



Students' Perceptions in Learning English Tenses by Using YouTube

Nurul Afiska¹, Esa Penilta Amiruddin^{2*}

Dayanu Ikhsanuddin University

Corresponding Author: Esa Penilta Amiruddin Essasanubari@gmail.com

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ABSTRACT

Grammar serves as the core framework of language proficiency, where the incorrect usage of tenses can lead to systematic breakdowns in communication, especially for academic purposes. The research instrument that was used in this study was a semi-structured interview guide. Samples of this research was seven eighth-semester English Language Education students at Dayanu Ikhsanuddin University in their efforts to learn english tenses by using YouTube. The techniques of data collection in this research aimed to obtain in-depth and accurate information. Result of this research that students have a positive perception of learning English tenses using YouTube. This study shows that YouTube helps students understand tenses more easily through clear explanations, examples, audio, and visual presentations. that YouTube provides flexible learning.

INTRODUCTION

English language education at university level demands a thorough mastery of grammar, particularly tenses, which are the primary foundation for understanding language structure. As argued by Celce-Murcia (2001), grammar serves as the core framework of language proficiency, where the incorrect usage of tenses can lead to systematic breakdowns in communication, especially for academic purposes. However, in reality, this mastery process often struggles for final-year students, a phenomenon experienced firsthand by the seven eighth-semester students in the English Language Education Study Program at Dayanu Ikhsanuddin University, who were the subjects of this study. Based on the results of interviews conducted in March, it was revealed that even though they had completed the Structure I up to Structure III courses, these students still faced serious obstacles in which they found it difficult to differentiate the functions between tenses that looked similar, felt burdened by the many formulas that had to be memorized, and tended to forget quickly because the verb change patterns were considered very complex. This condition was also reinforced by the experience of learning through conventional methods that tended to be fixated on textbooks, where the one way delivery of material made learning tenses feel rigid, making it difficult for them to practice them spontaneously, both in writing and in everyday conversation. This problem is not just an assumption, but a fact discovered by researchers through in depth discussions with fellow students who experienced similar obstacles. This situation ultimately prompted students to independently seek alternative learning options outside the classroom, with YouTube becoming the primary choice compared to other learning apps. According to the study subjects, YouTube offers advantages other platforms lack a combination of interactive audio-visual explanations and easy, free access. Students found that YouTube presented complex tense material through stories or simulations that were easier to understand, giving them more confidence to study independently anytime, anywhere.

Therefore, the students in this study chose YouTube as the primary solution to overcome their obstacles in learning tenses. This statement is supported by the theory of Maldin and Rezeki (2018), who stated that YouTube has great potential to revolutionize language learning because it combines visuals, audio, and text in one platform, making it easier for students to build a more concrete understanding of the language material being studied. This study uses Perception Theory as a Grand Theory to analyze students' perspectives on the phenomenon. The use of Walgito's (2010) Theory in this study aims to analyze perception into three main research aspects, namely the cognitive aspect related to students' knowledge and beliefs about tense content on YouTube, the affective aspect which includes feelings of pleasure or motivation that arise when learning through videos, and the conative aspect which is the real actions or behavior of students in utilizing YouTube to improve their language skills.

Several previous studies have discussed the use of YouTube in English learning. Anggrarini and Faturokhman (2021) found that YouTube helped

students understand English material more easily and increased their motivation in learning. Khusnul Roziqoh (2024) also revealed that students had positive perceptions toward the use of YouTube because it was practical, flexible, and accessible for independent learning. In addition, Gracella and Nur (2020) stated that YouTube provided many benefits in improving students' English skills and learning motivation. However, most previous studies focused on general English learning and language skills, while this research specifically focuses on students' perceptions in learning English tenses through YouTube by analyzing cognitive, affective, and conative aspects based on Walgito's perception theory.

