

**STUDENTS' PERCEPTIONS IN USING YOUTUBE AS MEDIA  
FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE**

**THESIS**



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STUDY PROGRAM OF ENGLISH EDUCATION  
1440 H / 2019 M**

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**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for the degree of *Sarjana* in English Education Study Program



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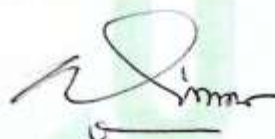
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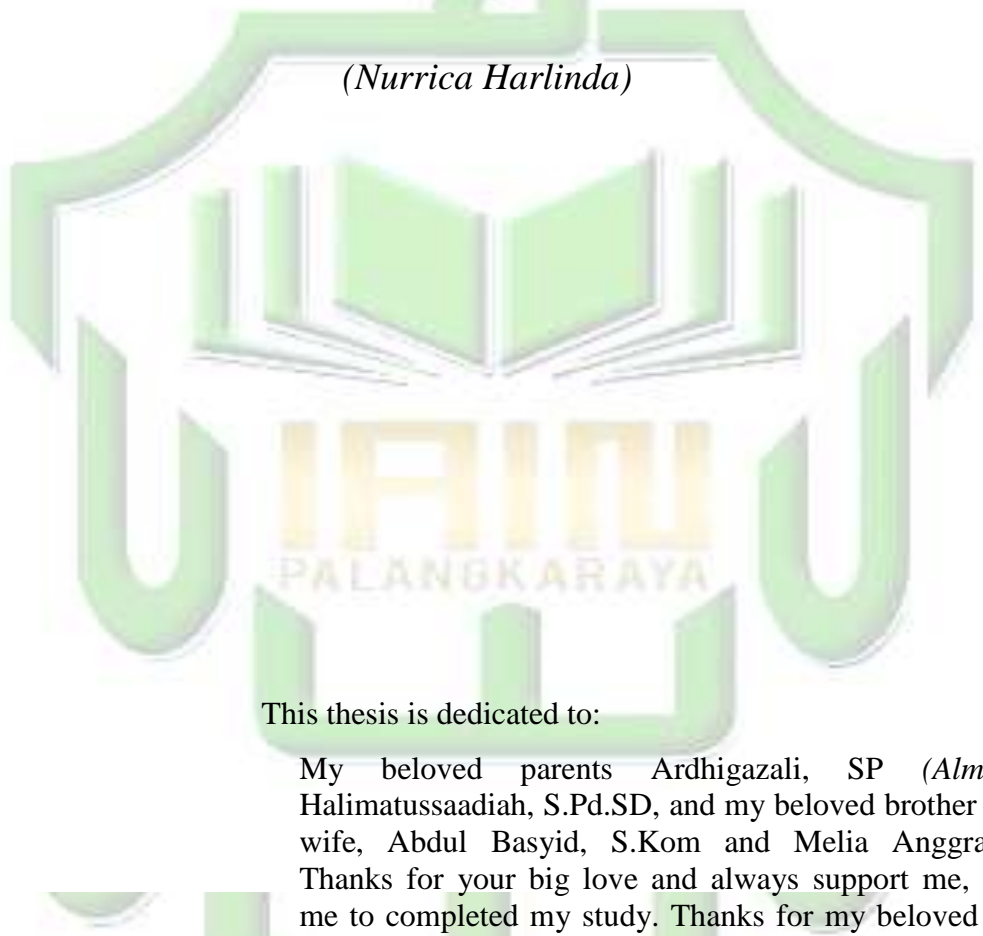
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## MOTTO AND DEDICATION

**“Be an Excessive Human. Excessive to Ibadat, Excessive In Goodness”**

***“Jadilah Manusia yang Berlebihan. Berlebihan untuk Beribadah,  
Berlebihan dalam Kebaikan”***

*(Nurrica Harlinda)*



This thesis is dedicated to:

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer himself especially.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

Palangka Raya, October 10<sup>th</sup> 2019  
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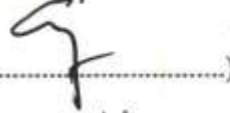

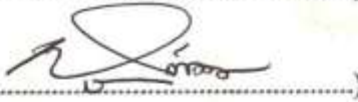
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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September<sup>th</sup> 2019  
Yours Faith fully



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## ABSTRACT

Harlinda, Nurrlica. 2019. *Students' Perceptions in Using YouTube as Media for Learning English as a Foreign Language*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Advisor (I) Hj. Apni Ranti, M. Hum., (II) Akhmad Ali Mirza, M.Pd.

**Key words:** *Perception, YouTube as media for learning, English as a Foreign Language (EFL).*

This study was carried out in order to find out perception of the students of English Education Study program at IAIN Palangka Raya used quantitative with survey to 120 students, generation 2016–2018 in using YouTube as media of learning English as a Foreign Language. In addition, the study conducted to (a) investigated the students' perception in using YouTube as media of learning English as a foreign language for their autonomous learning, (b) investigated the students' perception in using YouTube as media of learning English as a foreign language for improve their language skills and language components.

The result of the study (a) 59.3% students agreed using YouTube video independently enhances the students' confidence to practice English. (b) 55.0% students perceive in using YouTube is a good source for practicing listening skill.

Finally, based on result above, most of the students in English Education Study Program were capable of learning English as a foreign language independently and had the freedom in choosing and controlling their own learning. This also means that the use of YouTube as media in learning English as

a foreign language developed their Autonomous Learner to improving their language skills and language components.



## ABSTRAK

Harlinda, Nurrica. 2019. Persepsi Mahasiswa dalam Menggunakan YouTube Sebagai Media untuk Mempelajari Bahasa Inggris Sebagai Bahasa Asing. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum., (II) Akhmad Ali Mirza, M.Pd.

**Key words:** *Persepsi, YouTube sebagai media belajar, Bahasa Inggris sebagai Bahasa Asing.*

Penelitian ini mengangkat tentang persepsi mahasiswa di jurusan pendidikan bahasa Inggris di IAIN Palangka menggunakan quantitative dengan menyurvei 120 mahasiswa, angkatan 2018-2019 dalam menggunakan YouTube sebagai media belajar bahasa Inggris sebagai bahasa asing. Selanjutnya, penelitian ini meliputi tentang (a) menginvestigasi persepsi mahasiswa dalam menggunakan YouTube sebagai media untuk belajar bahasa Inggris bagi mereka yang belajar secara mandiri, (b) menginvestigasi persepsi mahasiswa dalam menggunakan YouTube sebagai media untuk belajar bahasa Inggris dengan tujuan untuk meningkatkan kemampuan berbahasa dan komponen berbahasa.

Hasil penelitian ini menunjukkan bahwa (a) 59.3% mahasiswa mengatakan setuju dan menerapkan bahwa belajar bahasa Inggris menggunakan YouTube secara mandiri dapat meningkatkan kepercayaan diri mereka dalam mempraktekkan bahasa Inggris tersebut, (b) 55.0% mahasiswa percaya dan menyetujui bahwa YouTube adalah salah satu sumber untuk mempraktekkan secara langsung kemampuan dalam mendengarkan bahasa Inggris.

Kesimpulannya, berdasarkan hasil diatas, kebanyakan dari mahasiswa di jurusan bahasa Inggris telah mampu untuk belajar bahasa Inggris secara mandiri dan merasa memiliki kebebasan untuk memilih ataupun mengontrol dirinya dalam belajar bahasa inggris secara mandiri. Hal tersebut berarti bahwa penggunaan YouTube sebagai media dalam mempelajari bahasa Inggris, mampu meningkatkan kemampuan berbahasa dan komponen bahasa mereka.

