

**Identifying Students' Perceptions of YouTube Media in English Learning for Meetings, Incentives, Conferences, and Exhibitions (MICE)**

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**Abstract**

Online learning has been a significant topic in the context of the Covid-19 pandemic. This paper aims to describe the student's perception of using the YouTube application as an online learning medium. This research employed a descriptive qualitative approach, utilizing a survey and discussion. The study's sample consisted of twenty-three students. The questionnaire was subjected to a Likert-scale analysis, while the interview was analyzed qualitatively. The interview script was designed to elicit students' statements regarding their perceptions of English for MICE online learning via YouTube, whether positive or negative. The findings of this study indicate that the use of YouTube as an online learning medium for English for MICE positively impacts students' English proficiency, including vocabulary, practice, and the four skills. Nevertheless, students frequently expressed concerns about the reliability of internet connectivity, yet implementing the online learning platform effectively alleviated these concerns.

**Keywords:** Online learning, YouTube, MICE, English Department of State Polytechnic of Malang.

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## Introduction

In response to the ongoing COVID-19 pandemic, which has prompted the Indonesian government to implement social distancing measures, the Office of Education and Culture of Indonesia has issued a circular outlining the policy for conducting online learning. It is imperative that this be conducted as long as the COVID-19 pandemic persists to prevent the further spread of this dangerous virus. The online learning policy applies to all levels of education in Indonesia, including kindergarten, elementary, junior, senior, and even college or university.

The enactment of accessible learning cannot be detached from using numerous online learning media that have replaced traditional media in non-online learning (Aprianto, 2020; Nofrika, 2019). In light of the argument above, online learning inherently relies on technology as an online medium. YouTube is a case in point. YouTube is a popular platform for internet users, particularly those who wish to watch, upload, or download videos (Adisti, 2022;



Anugerah et al., 2019; Cahyana, 2020; Jailani, 2022). YouTube is a popular website across all generations globally. This platform offers many features that enable users to share videos and receive responses from an unlimited number of individuals, regardless of their geographical location. However, the platform is not solely dedicated to disseminating content about music, movies, sports, and other forms of entertainment. It also serves as a platform for disseminating educational materials (Dabamona & Yunus, 2021; Nasution, 2019; Nirmala Sari, 2019; Tahmina, 2023). In light of the arguments above, it can be posited that YouTube plays a pivotal role in media-based learning in education.

The numerous features and types of content available on YouTube provide opportunities for its use as an online learning medium in specific online learning environments without compromising the educational objectives. Furthermore, YouTube is a learning platform (Putra & Suharto, 2022; Suharto, 2022; Zubaidi et al., 2021). This argument concludes that a significant proportion of the population, regardless of age, uses a YouTube account for educational purposes. Consequently, YouTube is one of the most well-known applications for the general public (Ikhlasa & Suryadi, 2022; Putri, 2019; Wahyuningsih & Ni'mah, 2023). From this argument, it can be concluded that YouTube is an accessible application for all users.

In light of the positive impact of utilizing YouTube as an online learning medium, the English Department at the State Polytechnic of Malang has opted to employ this platform for its English for MICE (Meeting, Incentives, Conventions, and Exhibitions) class. English for MICE (Meetings, Incentives, Conventions, and Exhibition) is a form of English language learning within the tourism sector, encompassing business events and activities (Qamariah et al., 2019; Smagina, 2017). In light of the argument above, MICE encompasses leisure- and business-related activities.

A literature review reveals five previous studies examining YouTube as a learning medium. These include Abdullah et al. (2023), Fitriyani et al. (2023), Lestari et al. (2023), Nuriyah et al. (2023), and Widiantari et al. (2023). In their study, Abdullah et al. (2023) explored the utilization of YouTube as a learning medium. Subsequently, Fitriyani et al. (2023) examined YouTube as a learning medium for creating narrative texts. Subsequently, Lestari et al. (2023) examined YouTube as a learning medium in the context of listening comprehension. In a related vein, Nuriyah et al. (2023) examine YouTube as a potential learning tool in science education. Subsequently, Widiantari et al. (2023) investigated the potential of YouTube as a substitute learning medium for young bilingual learners. Previous

research has examined YouTube as a learning medium, but rarely in the context of English for MICE online learning. In light of this, the article's objective was to investigate students' perceptions of using YouTube as an online learning medium for MICE classes in English.

