that the most respondents were disagree that YouTube is difficult to use and they don't understand how to use it.

2. The result of interview

The following data are the result from all students answer on the interview section. In presenting the data, the researcher used codes as follow:

Q : stand as the question of the interview

R : stand as the answer of the interview

Q1 : How do you feel about asynchronous learning using YouTube to support English skills during the Covid-19 pandemic?

R1 :

Es: Good enough but not optimal in learning

SW: In my opinion, learning videos on YouTube are difficult to understand and sometimes the internet network doesn't support video learning.

RA: In my opinion, just agree that asynchronous learning uses youtube to support English skills during the COVID-19 pandemic

NM: I think it's quite efficient, easy to understand, and easy to do tasks

AS: In my opinion asynchronous learning using YouTube is very good to understand.

MRSP: I think it's okay. But if I'm more comfortable with face to face. Because it can directly interact with the teacher. If you have any questions, they can be answered immediately.

DS: Don't agree, because on YouTube the explanation is too fast, the sentences are difficult to understand.

AVF: I don't think so, because I don't understand, then I don't focus too much because the condition of the house has to help at home too, it's too draining on the quota, so in my opinion, learning through YouTube is not clear and I don't understand a bit.

MAR: My opinion is passable because during the pandemic we need YouTube so we can study it again.

AA: I think I agree because it is easy to reach anywhere and anytime and anywhere.

From the student interview data above, it can be concluded that the most of students using YouTube is quite good, according to students, prior to the pandemic and requiring them to study thoroughly online at home, they were familiar with YouTube. However, some students disagree using YouTube because it is difficult to focus and understand the learning material.

Q2 : Do you have any obstacle and problem during the teacher using YouTube in their teaching? please mention it by following the reason!

R2 :

ES: The obstacles are limited internet access and lack of interaction

SW: There are obstacles if the internet network does not support it and there can be no two-way communication if you only use YouTube, and if the video and sound quality on YouTube is not good, it is very disturbing.

RA: Sometimes a slow internet network is the main problem I face in using youtube.

NM: There are some things that I think are a little annoying with the limited quota, the quota needed for youtube in my opinion is very large so I'm lazy to watch the youtube learning video. If the learning video is too long and boring in terms of discussion, it can also affect students' laziness to watch the learning video unless there is a task that must be completed after watching the learning video.

AS: The obstacles are quotas and it is difficult to interact with teachers or friends if there are materials or assignments that are not understood.

MRSP: No obstacles. Because watching learning videos on YouTube is very simple to access and almost everyone knows how to watch videos on YouTube

DS: Yes, there is a lack of interaction, so it is more difficult for us to understand the material and not understand the material presented

AVF: Yes, sometimes the internet network hinders.

MAR: The obstacle that often occurs to students in using YouTube may be the signal which is sometimes unstable. In addition, students often misfocus with other videos that are not related to the lesson.

AA: There are, sometimes if you are watching then you run out of quota or slow network and lack of interaction with teacher and classmates.

It can be concluded that any obstacles and problems when using YouTube for learning are limited of quota, limited of internet connection, and lack of interaction with teacher and peers.

Q3 : Can you still discuss with teachers and friends during asynchronous learning using YouTube? if so, how can you stay engaged? if not please explain!

R3 :

ES: Keep discussing with teachers and friends with whatsapp app

SW: Can discuss it via wa but you have to be patient when chatting with the teacher because it takes a long time to respond and sometime chat with friends it takes a long time to respond

RA: You can have a discussion via WhatsApp but my teacher is also not very quick to respond, so if I ask a question after 2 or not 1 day, I will get a response.

NM: Yes, by using the WhatsApp application and we can send messages to teachers and friends.

AS: When discussing with the teacher, it's usually if someone doesn't understand, then I ask via whatsapp even though they don't respond right

away. When discussing with friends it's usually if there is group work/via whatsapp

MRSP: Can. Friends: can be through chat, meet at extracurricular time

Teacher: via chat

DS: I can still discuss it, because if I don't understand the discussion, I'd be better off asking my friends about it than the teacher, because the teacher is on average when the chat takes a long time to reply.

AVF: Yes, because I interact with my teacher and friends via WhatsApp

MAR: Yes, I can still interact or discuss via whatsapp even though it takes a long time to reply.

AA: can. because we can interact through the comments column but when using youtube it is clearer but the discussion space is a little so that we can focus more on the video, not on the others.

It can be concluded that most of the students keep interacting with teacher and peers using WhatsApp but they do not get a direct response. However they are also interact with peers when extracurricular, the most frequently interact on WhatsApp.

Q4 : What are the benefits of asynchronous learning using YouTube in English language learning?

R4 :

ES: Make it easier for students to know the material during this pandemic

SW: Can understand the material well and certainly can practice my listening skills

RA: The material can be re-watched if you still don't understand

NM: Can be easily understood and told to be practiced for sure

AS: We can learn at any time, and get more material. Is it the material we need or the material we want to find out.