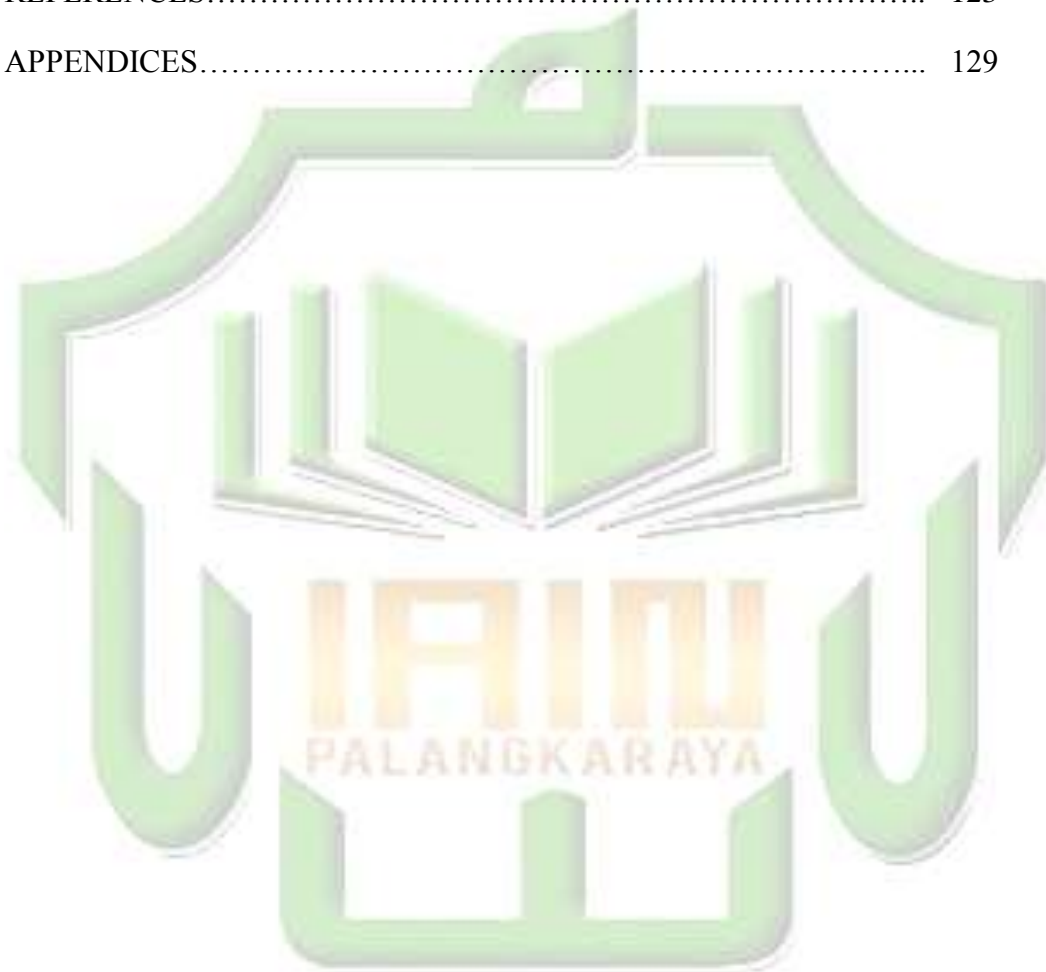




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## CHAPTER I

### INTRODUCTION

This chapter provides the readers with the background of the study, research problem are also stated in this chapter by mentioning the problems that lead to this study. Other than that, this chapter also states the assumption. In addition, scope and limitation are also stated in this chapter, as well as the significant of the study. Finally, this chapter goes through the definition of key term in this study.

#### **A. Background of the Study**

The arrival of digital technologies such as the internet has resulted in a new generation of individually literate called the Net Generation (Prensky, 2001). In the history of language learning, innovation of technology has always offered opportunities for language learners to learn and practice the target language independently (Balcikanli 2011). Moreover, students' thinking skills have been transformed by the rapid of technological advancement which results in the needs of new educational approach (Muniandy and Veloo 2011). Wang (2005) stated that by integrating technology into classroom, students are able to connect the language concepts to their real experience. Furthermore, the use of technology nowadays is closely related with the Internet.

Technology plays a vital role in societies and it can be used for many aspects of daily life. For instance, many people use technology to conduct activities and work like searching for a job, completing business transactions, or gathering information. In fact, technology can offer learners many online

materials, such as websites for learning, and provide them an incredible source of information. However, there are a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website.

YouTube is a platform to offers the various materials for the learners to learn the language. In addition, using YouTube in education is becoming more common at the moment. Due to the emergence of this technical literacy people, their learning style is different from the previous generations. Thus, this lead to an integrated approach and a paradigm shift in learning which have witnessed an adoption of a new method of learning English as a foreign language using YouTube.

English language learning mostly happens inside the classroom, with teacher's guidance and instruction. However, English language learning does not just include classroom experience (Balcikanli, 2011). It also takes place outside the classroom where learning occurs independently, and these independent out-of-class learning offers wide range of possible materials for language learners. Various methods are used by the students to be able communicating in English. Every student has their own ways that they can use including taking English courses, watching English films, listening to English-language music and so on. These examples are only part of the way many students do, to improve their English skills. There are various resources available for the learners to learn English language independently. They are be able to learn the language on their own by reading printed materials like

magazines, novels, and newspapers, watching videos or listening to music. Furthermore, independent language learning can also happen when the learners engage themselves with technology. YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness 2004).

Kelsen's (2009) reports, that in the university English language course, the supplementary materials used from YouTube were found to be interesting, relevant, and beneficial. Based on Aron and Singleton (2012), it is therefore possible to use YouTube as a learning tool to find videos that engage the students while promoting their acquisition of language. In linguistic, YouTube can be applied as a learning tool for a variety purposes.

Since the use of YouTube to learning English language is a new research in IAIN Palangka Raya, this research focuses on students' perceptions in using YouTube as media of learning English as a foreign language for improve their language skills and language component. The prominent role of information technology in education on a large scale is undeniable. Information technology applications in education are diverse. Online video sharing platforms are becoming more pervasive every day, especially in

language education. Watkins and Wilkins (2011) studied 'Using YouTube in the EFL Classroom' and the study concluded that conversation, listening, and pronunciation skills can be enhanced by using YouTube; inside and outside the classroom. Moreover, the study also suggested that using YouTube videos as reality stimulates cultural lessons, exposes students of Englishes, and helps promoting authentic vocabulary development. Jarvis (2011) mentioned in his article that real life language should be provided to students as much as possible and that students should be able to explore online language learning with the help of language teachers. With the Internet access that the learners could connect from, they are able to find a vast range of online language learning materials in the target language that could be found easily from various websites.

Based on Balcikanli (2011) pointed out in his research, YouTube presents an infinite resource for language learning because it provides learners with various language sources such as songs, music videos, movie trailers, talk shows, lectures, debates, and parodies. Furthermore, YouTube may be valuable to help meet the learners' needs in using language for real world and their interests in discovering the world.

Based on the studies above this study aims investigated the students in using YouTube as media of learning English as a Foreign Language for their learning autonomy and also the students' perceive in using YouTube as media of learning English as a foreign language for improve their language skills and language components. This research shown the students 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup>

semester at English Education Study Program of IAIN Palangka Raya in using YouTube as media of learning English language as a foreign language for their learning autonomy and to improve language skills and language component. Limited time and practice in classroom may result in students' lack of confidence in using or practicing English skill. Lack of time to learn and practice English in classroom makes student needs more experience to learning the language and find another platform to do so.

Benson (2011) stated that online learning presents new language through a wide range of media and offers various choices, thus provides the learners with the input of rich linguistic and non-linguistic. The use of online materials gives learners control and choice in their language learning. One of the sources in the Internet which could provide the students with this kind of new language input is YouTube, a video sharing website where users can upload, view, and share video clips.

This research firstly, an overview of the use and perception the students toward YouTube for English language learning. The purpose of the study aims to investigate the students in using YouTube as media of learning English as a Foreign Language for their learning autonomy. In particular, it seeks to look at the students' perceptions of using YouTube as media of learning materials with regard for students to learn English outside of the class by survey. The findings will also to investigating the students' perceive in using YouTube as media of learning English as a foreign language for



improve their language skills and language components at English Education Study Program of IAIN Palangka Raya.