LITERATURE REVIEW

Conceptual Description

a. Definition of Perception

This study uses Perception Theory as a Grand Theory. The use of Walgito's (2010) Theory in this study aims to analyze perception into three main research aspects, namely: (1). Cognitive Aspect According to Walgito, the cognitive aspect theory relates to an individual's mental processes, including knowledge, understanding, and beliefs about an object. In this aspect, individuals use their thinking skills to recognize, assess, and evaluate something based on the information and experience they possess. cognitive skills reflect not only what a person knows, but also how they understand the benefits, convenience, and importance of an object in supporting a particular activity. This process involves rational considerations that form the basis for attitude formation, as individuals first develop understanding and beliefs before feelings or actions emerge.

Affective Aspect According to Walgito, the affective aspect relates to an individual's feelings, emotions, and emotional reactions to an object. This aspect reflects how an individual perceives an experience, whether it evokes feelings of pleasure, interest, satisfaction, or otherwise. Affective develops after an individual has acquired certain experiences or knowledge, so the emotional reactions that arise are the result of the interaction between the individual and the object. These feelings play a crucial role in shaping attitudes because they can influence a person's level of interest and engagement. When individuals experience positive feelings, they tend to be more open and motivated, while negative feelings can inhibit further responses. Thus, the affective aspect connects existing understanding with future behavioral tendencies.

Conative Aspect The conative aspect in Walgito's theory relates to an individual's tendency to act or behave toward an object. This aspect reflects the intentions, drives, and concrete actions taken by individuals as a result of previously formed knowledge and feelings. Conative shows how attitudes are manifested in behavior, whether in the form of a desire to do something, formed habits, or direct action in dealing with certain situations. This aspect is the final stage in the attitude structure because it is a concrete manifestation of the cognitive and affective aspects. Thus, conative describes how individuals implement what they know and feel into concrete actions in everyday life.

b. Students' Perception in Learning Tenses

Learning English tenses is often perceived by second language learners as one of the most complex and daunting aspects of English grammar. According to Larsen-Freeman (2003), mastering tenses is not merely about memorizing formulas, but involves three interconnected dimensions: form (how the tense is constructed), meaning (what the tense signifies), and use (when and why the tense is applied in context). Because of these multi-layered dimensions, students' perceptions toward learning tenses vary greatly depending on the teaching methods and tools employed by the educator. In many cases, traditional, rule-isolated grammar instruction leads to a negative perception among students. When tenses are taught through abstract formulas and repetitive drills, students often perceive them as rigid, confusing, and detached from real-life communication (Azar, 2007). This negative evaluation can trigger what Krashen (1982) defines in his Affective Filter Hypothesis as high anxiety and low motivation, which ultimately blocks input and hinders successful language acquisition. Conversely, when students perceive the learning process as contextualized, interactive, and visually engaging, their attitude shifts toward a positive reception. Richards and Renandya (2002) emphasize that grammar items, including tenses, are best acquired when they are presented within meaningful contexts rather than in isolation. Therefore, investigating students' perceptions in learning tenses is highly crucial, as it reflects their cognitive comfort, interest, and readiness to absorb the temporal concepts of the English language, which often differ significantly from their native language structure.

c. Definition of YouTube

Videos When students perceive grammar learning as interesting and understandable, they are more likely to participate actively. In contrast, negative perception may cause boredom and low motivation. Therefore, analyzing students' perception helps educators understand whether learning media effectively support learning objectives. As learning media, YouTube videos provide audio-visual materials that support different learning styles. According to Arsyad (2017) audiovisual media can enhance students' attention, understanding, and retention of learning materials. Therefore, YouTube videos can be defined as digital learning media that present instructional content through visual and auditory elements to support students' learning.