MRSP: Improve listening skills and pronunciation in good and correct English.

DS: The benefit is that I can understand English even a little

AVF: Add new vocabulary

MAR: Can find out how the pronunciation is by listening to the teacher speak

AA: Know more about how to learn English and can use English

The students gave their own responses. They mentioned some benefits for them, that researcher concluded: they can improve their English language skill, flexible, and can re-watch the video; make it easier to understand the material.

Q5 : How can be more effective using Youtube in asynchronous learning?

R5 :

ES: Recorded or summarized and has a quota.

SW: Smooth internet network and the video is played back and the material is understood repeatedly

RA: In order to understand the material that has been given by the teacher, we also have to focus and if you still don't understand it, you can ask the teacher directly or friends who already understand the material, you can search for other videos or Google. And the provision of quotas to be more effective.

NM: By looking for a stable network, so that the mood does not turn bad when the network is bad and focus on paying attention so that the lessons can be understood.

AS: The learning videos are made as interesting as possible (animated), using language that is easy to understand and a stable internet network.

MRSP: We can study in a place that has a signal and in a quiet place so that the material explained is more understandable

DS: By listening and writing lessons on YouTube

AVF: Must focus on paying attention, have a lot of quota, and a good network.

MAR: Must have a good signal and sufficient quota.

AA: Videos are made more interesting or not boring with good video and sound quality.

The students gave their own responses. It can be concluded that students can use Youtube effectively by have a good internet connection, have sufficient quota, focus on learning, and the teacher makes interesting learning videos.

B. Discussion

1. How is students perception of asynchronous learning using YouTube?

Based to the research findings, it is resulted that asynchronous learning using YouTube is not as effective as traditional face to face learning. Although 9 or 30% students agree that asynchronous learning using YouTube is flexible, 11 or 37% students agree can improve English skill such as pronunciation and listening, and also 13 or 43% students easy to use but has its own weaknesses. 13 or 43% students thought that it was difficult for them to focus on the lesson, 15 or 50% students lack of interaction, and 10 or 33% students difficult to understand the lesson. 12 or 40% students disagree that asynchronous learning using YouTube is as effective as face-to-face classes. Therefore, respondents still prefer traditional face-to-face learning methods for more effective learning. As seen in the following excerpts:

”I don't think so, because I don't understand, then I don't focus too much because the condition of the house has to help at home, it's too draining on the quota. So in my opinion, learning through YouTube is not clear and I don't understand a bit.”

In addition, the participant said that:

”I think it's okay. But if I'm more comfortable with face to face. Because it can directly interact with the teacher. If you have any questions, they can be answered immediately.”

The effectiveness of Asynchronous learning using YouTube found in the findings are similar to Jayalath et al. (2020) who stated that e-learning without being blended with face-to-face learning was not effective.

2. What are students perspective on the challenges of asynchronous learning using YouTube?

Based on the research findings, it is resulted that asynchronous learning using YouTube have highlighted some challenges faced by students. There are two emerging themes appear on students challenges.

2.1. Social Presence

Respondents encountered challenge in learning English. It was interaction between the teachers and also with peers. Even though 15 or 50% students had difficult to interact with teacher, 11 or 37% students had difficult to interact with students, 15 or 50% students lack of response immediately, 11 or 37% students do not feel the spirit of togetherness, and 9 or 30% student feel isolated. they still

share information and discuss the topic together by utilizing WhatsApp application. This is shown in the following excerpts:

“Can discuss it via wa but you have to be patient when chatting with the teacher because it takes a long time to respond and sometime chat with firends it takes a long time to respond”

In addition, the participant said that:

“I can still discuss it, because if I don't understand the discussion, I'd be better off asking my friends about it than the teacher, because the teacher is on average when the chat takes a long time to reply.”

Students challenges of asynchronous learning found in the findings are similar to Kim & Frick (2011) who stated that without interaction with others, the process of discovering knowledge of the language will be affected. Whereas, interaction is vital in learning.

2.2. Technical Support

Asynchronous learning using YouTube in the educational institution has a number of obstacles. This problem does not only occur in the countryside, but also occurs in the urban. One of the various obstacles that arises is technical issue, such as 13 or 43% students had slow internet speed, 10 or 33% students had less of quota, 13 or 43% students had less of support operating tools that

support learning, 7 or 23% students internet access is limited in the area where they live. But beside that the students easy to use and understand to using youtube.

As seen in the following excerpts:

“Sometimes a slow internet network is the main problem I face in using youtube”

In addition, the participant said that:

“There are sometimes if you are watching then you run out of quota or slow network and lack of interaction with teacher and classmates.”

Although Asynchronous learning using YouTube has many benefits for students, it does not guarantee that everything will work perfectly. One of the weaknesses is the technical problems that may be caused by various factors and related to the student's learning process. This finding supports the research conducted by Sitzmann et al. (2010) Who finds that technical problems will affect the e-learning process of students. The constraints that arise in the asynchronous learning process come not only from technical support such as signals and Internet data, but also from the lack of interaction