## **B. Research Problem**

The research questions were addressed in this research includes:

1. How do the students' perceive on the use of YouTube as media of learning English as a foreign language for their autonomous learning?
2. How do the students' perceive YouTube as media of learning English as a foreign language for improving their language skills and language components?

## **C. Objective of the Study**

This study was achieves these objectives:

1. To investigated the students' perception in using YouTube as media of learning English as a foreign language for their autonomous learning.
2. To investigated the students' perception in using YouTube as media of learning English as a foreign language for improving their language skills and language components.

## **D. Assumption**

1. Students at English Education Study Program of IAIN Palangka Raya access YouTube as media of learning English as a foreign language for their autonomous learning.
2. Students at English Education Study Program of IAIN Palangka Raya access YouTube for learning English as a foreign language for improving their language skills and language components.

### **E. Scope and Limitation**

This study involves collected information about the perceptions that students on the use of YouTube as media of learning English as a foreign language. The respondent is the students at English Education Study Program in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> semester, 2016 to 2018 generation of IAIN Palangka Raya.

With this aims, first limitation of this study focus on investigated of the students' perceptions in using YouTube as media of learning English as a foreign language for their autonomous learning. The students was fill out a paper based on survey the use of YouTube as media of learning English as a foreign language for their autonomous learning. Second, the students' perceive in using YouTube as media of learning English as a foreign language to increase their language skills and language components.

### **F. Significance of The Study**

This research was significance for the students learning English as a Foreign Language at English Education Study Program of IAIN Palangka Raya, which will assist them in using YouTube for learning English. Berk (2009) added that using YouTube videos in an educational manner is beneficial for 'illustrating a concept, presenting an alternative viewpoint, stimulating learning activity, and motivating students'. Balcikanli (2011) also stated that the use of YouTube in independent language learning helps to motivate students to spend more time to learn and practice the target language.

This study is expected to make a contribution to the literature discovering students' perceptions and needs toward the use of YouTube for learning English at English Education Study Program of IAIN Palangka Raya.

## **G. Definition of Key Term**

There are several important terms to define in order to understanding. The definition of the key terms which to be used in this study presented as the following:

### **1. Perception**

The word Perception comes from the *Latin* words *perception, percipio*, meaning "receiving, collecting, action of taking possession, apprehension with the mind or senses".

Aliah Schleifer (1985, p.225) researched about Ibn Khaldun's theories of perception, logic and knowledge: *An Islamic Phenomenology*, according to Ibn Khaldun, "Man is set apart from the lower stages of Allah's creation by their ability to think. Knowledge comes only from Allah, the strong, the wise". His philosophy guided by the Qur'an and the Sunnah and sparked by his own genius and capacity for speculative thought, sometimes has much in common with Scholastic Realism, and indeed might be classified as Islamic Phenomenology.

Perception as per [businessdictionary.com](http://businessdictionary.com), definition of perception is the "Process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on

incomplete and unverified (or unreliable) information perception is ‘the reality’ and guides human behavior in general”.

According to Steward L. Tubbs & Stylvia Mors “Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods or wants or desires and expectations”.

Therefore, it can be concluded that perception is the interpretation of stimuli as established by relating it to earlier perceptual sets which may be by way of experience, exposure or any other interaction.

## **2. YouTube as media for learning**

YouTube with its official address [www.youtube.com](http://www.youtube.com) is a well-known video sharing website where users can upload, view and share video clips (Duffy, 2008 in Roodt & Peier, 2013). The increase in the hardware and software capabilities of interactive media has facilitated an increase in the use of technology in learning environments (Owens & Dwyer. 2005). Many functions are supported by YouTube. Watching videos and creation of content are the basic functions from which other functions are derived. The primary activity of YouTube is to allow users to engage in social interactions through video sharing.

## **3. English as a Foreign Language (EFL)**

EFL is an abbreviation for 'English as a Foreign Language'. EFL is the learning of English to people whose first language is not English. For

example: an Indonesian learning English language to speaking or as to communicating.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher describe related studies, English as foreign language (EFL), the usage of YouTube for learning English language, Four Language Skills in English, Theory of Technology Acceptance Model (TAM), Learner Autonomy, and Blended Learning.

#### A. Related Studies

Some studies closely related to the use of YouTube as media for learning English which is also the focus of the current study. The first, Seher Balbay & Selcan Kilis (2017) about Students' Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Presentations Skills Course at Middle East Technical University, Ankara, Turkey. This study aims to investigate students' experiences and perceptions towards the use of this YouTube channel. The data was collected from 70 volunteering students, and then analyzed with both descriptive statistics and deductive content analysis. Students were asked to fill out a Google Sheets survey at the end of the course on their perceptions on the benefits and drawbacks of the aforementioned YouTube channel. The data was analyzed based on a survey study in investigators and describe the attitudes, opinions, behaviors, or characteristic of the population (Creswell, 2012).

The results indicated that the majority of the students benefited to a large extent from the videos on the playlists of this specifically-designed supplementary material YouTube channel. One of the most important benefits

of course material that is accessible online is that it helps students become autonomous. Also clarify that students actively utilize this particular technology for learning outside the classroom too, which may change the teachers' role in language and skills classrooms.

The similarities are some research problem and the questionnaire to obtain the data is the same. In the literature review from some journals that related to the topic also in order the data. To the literature which has analyze this study is same. Seher Balbay & Selcan Kilis shown the result in descriptive statistics and deductive content analysis, then the researcher will be show in descriptive statistics in number and percentage, including the students' suggestions and comments about the using YouTube for learn English as a foreign Language in this study.

The difference is Seher Balbay & Selcan Kilis more specifically designed for An Academic presentations skill course. They are elaboration and evaluating the videos on YouTube to all departements all Middle East. This study is focus to describe the students' perception at English Education Study Program.

The second is a study contained by Raniah Kabooaha & Tariq Elyas (2016, p.3525-3531) about The Impact of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms at the King Abdul-Aziz University of Jeddah, Saudi Arabia. The results clearly show that YouTube provided statistically significant effects on the students' vocabulary acquisition. The study offers pedagogical implications for EFL instructors

with respect to the incorporation of YouTube videos in EFL classrooms to improve students' language learning. Well selected video materials could enhance students' language learning process as well as increase their motivation to learn the target language. The subject of the research is consisted of the English Language Institute at King Abdul-Aziz University, Jeddah, Saudi Arabia.

The current study was conducted with the aim of investigating the impact of integrating YouTube video clips during reading activities on the development of vocabulary comprehension and recognition of Saudi EFL students enrolled in the preparatory year intensive English course and to find out participants' perceptions toward YouTube video clip use on the acquisition of vocabulary. The method of research is experiment. In the experimental group, students were taught the target vocabulary in a multimedia environment, using YouTube videos; whereas, participants in the control group were taught the new vocabulary in a traditional way using only pictures. The study used the results of pre-tests and post-tests along with two different questionnaires to answer the research questions. The study also utilized a questionnaire to assess the students' perception of using YouTube videos in their classes. The second questionnaire was used to record the teachers' perception of using YouTube videos in their classes.

The findings of the study reveal that the group who viewed the YouTube clips outperformed the group who was not exposed to YouTube videos in the Vocabulary Knowledge Scale test. The findings of the study also indicate that

students have positive attitudes towards the use of YouTube videos to facilitate the acquisition of new vocabulary items. The study offers pedagogical implications for EFL instructors with respect to the incorporation of YouTube videos in EFL. Well selected video materials could enhance students` language learning process as well as increase their motivation to learn the target language.

The similarities with this study, one of the research problems is about students` perception of using YouTube videos for learning English as a foreign language, and the data sources used questionnaires too. In addition, the literature review is from some journals. The research by Raniah Kabooha & Tariq Elyas more specific research about the impact of integrating YouTube video clips during reading activities on the development of vocabulary comprehension and recognition used experiment method. They also research between the EFL instructors with respect to the incorporation of YouTube videos and the students` language learning process as well as increase their motivation to learn the target language. For this study the students` activities in using YouTube for learning English as a Foreign Language, describing the perceived usefulness of YouTube as a tool for learning English in EFL classroom or outclass by survey is a primary.