d. Characteristics of YouTube

Videos YouTube is one of the most popular digital platforms used for entertainment, communication, and education worldwide. According to Burke and Snyder (2008), YouTube provides users with opportunities to upload, share, and access video-based content easily through internet-connected devices. One of the most important characteristics of YouTube videos is their audiovisual nature, which combines sounds, spoken explanations, images, animations, and text within one platform. This multimedia combination allows learners to process information through both auditory and visual channels simultaneously. In educational contexts, audiovisual learning materials are

often considered more engaging and effective because they help students understand abstract concepts more clearly than text-only materials. Another important characteristic of YouTube videos is flexibility and accessibility. According to Berk (2009), YouTube allows students to access learning materials anytime and anywhere according to their individual needs and learning pace. Unlike traditional classroom learning, where explanations may only occur once, YouTube enables students to pause, replay, rewind, and rewatch videos repeatedly until they fully understand the material. This flexibility is highly beneficial in learning English tenses because grammar concepts often require repeated explanations and continuous practice. Students who experience difficulties understanding verb forms, sentence structures, or time expressions can review educational videos multiple times without feeling pressured by classroom time limitations. Furthermore, YouTube videos provide authentic and contextual learning experiences.

According to Watkins and Wilkins (2011), YouTube exposes learners to authentic language use through conversations, interviews, storytelling, and real-life communication situations. In learning English tenses, students can observe how grammar structures are used naturally in daily communication rather than only memorizing formulas from textbooks. YouTube also offers subtitles, comment sections, and recommendations for related educational videos that support independent learning activities. Therefore, the characteristics of YouTube videos make the platform highly suitable for language learning because it combines flexibility, accessibility, multimedia elements, and authentic learning experiences that support students' understanding of English tenses.

The researcher made modifications by changing the subject of the learning media from TikTok to YouTube and regrouped the questions to align with the dimensions of perception according to Walgito's theory.

- a. The Cognitive Aspect According to Walgito, the cognitive aspect theory relates to an individual's mental processes, including knowledge, understanding, and beliefs about an object.
- b. Affective Aspect According to Walgito, the affective aspect relates to an individual's feelings, emotions, and emotional reactions to an object. This aspect reflects how an individual perceives an experience, whether it evokes feelings of pleasure, interest, satisfaction, or otherwise.
- c. Conative Aspect The conative aspect in Walgito's theory relates to an individual's tendency to act or behave toward an object. This aspect reflects the intentions, drives, and concrete actions taken by individuals as a result of previously formed knowledge and feelings.

METHODOLOGY

This research used a qualitative approach with a descriptive design. The research was conducted over a period of seven months, starting from December until June 2026. It took place at the English Education Study Program, Faculty of Education and Teacher Training, Dayanu Ikhsanuddin University, located on Sultan Dayanu Ikhsanuddin Street, Baubau. The subjects of this research were

the eighth-semester students of the English Education Department at Dayanu Ikhsanuddin University. The researcher involved 7 students as informants to explore students' perception in learning English tenses by using YouTube. The research instrument that was used in this study was a semi-structured interview guide. The techniques of data collection in this research aimed to obtain in-depth and accurate information from the informants regarding their perceptions of learning English tenses by using YouTube.

RESEARCH RESULT

a. Cognitive Aspect

1.) Interviewer: Did YouTube help you in learning Tenses?

Informant 1(RV): YouTube was very helpful in learning tenses because the explanations could be repeated many times.)

Informant 2(D): (yes, YouTube helped me differentiate the functions of tenses through examples by content creators.)

Informant 3 (YP) (yes, because learning tenses via YouTube makes tenses material easier to understand because there is a combination of audio and visuals.)

Informant 4 (MS) (yes, YouTube helped me understand about changing verbs in tenses.)

Informant 5 (MD): (yes, tenses learning videos on YouTube helped me remember ` tenses formulas through simple and practical learning.)

Informant 6 (R): (yes, YouTube really helped me when I had difficulty understanding the tenses material explained by the lecturer in class.)

Informant 7 (AM): (YouTube helps me understand the use of tenses because I can learn anytime and anywhere.)

The research findings on the cognitive aspect show that all informants believe that YouTube is helpful for understanding tenses. They explained that YouTube provides many advantages that make learning easier. Informants 1 and 7 stated that YouTube is flexible because students can watch the videos repeatedly and study anytime and anywhere. Informants 3 and 5 also shared similar opinions saying that the combination of videos, audio, and simple explanations helps them remember tense formulas more easily. However, each interviewee highlighted different benefits. Informant 2 mentioned that YouTube helps students understand the differences between each tense and its function. Informant 4 explained that YouTube makes it easier to understand changes in verb forms. Meanwhile, Informant 6 stated that YouTube becomes an alternative learning source when students have difficulty understanding explanations from lecturers in class. Based on these responses, YouTube can be seen as a useful learning medium that supports students in learning tenses independently.