A few studies have examined the implications of YouTube as a platform for learning English. To date, few studies have examined students' perceptions of using YouTube as an online learning platform. Consequently, the present study aims to ascertain these perceptions. The objective of this research is to ascertain the extent to which students utilize YouTube, the perceived usefulness of the YouTube platform for students, and how students perceive YouTube as a medium for learning English.

### Research Method

This research employed a descriptive qualitative approach, utilizing a questionnaire and interview. In addition to the aforementioned qualitative study methods, observing activities within an experimental natural setting may also be employed. The study's sample consisted of 23 students from the English Department at the State Polytechnic of Malang, enrolled in an English for MICE class. The questionnaire was subjected to a quantitative analysis using the Likert scale, while the interview was analyzed qualitatively. The questionnaire employed in this study was divided into two sections: YouTube accessibility and YouTube usefulness. The interview script was designed to elicit students' perceptions of English for MICE's online learning via YouTube, whether positive or negative. The interview results are also presented in percentages to facilitate the conclusion of the data.

### Result and Discussion

The students completed the questionnaire to answer several questions related to their perceptions of YouTube accessibility. The results can be seen in Table 1.

**Table 1: Percentage of YouTube Accessibility**

No.	Statements	Students response				
		VA (%)	A (%)	N (%)	D (%)	VD (%)
1.	I have a YouTube account on my smart-phone	100	0	0	0	0
2.	I access YouTube every day	90	10	0	0	0
3.	I do not have a problem accessing YouTube	10	0	0	75	15
4.	I use Wi-Fi to access YouTube	80	10	0	5	5
5.	I have an internet connection in my house	5	0	0	5	90
6.	I can access YouTube every time and everywhere	80	10	0	5	5
Total		365	30	0	90	115
Average		66	5	0	15	19

The survey data indicates that 100% of respondents have a YouTube account, which suggests that they have access to the platform daily (90%) and can easily access it at any time and in any location (80%). Eighty percent of respondents indicated that they accessed YouTube via a Wi-Fi connection. Nevertheless, a significant proportion of respondents (90%) reported difficulties accessing YouTube due to the lack of an adequate internet connection in their homes.

After that, students complete the second questionnaire. The result of that questionnaire, which refers to students' perceptions of YouTube's usefulness, can be seen in Table 2.

**Table 2: Percentage of YouTube Usefulness**

No.	Statements	Students Responses				
		VA (%)	A (%)	N (%)	D (%)	VD (%)
1.	I access YouTube to learn MICE class	90	10	0	0	0
2.	I get MICE class materials on YouTube	90	10	0	0	0
3.	I learn MICE vocabularies on YouTube	80	20	0	0	0
4.	I study MICE practice on YouTube	80	10	0	5	5
5.	I understand YouTube has contributed to MICE online learning	90	0	0	10	0
6.	I get positive impacts on MICE online learning via YouTube	80	10	0	5	5
TOTAL		510	60	0	20	10
Average		85	6	0	3	2

Table 2 indicates that 90% of students accessed YouTube to learn about English for MICE. The students demonstrated proficiency in acquiring English for MICE class materials, including vocabulary and practice (90% and 80%, respectively). At the very least, the students found that using YouTube in the online learning environment was beneficial. English for MICE class materials can be effectively learned (90%). Nevertheless, the evidence suggests that YouTube positively impacts students engaged in online learning for English for MICE (80%).

Using YouTube as an online learning medium for MICE is beneficial for students, as it provides a convenient reference tool for research purposes and a platform for assignments. However, there are also positive outcomes, such as an enhanced understanding of mutual respect. YouTube's capacity to provide comprehensive explanations for audiovisual content delivered precisely on point indicates that students can comprehend the learning materials. Most students concurred that the videos uploaded to YouTube constituted an invaluable resource for undertaking their tasks or assignments.

The interview was conducted to provide more explanation about the use of YouTube. Several questions and answers related to students' perceptions of using YouTube as learning media were included.

**Table 3: List of Interview Questions**

No.	Questions
1.	Is using YouTube for online learning practical for your education nowadays?
2.	Has using YouTube for English for MICE online learning influenced your learning? Explain it!
3.	Using YouTube in English for MICE online learning, has English mastery in this class been positively influenced?
4.	Do you have difficulties learning MICE online from YouTube in English?
5.	After this, what is your suggestion for the next English for MICE class online learning?