The third, Related to Lo Yuan-Hsiang (2012) "What Is the Participant Learning Experience like Using YouTube to Study a Foreign Language?" studied use interview method everyone learned differently. However, during the course of this research, the participants exhibited a similar pattern of

learning. The elements in the process flow chart showed a generic trend. These findings led to two implications, which were only limited to the individuals who participated in this research.

1. Despite the individual difference in learning processes, everyone who used YouTube as a learning tool went through the same stages in the chart.
2. The individual who used YouTube to learn had motivation to learn.

The process was meaningful because it displayed how the learning occurred for participants as they started to use YouTube as a learning tool. After understanding the process, the findings of further interview questions were made clearer. The experience itself was a reflection of the learning process. It displayed the feedbacks from each stage. The two major types of experiences were satisfactory and unsatisfactory. Four themes were generated from the satisfying experience: accessibility, organization, expertise, and choice.

Five themes were generated from the unsatisfying experience: searching, ambiguity, communication, technical difficulty, and evaluation. Satisfactory themes showed the strength of videos, which was successfully delivering the materials, according to the participants. It had two implications.

1. Videos with the satisfying themes were good sources of learning.
2. Users felt content with the quality of the lesson if the videos had these themes.

On the other hand, an unsatisfying experience was generated when the videos had the unsatisfying themes. This led to two other implications.

1. Videos with the unsatisfying themes made poor source of learning.
2. The user felt unsatisfied with the quality of lessons if the videos had these themes.

There were many videos that had a mixture of both satisfying and unsatisfying themes, according to the participants. The similarity is the experience came down to personal opinions when the videos displayed both qualities that could not overcome one another. But, the difference the method of Lo Yuan-Hsiang is about participants' perspective was the working model perspective. The interview questions were guided by Virtual Courseware Project principles. The findings indicated that the elements from the model reflected on both satisfying and unsatisfying experiences. This research used survey describing by questionnaires based on students' perceive in using YouTube for learning English as a foreign language. They are used a technic for the interview questions were guided by Virtual Courseware Project principles. This research used questionnaires for the taking data to came down the students' perceive.

The fourth, Janarthanan Balakrishnan and Mark D. Griffiths (2017) "Social media addiction: What is the role of content in YouTube". They are analyzed the relationship between content viewing, content creation, and YouTube addiction in a survey of 410 Indian-student YouTube users. It also examined the influence of content, social, technology, and process



gratifications on user inclination toward YouTube content viewing and content creation.

The results demonstrated that content creation in YouTube had a closer relationship with YouTube addiction than content viewing. Furthermore, social gratification was found to have a significant influence on both types of YouTube activities, whereas technology gratification did not significantly influence them. Among all perceived gratifications, content gratification had the highest relationship coefficient value with YouTube content creation inclination. The model fit and variance extracted by the endogenous constructs were good, which further validated the results of the analysis. Conclusion: The 11th hypothesis investigated the indirect effect of YouTube content viewing and content creation. The results indicate that YouTube content viewing and content creation impose a significant indirect effect between the content, social, and process gratification with YouTube addiction. However, the mediators fail to establish an effect between technology gratification and YouTube addiction.

The differences are the study about investigated the indirect effect of YouTube content viewing and content creation. They are survey of 410 Indian-student YouTube users and analyzed the relationship between content viewing, content creation, and YouTube addiction. They show a significant indirect effect between the content, social, and process gratification with YouTube addiction. For this research survey the students English Education

Study Program. In analyzed about the students' opinion or perceive in using YouTube for learning English.

The fifth, a study has done by Diki Riswandi (2016), "Use of YouTube-Based Videos to Improve Students' Speaking Skill". This study aims at firstly is describing to what extent the use of YouTube-based videos can improve the students' speaking skill and secondly is describing the teaching and learning process when YouTube-based videos are implemented in the class. The subject of the study is the seventh-grade students of one of Junior High Schools in Surakarta consist of 28 students.

The study was conducted by using classroom action research design. Furthermore, the data were collected through speaking assessment and interview. The finding showed that there was an improvement in the students' speaking skill. Some aspects are improved included students' fluency, vocabulary, pronunciation, grammar, and content. The purpose is to investigate the use of YouTube-based Videos in teaching and learning, a qualitative approach using an Action Research (AR) method was employed in this study. To collect the data, the researcher used some instruments such as observation checklist, field notes, performance tests, questionnaire, and interview. First, observation checklist was used to obtain the data about students' activities in teaching speaking by using YouTube-based videos in the classroom. The observation checklist is focused on how the students involved in the pre-task based phase, the task cycle, and language focus phase. Second, field notes were used to jot down any data that were not

covered in the observation checklist. Thus, the field notes might utilize to identify some aspects reflected in teaching and learning process, such as appropriate teaching instruction, things to be improved, and students' interaction with the peers that are beyond the coverage of the observation checklist. Third, speaking test was in the form of the result of the speaking test which was used for describing the students' speaking ability; the students' mean score, and the individual score after implementing the strategy. This test was administered at the end of the cycle. The test was in form of performance test, in which the students were asked to perform the conversation in pair. The students, in pair, chose the topic by themselves.

To confirm the validity of the data, therefore, the triangulation method is used. At the end of the cycle, the questionnaire is administered to the students. This is to confirm the data of the students' performance test and their feeling. In addition, some students also are selected to be interviewed. In this case, the researcher only chooses three students to be interviewed.

For the first is Cycle One test. The performance test is conducted at the end of the cycle or in the third meeting. The result of the students speaking test was improved even though it was not so significant. In the preliminary study, the average score of the students' speaking test was 65.1 from 28 students, while the maximum score was 71. However, the average score of speaking in Cycle 1 was 71.7 from 28 students while the maximum score is 75.

The result of the questionnaire administered to the students, 89% of the students said that they like the class, 93% said that YouTube- based video is helpful for them, and 93% of the students were motivated to learn English by using YouTube videos. Second is Cycle Two. The teaching method in the cycle two is the same as that in cycle one. it used Task-Based Language teaching. The significant difference on this cycle for the previous one is that the YouTube-based video played mode. In this cycle, the students are allowed to watch the videos in online mode and use their own devices (it could be a laptop, tablet, or others that allowed by the school). It was found that averagely 95% - 100% of the students paid attention to the videos both at the first and the second meeting. The situation of the class was also more conducive since all of the students follow the class seriously. This finding showed that there was a significant improvement in terms of students' motivation and interest in this speaking class in comparison with the preliminary study and cycle one. While watching the videos, the students wrote the information gotten from the video on the work-sheet. the students looked more active when they are in time to discuss the materials with their partners.

Based on the result of the speaking test, there was a significant improvement of the students' achievement. The average score of students' speaking test was 80.1, the highest score was 85 out of 25 students.

The differences of this study, they focused on the teaching and learning process when YouTube-based video are implemented in the class for the

students' speaking skill. This study conducted in junior high school used the Triangulation method and collected through speaking assessment and interview. This research will be focus on the students' perception in using YouTube for learning and will be use TAM method. One of the research is about the students used of YouTube for learning English as a foreign language and describing the learning process and using questionnaire to describe the result. That is the similarity between this research and his research.

The Sixth studied has be done by Nabila Shamsuddin (2015), Perception of Students in Using YouTube Videos to Enchace Their Autonomous Learning, University Kebangsaan Malaysia (UKM), Bangi Campus. This research was done to answer the students' perceive in using YouTube videos in independent language learning for different faculties in UKM and How does the use of YouTube videos develop autonomous learning of the students from different faculties in UKM.