The findings indicate that YouTube helps simplify grammar materials that are often considered difficult by students through videos, examples, and clear explanations, students can understand tense concepts more easily. In addition, YouTube allows students to review the material as many times as needed without being limited by time and place. As a result, students can improve their

understanding, strengthen their memory, and use English tenses more effectively in learning activities.

2.) Interviewer: Is YouTube easy to use for learning?

Informant 1(RV): (Easy, because I can study anywhere.i just need to provide a data package.)

Informant 2 (D): (Easy to use because YouTube has a search feature that helps me find the tenses material I need.)

Informant 3(YP): (Yes, Using YouTube is very practical because there are many English learning channels available.)

Informant 4(MS): (It is very easy to use because I can open the comments column and ask questions there when I don't understand the material being explained.)

Informant 5(MD): (The appearance of YouTube's features is easy to understand so I don't have any difficulty when looking for material.)

Infotmant 6(R): (YouTube is easy to use because it can be paused and replayed when I don't understand the material.)

Informant7(AM): (Yes, it's easy because you don't need to install the application anymore, then we just open the YouTube channel and look for something related to tenses, so you don't have to bother anymore.)

The research findings show that all informants agreed that YouTube is an easy and practical platform to support their learning process. Informants 2, 5, and 7 shared similar opinions about the ease of access provided by YouTube. They explained that the search feature is simple to use and helps them find learning materials quickly without needing complicated steps or applications. Informants 1 and 3 also stated that YouTube is practical because it can be accessed anytime and anywhere as long as there is an internet connection. They also mentioned that YouTube offers many English learning channels, allowing students to choose learning materials that match their needs. In addition, Informant 4 highlighted that the comment section allows students to ask questions and interact with other users. Meanwhile, Informant 6 emphasized that students have full control over the learning process because videos can be paused, replayed, and watched repeatedly whenever needed. Overall, these features make YouTube a convenient platform for students to learn independently. The findings suggest that YouTube is a learning medium that is easy to access and use. Students can quickly find materials through the search feature and start learning without facing technical difficulties. The platform also gives students flexibility in managing their own learning activities through replay and pause features. In addition, the comment section provides opportunities for students to ask questions and gain further explanations about the material. Therefore YouTube not only functions as a source of information but also supports students in becoming more independent learners. The convenience and flexibility offered by YouTube encourage students to use it as one of their main learning resources outside the classroom

3.) Interviewer: In your opinion, does YouTube play an important role in adding material about tenses?

Informant 1(RV): (yes, it really helps increase my tenses knowledge.)
(YouTube has an important role in expanding my understanding of learning tenses.)

Informant 2(D): (YouTube has an important role in expanding my understanding of learning tenses.)

Informant 3(YP): (yes, it really helped me because it gave me lots of tips to easily memorize tense formulas.)

Informant 4(MS): (YouTube is an additional learning resource that really helps me understand tenses more deeply.)

Informant 5(MD): (Yes, because sometimes class explanations are limited in time. Well, on YouTube, we can find additional material to study until we truly understand.)

Informant 7(AM): (Yes, because on YouTube, explanations often include quick methods or tricks to make it easier to memorize.)

The research findings show that YouTube plays an important role as an extra learning tool to help students understand tenses better. Informants 1, 2, and 4 agreed that this platform helps them increase their knowledge, get a better understanding, and get deeper material compared to only using one learning source. Similarly, informants 3 and 7 mentioned that YouTube is very useful for giving practical tips, tricks, and quick methods to memorize tense formulas easily. On the other hand, Informant 5 focused more on how YouTube provides practice questions and exercises. Meanwhile, Informant 6 emphasized that YouTube is a great solution when classroom time is limited, allowing students to look for extra materials until they fully understand the lesson.