Table 3 indicates that 90% of respondents identified YouTube as the most suitable medium for online learning. In addition to other online learning media, which often rely on teacher-centered learning due to the limitations of online learning media features, the YouTube application offers students the opportunity to receive more detailed explanations through videos. The students indicated that most of their online learning consists of lectures delivered via video call applications, which impedes their ability to engage actively in the learning process. Instead, they rely on observing the lecturer present PowerPoint slides and providing explanations. The 90% of students who participated in the study found that YouTube, which allows users to view videos accompanied by comments from a wider audience, offers a more enjoyable and acceptable form of online learning.

In the second question, 85% of the students indicated that using YouTube for English for MICE's online learning was appropriate for their needs as English for MICE learners. The ubiquity of YouTube, which can be accessed from any location, has created an optimal environment for online learning. Nevertheless, most respondents indicated that learning English for MICE classes online via YouTube is a beneficial approach, as it allows for the presentation of visuals that are not feasible in face-to-face learning, such as meetings, incentives, conventions, and exhibition activities. In this instance, the students were required to describe their feelings about learning English for MICE through the YouTube application. The students concluded that YouTube may be one of the most effective platforms for this type of online learning because it provides learners with videos depicting real-life situations. In this manner, the students could develop their English proficiency for MICE without the necessity for traditional offline instruction in a classroom setting.

In response to the third question, 90% of the students indicated that they had benefited from using YouTube to enhance their English proficiency in English for MICE class. English for MICE represents a class within the broader domain of English language learning. This class requires more practice than other forms of learning activity within the classroom. Incorporating YouTube as a learning medium for this class, delivered as a video, has enhanced students' English proficiency in many subject areas. The video serves as a conduit for students to learn about listening and speaking, including pronunciation and vocabulary. Video is an effective learning medium that also encourages writing and reading. As an illustrative example, the YouTube MICE video on meetings provided a lucid exposition of the requisite materials to the students. The video lets students discern how a meeting is conducted in the MICE context. Additionally, the students were instructed on the proper conduct of the activity, the methods for resolving issues that may arise, and their role within the activity. The most significant impact of the YouTube video was on the student's mastery of the English language in the English for MICE class.

In response to the fourth question, most students (90% on average) indicated that they encountered difficulties due to a lack of internet connectivity in their residence. These students indicated they derived significant benefits from online learning via YouTube, particularly in English for MICE. However, they encountered challenges due to needing more Wi-Fi in their homes. This issue presented a challenge to the student's learning process. Nevertheless, they were able to identify potential solutions, such as requesting Wi-Fi access from their neighbors, friends, or family members. A total of 10% of the respondents indicated that they had no difficulties in the learning process. These individuals were found to have either Wi-Fi or a good internet connection in their homes.

In response to the fifth question, most students (85%) indicated that they would prefer to have the opportunity to complete tasks in the form of videos and upload them to their YouTube accounts for the next English for MICE online learning session. The students indicated they wished to gain more views to facilitate a more comprehensive review of their English proficiency by a wider audience. In addition, students must engage in practice to learn this class. Creating videos and their subsequent upload to YouTube represents a potentially optimal approach for enhancing students' English proficiency in the MICE context.

The findings of this study indicate that utilizing YouTube as an online learning medium for the English for MICE class positively impacts students' English proficiency, including vocabulary, practice, and the four skills. Nevertheless, the majority of students

encountered challenges due to inadequate internet connectivity. Nevertheless, they were able to resolve this predicament effectively.

This current research is distinct from previous research conducted by Abdullah et al. (2023), Fitriyani et al. (2023), Lestari et al. (2023), Nuriyah et al. (2023), and Widiantari et al. (2023). Previous research has utilized YouTube as a learning medium for English for MICE rather than a standalone learning tool. This current research focuses on using YouTube as an online media platform for English for MICE.

## Conclusion

The study results indicate that the students who utilized YouTube in their online English learning for the MICE class perceived an enhancement in their English proficiency within the classroom setting. The students demonstrated enhanced comprehension of the materials, including the specific vocabulary and practice of English for MICE. Furthermore, the students have identified YouTube as the optimal medium for English for MICE online learning. Furthermore, the students suggest that in the upcoming online English for MICE course, they be permitted to complete video-based assignments and upload them to their YouTube channels. Nevertheless, the majority of students encountered challenges due to inadequate internet connectivity. However, they were able to resolve this issue effectively.

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