The purpose this study are to investigate perception of the students from different faculties in UKM in using YouTube videos to learn English independently, the second is to investigate how the use of YouTube videos develops autonomous learning of the students from different faculties in UKM, in terms of language learning. A limiting factor in this research was that the respondents were restricted to 100 randomly-picked undergraduate students in Universiti Kebangsaan Malaysia (UKM). All of the participants of this study were non-native speakers of English but they were learners of

English as a Second Language (ESL). Therefore, they had been exposed to English language learning for over 12 years since they were in primary schools. Based on the findings from the questionnaires, 63% of the respondents were female students while only 37% of them were male students. They were all full-time undergraduate students with the age range from 18 to more than 24 years old. 12% of the respondents were from 18 to 20 years old. Majority of the respondents, which consisted of 75%, were from 21 until 23 years old, and 10% of the respondents were 24 years old and above.

In addition, this study consisted of respondents from various races. 72% of the respondents were Malay, 17% were Chinese, 7% were Indian, and only 4% were of other races. The respondents of this study were students from first until fourth year of their study in UKM. 14% of the respondents were first year students, followed by 44% of the second year students, 41% of third year students, and only 1% of fourth year student. Moreover, the respondents of this research were undertaking a range of courses or programs in UKM.

Therefore, there were eight faculties of UKM Bangi Campus involved in this research. Moreover, this study also comprised of students with various Bands in MUET. 5% of students with Band 1, while 26% were students with Band 2, 45% of the respondents were students with Band 3, , followed by Band 4 students with 22%, and only 2% of students with Band 5 in MUET. More than half of the respondents from Faculty of Engineering and Built Environment (54%) claimed of using the videos in their own English



language learning time. In statement, 62% and 7% of the respondents agreed and strongly agreed that they had greater control over their studies when they were using YouTube videos in their learning time. Most of the respondents who agreed and strongly agreed on this statement were from six faculties.

The difference with this study is Nabila research investigate the use of YouTube develops autonomous learning of the students from different faculties, motivation learning, and learning strategy and also choose randomly participants. In this research focus on English Education study program in 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> semester and focus on students perceive.

The similarities are in our related studies. The researcher finding the previous studies background is the same. So, the researcher will be adopt the questionnaire from Nabila and adapt some previous study more to suit the needs of this research.

## **B. English as a Foreign Language (EFL)**

It refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction.

Crystal (1995: 108) defines the term “English as a Foreign Language (EFL)” as “English seen in the context of countries where it is not the mother tongue and has no special status, such as Japan, France, Egypt, and Brazil”.

The researcher regard both the contents use English language on YouTube as an English media learning and learners as bilingual speakers. Johnson (1995) distinguishes between two types of bilingualism: “societal

bilingualism” and “individualism”. Dehrab (2002: 95) quotes Johnson’s for his definition of societal bilingualism as referring to. When more than one language is used by members of one human social group, bilingualism as an aspect of society is related to individual bilingualism in the sense that a person has the ability to use more than one language in socially constructed speech events. Individual bilingualism is defined as being even minimally competent in more than one language.

According to Khoirudin (2016) “Learning English as a Foreign Language in Indonesia” focused in knowing the learner’s aims in language learning especially in Indonesia with the view of Indonesian learners. Some of the important points in this article are the following:

1. Learning English for studies.

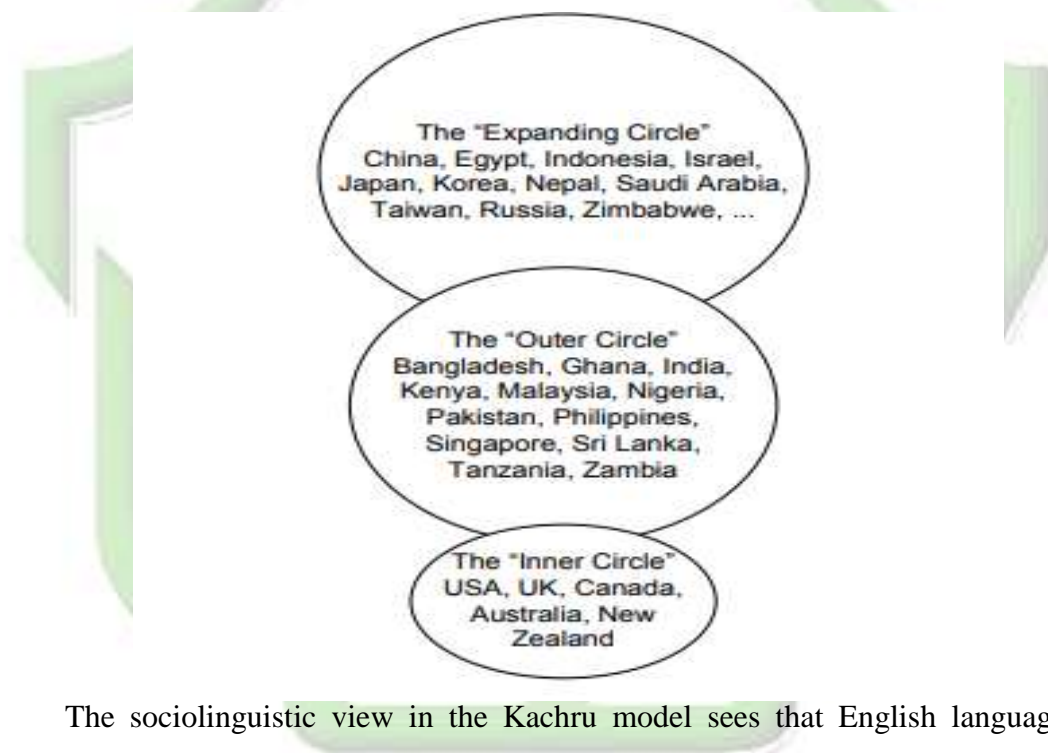
In Indonesia, most learners who want to study abroad are obligated to learn English. Some of the learners also prepare themselves to master English because it is equated to better education. They try to look for more information in the internet and English is the usual language being used.

2. Learning English for work.

In this case, the officer or others may be able to speak English because most of the offices require their employees to be able to understand English as a minimum requirement.

Based on the Allan Lauders' essay (2008) "The Status and Function of English in Indonesia: A Review of Key Factors", it is widely recognized that English is important for Indonesia and the reason most frequently put forward 'norm-developing' and that in the expanding circle to be 'norm-dependent' (Jenkins, 2003: 15-16). Not all agree with this view, however. He quoted according to Simatupang (1999: 64) considers that only English of the inner circle is 'norm-providing', while the other two are 'norm-breaking'.

**Figure 1. Kachru's Three-circle model of World Englishes, souche: (Kachru, 1992: 356), reprinted in (Jenkins, 2003: 16)**



The sociolinguistic view in the Kachru model sees that English language standards are created and maintained by speakers of English as a native language (ENL), while the English as second language varieties are becoming institutionalized and are developing their own standards. However, the English as a foreign language (EFL) varieties, such as English in Indonesia, are 'performance' varieties and have no official status and remain dependent

on the standards set by native speakers from the inner circle (Jenkins, 2003: 16). Kachru considers that attitude, power and politics, and a number of fallacies about the users and uses of English have dictated English language policy.

In Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law court, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999: 64). Crystal (2003a: 86 ff., 2003b: 106), for example, suggests that English importance in particular because of the extent of the role it plays in the following six areas are economic and business, international relations, the media, education, communications, and International travel and safety. Two of all related to the functions the EFL are education, is a large proportion of the scientific papers publish in all subjects are in English. English is also increasingly used as a medium of instruction in school and university, with subjects such as management, information technology, and humanities making particular use English. And the last is communication.

Much of the world's communications are done in English. 80% of the world's electronically stored information is in English. Although, the internet now could be handle a variety of languages. Roman scripts (Hussain et al., 2005), it is difficult to envisage being able to make the maximum use of the resources on line without a good knowledge of English.