In conclusion, YouTube is a very useful extra learning tool that helps students learn when classroom time is limited. This platform not only helps students understand the theory of tenses but also gives them easy ways to memorize and practice by themselves. Therefore, the short time students spend with teachers in class can be fixed by watching helpful videos on YouTube, making it easier for students to learn English.

Affective Aspect

1. Interviewer: Do you like learning tenses with YouTube?

Informant 1(RV): (Yes, I really like it because it is flexible and can be used anywhere.)

Informant 2(D): (I like it, because I can study while relaxing at home or anywhere via phone.)

Informant 3(YP): (Yes, I like it, especially since many of the videos use animation, so the tenses material that was previously difficult feels more exciting.)

Informant 4(MS): (I really like it, because I can choose a tutor whose speaking style is easy to understand.)

Informant 5(MD): (Yes, I like it, because it really helps me to understand more quickly, especially since there are examples too.)

Informant 6(R): (I like it, because I can more freely learn and repeat material that I don't understand yet.)

Informant 7(AM): (like but not that much, meaning just like normally.)

The research findings on the affective aspect show that most informants really like learning tenses through YouTube. Informants 1 and 2 said they like YouTube because it is flexible, meaning they can open it anywhere using their phones, even while relaxing at home. Similarly, Informants 5 and 6 enjoy using YouTube because the examples in the videos help them understand the lesson faster. They also like that they can replay the videos by themselves. On the other hand, other students have different reasons for liking it. Informant 3 felt excited because the animations make hard lessons look more fun, while Informant 4 liked that she could choose a tutor who speaks clearly and is easy to understand. Meanwhile, Informant 7 showed a slightly different attitude, stating a neutral or average level of liking compared to her other colleagues.

In conclusion, YouTube makes learning fun and makes students feel good about their learning process. Students enjoy it because YouTube is flexible, has good visuals, and lets them learn at their own pace. They feel happy because YouTube changes boring tense lessons into something more exciting with animations and different teaching styles. Even though some students like it more than others, the ability to replay videos and the ease of opening the app are the main reasons why students have a positive feeling about using YouTube to learn English.

Conative Aspect

4.) Interviewer: If you had difficulty learning tenses, would you look at YouTube?

Informant 1(RV): (Yes, I like it because YouTube helps me remember what the lecturer explained in class.)

Informant 2:(D): (yes, if there is tense material that I don't understand, I will watch it on YouTube.)

Informant 3(YP): (Yes, I would definitely look it up on YouTube because the search feature makes it easy for me to find specific tense topics that I find difficult.)

Informant 4(MS): (I really want to, because there we can also ask questions in the comments column if there is still something confusing.)

Informant 5(MD): (Yes, I immediately opened YouTube to look for another explanation so that I could more quickly understand the material we had just studied.)

Informant 6(R): (Of course, if there is a tense formula that is complicated for me to learn, I just look for an explanation video on YouTube to learn it.)

Informant 7(AM): (Yes, I usually have difficulty learning tenses on campus. Usually, I look for channels on YouTube that make it easier for me to learn tenses.)

DISCUSSION

This section discussed the findings of the research entitled Students' Perceptions in Learning English Tenses by Using YouTube. The discussion was based on Walgito's (2010) perception theory which consisted of cognitive, affective, and conative aspects. The researcher analyzed the interview results from seven informants to identify students' perceptions toward the use of YouTube in learning English tenses. The results explained the students' experiences, opinions, feelings, and actions toward YouTube as a learning medium. The findings showed that most participants gave positive responses toward YouTube because it helped them understand English tenses more easily, increased their learning interest, and supported independent learning outside the classroom.