EFL students' attitudes toward learning English language: The case study of Kashan University students. The purpose of the qualitative, quantitative study is to discover EFL students' feelings and ideas of Kashan University about learning English, who are freshmen and have a similar background and little knowledge of English learning, and also determine if there is a significant difference in their attitude toward English learning between male and female students. The participants in the present study were 30 freshmen EFL learners, who have a similar background and little knowledge of English learning, majoring in English Translation and English Literature at the State University of Kashan, Iran. They were 19 female (N = 19) and 11 male (N = 11) freshmen. The questionnaire was adopted from the Attitude Questionnaire Test employed by Boonrangsri, Chuaymankhong, Rermyindee, and Vongchittpinyo (2004), the Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985), and a Behavioral, Cognitive, Emotional Attitude (BCEA) questionnaire (as cited in Abidin et al., 2012).

On the whole, the questionnaire used in the study contains 30 items concerning language attitudes in terms of behavioral (the first 10 items), cognitive (the second 10 items), and emotional (the third 10 items) aspects of attitude. Overall, 18 items were positive and 12 items were negative.

Among the statements, the first 10 statements elicited respondents' positive and negative behavioral attitude toward English language. Among negative statements, 56.7% respondents strongly disagreed and 3.3% strongly agreed that they don't care about learning English and attending English class

as well. A majority of respondents (60.0% strongly agreed and 3.3% strongly disagreed) stated that they like to learn English, especially in the way a native speaker does. Overall, all the positive behavioral items (the first four statements) obtained the most percent at strongly agree and agree and the most percent went toward strongly disagree and disagree in the negative behavioral statements (the second six items). Thus, it can apparently be said that the respondents have positive behavioral attitudes toward English language.

In other words, they have a hopeful and confident demeanor on learning English. Most of the respondents (70.0% strongly disagreed and 3.3% agreed) opined that they enjoy learning English, not just for passing their exams. Interestingly, regarding the first six positive statements, all respondents strongly agree and agree that more knowledge, information, understanding, and help with other subjects are possible with learning English.

The respondents' positive emotional attitudes toward learning English while reporting over 80.0% (76.7% strongly disagreed and 10.0% disagreed) of them don't have little interest in English and also 70.0% (50.0% strongly disagreed and 20.0% disagreed) preferred learning a foreign language as well as their mother tongue. The total mean score of language attitude among female students is 40.34 and standard deviation is 7.39763 while they are 26.1818 and 3.41894, respectively among male students.

However, the mean score of female students' behavioral attitude is 37.0 and it is 37.3636 among male ones, i.e. male students have slightly higher



attitude in terms of behavioral aspect. By contrast, the score means of cognitive and emotional aspects of attitude among female students are higher, 40.6842 and 43.3158, respectively, than men students. These descriptive results show that the attitudes of female EFL students toward English, on the whole, are higher than that of male ones. In other words, the T-test did show a statistically significant difference between attitude toward learning English and gender factor. This essay has argued that attitude is factored in learning a target language, investigating male and female EFL learners' attitudes toward learning English and the differences in attitudes made by these two groups.

The qualitative information helped us to understand that both the male and female participants have positive emotional, behavioral, and cognitive attitudes toward English learning. This may lead to conclude that they are well aware of the importance of English and learn it as an essential subject. It was also found that there is a significant difference between males' and females' attitudes.

The mean of behavioral attitude among male students was higher. That is why females may reflect their positive behavioral attitude such as enthusiasm for selecting and reading English books or even speaking English less than males. In addition, females showed a higher mean in cognitive and emotional aspects of attitude. That is, what females think of learning a language is indicated in their receiving and understanding of the process of language learning-cognitivism aspect and in affective teacher-student interaction-humanistic aspect.

Therefore, attitude as a fundamental component can improve language learning or on the other side obstacle it. The current findings contribute to and have implications for a variety of different areas, such as affective variables in Second Language (L2) learners, language attitude research, EFL learners, and English education policies and practices in Iran. First, this study adds to the research on learners' attitudes toward English and the growing body of studies on the spread of EFL. Second, this study provides insights into how Iranian EFL students perceive various aspects of English. By providing insights into attitudes of Iranian EFL learners toward the English language, English education policies, and their purposes for learning English, this study makes a valuable contribution to understanding of English learning and teaching in Iran.

Besides, studying learners' personalities is an important factor to make their attitudes toward learning. If EFL learners have a positive attitude and enjoy learning a foreign language, cognitive performance can come about. For that reason, creating an encouraging atmosphere in the English classes to help the students' positive attitudes toward English be developed and increased is recommended to EFL teachers. English curriculum and class activities should be planned according to students' needs, feelings, behaviors and also teachers should recognize and respect the students and encourage them to positive attitudes toward English learning.

### **C. The use of YouTube as media for learning English**

YouTube is a platform or application to share, listen, and watching videos. For the research is still new study. There have been many studies in recent years on addiction to YouTube. According to the press link [http://www.YouTube.com/t/press\\_statistics](http://www.YouTube.com/t/press_statistics), YouTube is localized in 43 countries and across 60 languages. YouTube had more than 1 trillion views or around 140 views for every person on the Earth. 100 million people take a social action on YouTube (likes, shares, comments) every week. These statistics show the influence of YouTube on sharing information and knowledge with other people. Due to the popularity of the website, its free-of-charge availability and easiness of use, many language teachers have started to use the website to teach different languages by uploading language learning videos. Language learners around the world like these videos, and some of these videos have reached millions of views. For example, this video titled “Learning English-Lesson One (Introduction)” has more than 8 millions’ views so far (<http://www.YouTube.com/watch?v=ohJCdihPWqc>).

Based on the Jennifer Brook (2011, p.37-56) about The Affordances of YouTube for Language Learning and Teaching. The description of the program was designed for use in a University-level ESL program US. Students in this program are at the high intermediate to advanced level as determined by a university designed placement test. There are 10 students in the class, who vary in age from 17 to 25 years old. Most of the students have been learning English for two to ten years. The students have various native

languages including Swedish, Japanese, Korean, Russian, Turkish, and Spanish. In fact, English is the third language for many of the students.

The purpose of this study is to improve students' integrated skills and to produce academic language in order to explore the themes or topics discussed. Brook's study was used in planning the questionnaire questions of this study, and the question seven was formulated based on it. The students wrote, shot and edited short videos that were shared on YouTube. The benefits of the study were peer-to-peer interaction and collaboration, authenticity and interaction with native and non-native speakers, while the challenges were that these kinds of projects are time-consuming and schools may not have access to the necessary technical equipment. The project Brook carried out utilizes YouTube in a diverse and modern way. The result of study showed the students more comfortable with using technology with those who have had little experience using YouTube could set up an effective peer-to-peer teaching situation.

The other related studies by Munassir Alhamami (2013) "observation of YouTube Language Learning Videos (YouTube LLVs)", This paper navigates into the YouTube website as one of the most usable online tools to learn languages these days. The paper focuses on two issues in creating YouTube language learning videos: pedagogy and technology. After observing the existing YouTube LLVs, the study presents a novel rubric that is directed towards a pedagogically sound basis for language learning in the YouTube learning environment.

The findings present a rubric that contains 44 questions that have been classified in five main categories: video characteristic, attractiveness, clarity, reaction and content. In each category, there are several questions discussing issues under each category. This video receives more positive reactions from language *YouTube* learners. Another point is the control of the comments and the viewers of the YouTube. People think that YouTube has less privacy. However, many features of YouTube give instructors control over who will watch their videos and what comments appear under their videos too. Tracking the YouTube statistics shows that this website grows significantly in the cyberspace. In addition, the website shows concern about the problems that teachers have about using the YouTube in their classrooms. The instructors in the United States complain about the access of the website in their schools. Some US schools have blocked the YouTube website because students might use it for non-educational purposes. Therefore, YouTube has launched a new version of the portal called 'YouTube for Schools' to make the website available in every school in the United States.

Additionally, Web 2.0 technology claimed to have more user engagement (O'Reilly, 2005). Therefore, it led to more participation between the learners and teachers. Here were the two implications from the findings:

1. The elements of the model were able to provide satisfying experiences.
2. Web 2.0 technologies enabled more participation than the previous model.