1. *Cognitive Aspect*

The cognitive aspect in Walgito's (2010) theory relates to an individual's mental processes, including knowledge, understanding, and beliefs about an object. In the context of this research, the cognitive aspect refers to how students understand, assess, and believe in the benefits of YouTube in helping them learn tenses. Based on the research findings obtained from questions 1, 2, and 3, all participants demonstrated strong agreement regarding the effectiveness of YouTube as a medium for learning tenses.

a. YouTube Helps

Learn Tenses Research findings indicate that all seven Informants stated that YouTube was very helpful in learning tenses. informant 1 stated that YouTube was helpful because the explanations could be repeated repeatedly. Participant 2 highlighted YouTube's ability to help differentiate tense functions through example sentences. informant 3 emphasized the combination of audio and visuals that makes tenses easier to understand. informant 4 focused on understanding verb changes within tenses. Informant 5 highlighted the ease of remembering formulas through simple and practical learning. Informant 6 emphasized the role of YouTube when experiencing difficulty understanding lecturer material. informant 7 highlighted the flexibility of learning anytime and anywhere.

This finding aligns with Walgito's (2010) cognitive theory, which states that cognitive aspects involve an individual's ability to recognize, assess, and evaluate something based on existing information and experience. Participants used their reasoning skills to evaluate YouTube as a learning tool, and the results of this evaluation indicated that YouTube has technical and practical benefits that support their understanding of tenses. Theoretically, this finding is also supported by Mayer's (2001) multimedia learning theory, which states that the combination of audio and visuals can improve cognitive information processing because it utilizes two different processing channels (auditory and visual). This is reflected in Participant statement that the combination of audio and visuals makes the material easier to understand. Furthermore, the flexibility of repeating the material highlighted by Participants 1 and 7 supports Zimmerman's 2002 self regulated learning theory, which emphasizes that self-

directed learners can repeat the material as needed without the constraints of space and time.

b. Ease of Use YouTube for Learning

The research findings show that all informants stated that YouTube is easy to use for learning. Informant 1 highlighted the ease of access by only providing a data package. Informant 2 emphasized the search feature that helps find the needed material. Informant 3 highlighted the availability of many English learning channels. Informant 4 mentioned the comment column feature. Informant 5 highlighted YouTube's easy to understand features. Informant 6 emphasized full user control through the pause and replay features. Informant 7 focused on YouTube being a built in cellphone application that practically does not need to be downloaded again. The cognitive aspect theory relates to an individual's mental processes, including knowledge understanding, and beliefs about an object. Positive perceptions of YouTube's ease of use reflect that participants rationally evaluated the platform and concluded that YouTube is an efficient and practical medium to support their learning process. These results are also supported by Davis's (1989) Technology Acceptance Model (TAM), which states that perceived ease of use is a key determinant of user acceptance of a technology. Accurate search features, a simple interface, and full control over the speed of playback pause and replay create conditions that make it easy for students to explore the material independently. This aligns with Informant 6's statement about full control over content, demonstrating that YouTube is not merely a passive medium but a functional digital learning environment.

c. YouTube Plays an Important Role in Adding More Material about tenses

The research findings show that all participants acknowledged the important role of YouTube as a supplementary learning resource for deepening their understanding of tenses. Informant 1 stated that YouTube enhanced their knowledge of tenses. Informant 2 emphasized YouTube's crucial role in broadening their understanding. Informant 3 highlighted easy tips for memorizing tense formulas. Informant 4 identified YouTube as a supplementary learning resource that helped them understand tenses more deeply. Informant 5 highlighted the availability of sample questions and exercises. Informant 6 emphasized YouTube as a solution to limited time for explanations in class. Participant 7 highlighted tricks and quick ways to memorize tenses.

2. Affective Aspect

The affective aspect in Walgito's (2010) theory relates to an individual's feelings, emotions, and emotional reactions to an object. This aspect reflects how an individual perceives an experience, whether it evokes feelings of pleasure, interest, satisfaction, or otherwise. In this study, the affective aspect was measured through question number 4 regarding students' preferences for learning tenses using YouTube.

d. Enjoy Learning Tenses with YouTube

The affective aspect in Walgito's (2010) theory relates to an individual's feelings, emotions, and emotional reactions to an object. This aspect reflects how an individual perceives an experience, whether it evokes feelings of pleasure, interest, satisfaction, or otherwise. In this study, the affective aspect was measured through question number 4 regarding students' preferences for learning tenses using YouTube. Walgito's 2010 affective theory states that feelings play a crucial role in shaping attitudes because they can influence a person's level of interest and engagement. When individuals experience positive feelings, they tend to be more open and motivated. These findings suggest that YouTube successfully creates a fun learning experience and increases students' emotional engagement through elements of flexibility, visualization, and learning autonomy.

3. Conative Aspects

The conative aspect in Walgito's (2010) theory relates to an individual's tendency to act or behave toward an object. This aspect reflects the intentions, drives, and concrete actions taken by individuals as a result of previously formed knowledge and feelings. In this study, the conative aspect was measured through questions 5 and 6 concerning students' behavior in using YouTube when facing difficulties learning tenses.

e. Using YouTube when having Difficulty Learning Tenses

The research findings indicate a proactive tendency among all informants to use YouTube as a primary reference when facing difficulties understanding tenses. Informant 1 stated that they used YouTube to recall lecturers' explanations. Informant 2 would watch YouTube if there was material they didn't understand. Informant 3 would search for specific tense topics that were difficult. Informant 4 highlighted the comment section feature to ask questions. Informant 5 immediately went to YouTube to find other explanations. Informant 6 looked for explanatory videos for complicated tense formulas. Informant 7 looked for channels that made learning tenses easier.

f. Verifying Campus Material on YouTube

Research findings indicate that all informants consistently used YouTube to verify and deepen the tense material taught on campus. Informant 1 reviewed tense formulas. Informant 2 sought further explanations when unable to focus in class. Informant 3 immediately went to YouTube if the lecturer's explanation was difficult to understand. Informant 4 watched summary videos to simplify complex material. Informant 5 reviewed material on YouTube after campus lessons. Informant 6 searched for short videos on difficult tenses. Informant 7 sought specific tense explanations.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussions, it can be concluded that students have a positive perception of learning English tenses using YouTube. This study shows that YouTube helps students understand tenses more easily

through clear explanations, examples, audio, and visual presentations. Students also feel that YouTube provides flexible learning because they can access the material anytime and anywhere via their mobile phones. Cognitive Aspect: Students view YouTube as a very helpful medium in distinguishing tense functions and understanding verb changes through concrete examples provided by content creators. The integration of audio-visual features and simple explanation methods on this platform makes it easier for students to memorize formulas and strengthen memory retention of English language structures. In addition, flexible access allows students to review the material independently without time and space constraints. Affective Aspect: The majority of students showed high interest and positive emotional responses because YouTube offered a more enjoyable learning experience through animations and varied tutor teaching styles. Using this platform was perceived as convenient because it could be accessed in a relaxed setting, which ultimately increased students' emotional engagement in the learning process. Conative Aspect: There is a tendency for behavior an active community where students use YouTube as their primary solution when they have difficulty understanding lecturers' explanations in class. Students consistently utilize the search feature to find specific topics and use the comments section to clarify confusing material. Overall, YouTube becomes a useful and effective learning medium for students in learning English tenses. It not only improves students' understanding of grammar but also increases their motivation and independent learning habits. Based on the findings of this research, the researcher provides several recommendations that is the results of this research can serve as an evaluation and guide for educational content creators. By knowing students' perceptions, creators can design more effective, structured, and easy-to-understand English grammar videos that specifically address the difficulties faced by English department students.

ADVANCED RESEARCH

Future studies are encouraged to expand this research by examining the effectiveness of YouTube-based English grammar instruction through experimental or longitudinal research designs to measure its direct impact on students' grammar achievement over time. Researchers may also explore the integration of YouTube with other digital learning platforms, such as Learning Management Systems (LMS), artificial intelligence (AI)-assisted learning tools, or gamified applications, to determine how these combinations influence students' engagement, self-regulated learning, and grammar proficiency. Furthermore, future research should involve participants from different educational levels, institutions, and cultural backgrounds to enhance the generalizability of the findings. Investigating additional variables, including digital literacy, learning motivation, cognitive engagement, and content quality, would also provide a more comprehensive understanding of the factors that shape students' perceptions and learning outcomes when using YouTube as a medium for learning English grammar.

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