The advent of Web 2.0 technology has brought a change to higher education and has made social media websites like YouTube available. Web 2.0 enables users to communicate more efficiently (Shang, et. al, 2011). Web 2.0 technology is essentially a platform that allows users to exchange information and reconfigure existing knowledge (p. 178). On Web 2.0 platforms, social interaction takes place between individuals as well as groups. Such function allows users to co-create and co-manage an existing database, creating more spontaneous and effective communication over Internet. Murugesan (2007) suggested that Web 2.0 is not just a new version of the old Web. It is also different because of its functions (p. 35):

1. Facilitates flexible Web design, creative reuse, and updates.
2. Provides a rich, responsive user interface.
3. Collaborative content creation and modification.
4. Social networking.

The Web 2.0 service model has four components (Shang, et. al, p. 179). Each of the components contributes different but distinctive functions: socialization, externalization, combination, and internalization. In the socialization function, Web 2.0 allows users to observe the web data and participate in a web community; externalization allows users to send out data, like writing emails, sharing information, teleconferencing, and uploading video or audio; combination allows users to use social bookmarks, share resources, and filter web content; and lastly, internalization allows users to



reflect Web 2.0 content on strategy implement through simulation and sharing of best practices.

Learning through the application of Web technology has transformed the present learning industry (Fralinger and Ownes, 2009). Davis (2009) defined Web 2.0 as a tool that fosters collaboration, user participation, interactivity, and content sharing (p. 181). Furthermore, Davis summarized the contemporary principles of Web 2.0 as the following:

1. Facilitation of the individuals' creation and manipulation of digital information.
2. Strong support and low barriers to share the work and contents.
3. Open source; large pool of intelligence to help each other to solve problems.
4. Maximization of participation from the audience.
5. Use and reuse; the openness of digital resource allows audiences with high accessibility and reapplication of the existing resource.

YouTube allows users to share their videos and comments and is becoming a place where people find various learning opportunities. Benevenuto (2008) described YouTube and its interaction as YouTube video response feature allows users to converse through video, by creating a video sequence that begins with an opening video and an array of responses from fans and detractors who respond with videos of their own, ...the social networking issues that influence the behavior of users interacting primarily

with stream objects, instead of textual content traditionally available on the Web (p. 761).

The technology was not yet at its full potential, but the many users were beginning to seek opportunities to utilize the open and infinite resources from all over the world. Beginning in 2007, the field of education started to hop on the bandwagon. Wesch (2009) conducted research of YouTube on how it impacted learning, imitating, and other social behaviors. The research gave such a social networking website a new definition in the field of learning. According to Bonk (2008), “it is clear that the use of YouTube Videos in instruction is linked to educational and psychological research” (p.5). Bonk proposed five-theoretical-linkages related to the use of YouTube videos in instruction at the American Educational Research Association conference: the videos provide a context for learning; the videos increase learner retention of information via visual and auditory information rather than the traditional textual and auditory; the videos share a common learning experience for learners in the aspect of reflection on the subjects; the nature of shared online videos that are organized in ways that videos can be later used in lectures, discussions, and study activities; the videos promote participation from the learners because the videos can be created, watched, shared, and commented on.

Using videos in language learning is one of the most useful tools of cognitive processing and memory (Anyagre & Anyagre 2009). This can be testified by the fact that students can remember “almost 80% of an interesting

video after one hour, but can remember only about 25% of lecture content after the same time lapse” (Anyagre & Anyagre 2009). Therefore, YouTube videos can be used as teaching materials in ESL classroom. Moreover, using videos will add variety to the teaching environment and attract learners’ attention better and faster. Furthermore, teachers may be able to attach the students with the ‘real life’ nature through YouTube videos (Ghasemi, Hashemi, and Bardine 2011).

In Fralinger and Owen’s study (2009), the effectiveness of YouTube as learning tool was broken down into four categories: application of the YouTube project, major strengths of the YouTube project in the learning process, instructor effectiveness in the learning process, and suggestions for improvement to enhance learning. The data from Fralinger and Owen’s study indicated that learners were intrigued by the advanced technology as well as the accessibility to open resources. The data also indicated the instructors felt resistant to use YouTube as a tool for learning because the lack of quality and meaningful video organization. Wankel (2009) offered further direction of the application of social media websites in education: the students would be able to ubiquitously interact with each other through the technology; use the artificial intelligence interface provided by technology to shorten the time and effort to acquire information; and would engage in massive groups with collaborations from disparate locations (p.260).

Based on Ghasemi, Hashemi, and Bardine (2011), there are two types of videos in YouTube, pertaining to language learning. The first type is videos

created by language teachers who explain a certain grammar point or some lesson on the language, while the second type of video includes those videos created by native speakers of the target language.

In addition, Ghasemi, Hashemi, and Bardine (2011) also identified categories of videos featured on YouTube:

1. Autos and Vehicles
2. Comedy
3. Education
4. Entertainment
5. Film & Animation
6. Gaming
7. How-to & Style
8. Music
9. News & Politics
10. Non-profit & Activism
11. People and Vlog
12. Pet & Animals
13. Science & Technology
14. Sports
15. Travel & Event.

Nikopoulou-smyrni and Nikopoulous (2010) conducted a study to understand the relationship between video-based learning and traditional lecture learning. The findings of the research suggested that short video based lectures could be at least as effective as the standard teaching methods. Additionally, the use of videos improved students' attention to the topic and had positive impact on students' motivation and concentration (p. 307). O'Connor (2010) conducted a pilot study with a group of K-12 teachers and students using YouTube videos for microteaching. The findings suggested that self-videotaped performances could improve communication between the teacher and the students; furthermore, the students quickly learned the technology and were able to establish a more personal but professional relationship with the teachers. The findings also suggested that to publish videos to a public forum such as YouTube was more technically efficient and required an actual performance. (p. 153).

1. Positive on the use of YouTube as media of teaching and learning English.

The issues of educational technology in developing countries are well reported in the literature. YouTube is based on a video sharing platform allowing a customized upload of content by users (Pinto, Almeida & Gonçalves, 2013). Usually, the channel allows for users to keep track and manage a record of users that view the videos. The host of the videos is created by professionals and amateurs. Put simply, YouTube is a modern mass medium commonly used in a new digital age landscape. Cheng, Liu &

Dale (2013) give a historical account of the establishment of YouTube in 2005 and the enormity of the bandwidth it consumes.

A study by Jennifer Brook (2011, p.37-56), *The Affordances of YouTube for Language Learning and Teaching*, the description of the program was designed for use in a University-level ESL program US. Students in this program are at the high intermediate to advanced level as determined by a university designed placement test. There are 10 students in the class, who vary in age from 17 to 25 years old. Most of the students have been learning English for two to ten years. The students have various native languages including Swedish, Japanese, Korean, Russian, Turkish, and Spanish. In fact, English is the third language for many of the students.

The purpose of this study is to improve students' integrated skills and to produce academic language in order to explore the themes or topics discussed. Brook's study was used in planning the questionnaire questions of this study, and the question seven was formulated based on it. The students wrote, shot and edited short videos that were shared on YouTube. The benefits of the study were peer-to-peer interaction and collaboration, authenticity and interaction with native and non-native speakers, while the challenges were that these kinds of projects are time-consuming and schools may not have access to the necessary technical equipment. The project Brook carried out utilities YouTube in a diverse and modern way. The result of study showed the students more comfortable with using technology



with those who have had little experience using YouTube could set up an effective peer-to-peer teaching situation.

According to Rianti Fatmala Sari (2018, p. 40), *The Influence of Social Media Sites Toward Students' English Language Skills*, YouTube is one of social media sites that can influence English language skills particularly in speaking and listening skill. YouTube contains many videos that will help learners in learning process. YouTube is regarded one of the most effective ways to achieve success in English classes. It can be used in English classroom for improving various skills such as listening, speaking, pronunciation and vocabulary etc.

YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn the English language (Jalaluddin, 2016:1). From the study of Jalaluddin, the result show that YouTube not only influence learners in speaking and listening skill but also influence learners to develop their pronunciation and vocabulary. On YouTube, learners can learn directly from native speaker about how to pronoun the word well. There are many native speakers who have a good pronunciation that can be found on YouTube. The use of YouTube not only in the classroom, but it can use outside the classroom. According to Ebtessam Thabet Alqahtani, (2014, p.12) YouTube is a free-of-charge, it makes easy for learners and teachers to watch and upload videos. Teachers from around the world can create their own channels on YouTube and can upload different educational videos that can find by many students. YouTube is a rich source of cultural

authentic materials that can motivate students to interact in an educational capacity with popular cultures through English language videos.

Teachers and learners can access YouTube freely. Teacher may help learners in the world by uploading educational video. On YouTube, there are many native teachers who upload their video in order to teach English language. Learners easily can watch and download their video. So, it makes YouTube become a rich source for learners to find the materials that relate with their learning. Based on Alqahtani (2014, p. 13) research, he has concluded that YouTube has tremendous potential in English language classroom instruction. The utilizing of YouTube videos in English classroom has improved students' English language skills especially listening comprehension skill by opening up a new world for more interesting and productive learning environment. Authentic videos of YouTube help students to learn and practice the language as it is used by English native speakers.

The result of his research showed that YouTube videos had great potentials in developing and improving EFL students' listening comprehension skills. It has proven that using YouTube videos had indeed enhanced EFL students' listening comprehension skill. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test. The mean score of the experimental group had increased from 6.79 in the pre-test to 9.86 in the

post-test while in the control group score had slightly increase from 7.0 in the pre-test to 7.75 in the post-test.

By listening to the authentic video of YouTube, students can learn and practice the language which is using by a native speaker. According to AJ Hoge, if people listen a lot, they will learn new vocabularies and learn grammar. They will get faster and will understand better. Native speakers do not study with their eyes but they study with their ears by listening. Basically, most students learn English with their eyes, most of them focus on the textbooks. (AJ Hoge, 2014) Through the social media such as YouTube, students can listen to songs, videos, news, and others that relate to their study in English. They can also download it easily using downloader application. It makes the learning process more interesting and productive. Jalaluddin (2016, p.1) mentions that there are many short videos available on different English dialects. One of the main goals of learning the English language is not only to interact with native speakers but also with non-native speakers of English. YouTube provides an opportunity to interact with native as well as non-native speakers of English and also to know the different dialects and varieties of English spoken around the world.

From some videos on YouTube, students may learn some varieties of English dialects that exist around the world. Students have a chance to know some English dialects from different state. They also can explore different English culture. They can know the similarity or dissimilarity of some

English cultures or dialect for the example British or American dialect and so on.

According to Brook (2011, p.37), "YouTube has been shown to be a tool that facilitates language learning and teaching and confidence building, as well as affords authentic, student-centered activities with increased participation." It related with Alimemaj (2010, p.10) statement "The real advantage of YouTube is that it offers authentic examples of everyday English used by everyday people". YouTube is a platform that facilitates language learning and teaching and provides many authentic materials that created by people from around the world. It can increase students' confidence and participation in language learning and teaching. Because the video on YouTube makes students more interesting and it also makes students more active in the learning process.

YouTube videos have a strong effect on students' mind and sense. It can generate students' attention, concentration, and interest. YouTube videos also improve students' attitude toward content and learning, build relationship among other students and educators, increase students' understanding and memory of content, and also foster creativity and deeper learning. It also can inspire and motivate students, create memorable visual images and makes the learning process more fun (Berk, 2009, p.2). If students learn with some varieties videos, the information that they get will stay active in their memory.

Based on Alqahtani's research, the advantages of using YouTube videos in learning and teaching process are authenticity and student motivation can possibly be incorporated and enhanced by using YouTube. YouTube provides many features as a teaching tool freely. Using YouTube as a tool for the classroom will have a positive impact for students and educators. The data findings showed that using YouTube videos had enhanced Saudi EFL students' listening comprehension performance. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test, which indicated their improvement in listening comprehension. Therefore, YouTube videos had great potentials in developing and improving students' listening comprehension skills. (Alqahtani, 2014, p.40-41) There are many benefits that educators and learners can get by using YouTube video. The previous study also shows that the use of YouTube video makes students have long-term memory.

A study by Muna also has proven that utilizing YouTube videos can enhance the students speaking skill. The improvement has proven by the data findings of his research. The data finding showed that there was improvement in the result of the pre-test and post-test. The average mean score in pre-test was only 37.22. Then, after he conducted YouTube videos in his teaching and learning, the result of the post-test increased to be 67.40. He stated that the students' performance on the pre-test showed that the student were unable express their idea easily, did not fluently in speaking,

the sentences were ungrammatical, the vocabularies were limited, and mispronounced of English word. Then, after he conducted YouTube videos on his teaching and learning process, the result of the post-test showed the students' performance was better than on the pre-test. From the study above, it has proven that YouTube give positive influence to the students in their speaking skills.

#### Negative of Using YouTube as media for teaching and learning English

Where as many authors and the media are over-enthusiastic about the possibilities of new digital media in primary, intermediate, higher education and life-long learning other researchers hint at caution by highlighting the negative impact of YouTube videos and digital media on learning. For example, Tess (2013) warns that social media may negatively affect a student's performance. In fact, the author used structural equation modeling and provides evidence of a significant negative relationship between the use of new media and academic pursuits.

### **D. Four Language Skills and Components in English**

In English, there are four skills in the language. They are reading, writing, listening, and speaking. All of them are interrelated from one another. Someone who masters four skills of English will master English in actively and passively (Solahudin, 2008).

#### 3. Four Language Skills

According to Douglas Brown, "Research and practice in English language teaching have identified the "Four skills" –listening, speaking,



reading, and writing– as of paramount importance.” (Brown, 2000, p.244) The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication (Morehouse, 2017) All of these skills should be mastered by students in order to achieve learning English language aims. According to Christina Martin, to achieve four basic language skills, students need to surround themselves with English: make English part of student life at home, at school or university, at work, during their free time. (Martin, 2017)

a. Writing Skill

According to Brown (2001, p. 336), writing is a thinking process. He stated that writing can be planned and given with an unlimited numbers of revisions before its release. Elbow (1973) in Brown (2001, p.336) also stated that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

In addition, Rivers (1981, p. 294) stated that writing is conveying information or expression of original ideas in a consecutive way in the new language. Writing skill is also known as a productive skill. It is important for the student in learning the English language. Through the mastery of writing skill, students can communicate their ideas, feelings, and emotions to others. For some people, communicating in written words is easier than communicating by

speaking. People who have difficulties in communicating orally will be helped by the media writing. In addition, to assist the communication process, good writing skill will help learners to acquire better jobs. Thus, it can be said that the skills writing is very important to the students. According to Khan & Bontha (2014), “Writing is the most difficult skill compared to the other main language skills”.

b. Speaking Skill

Speaking skill is known as a productive skill. It requires people to use the vocal tract and brains to correctly produce language through sound. Speaking is used to communicate with others, extend information, convey ideas or feelings and make relationship among people in the world because it is one of the important abilities to carry out conversation.

According to Ur, (1996, p. 120), Speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners is primarily interest in learning to speak. Speaking English is not easy and not simple, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. However, Brown and Yule (1983,

p.4) said that “Most speakers of English produce spoken language which is syntactically very much simpler than written language.

The vocabulary is usually much less specific.” Brown & Yule (1983, p.25) also stated “Spoken language production is often considered one of the most difficult aspects of language learning for the teacher to help the student with”. English learners should have the capability of English speaking in order to communicate with others. Speaking skill mastery is very important to be mastered because it can help English learners to communicate with the others who use English as their mother language and also since English is being an International language now. English is very important in our life. Not only it is used for communication with people in the world but also it is used for getting better jobs or work in the future.

#### c. Reading Skill

Reading skill is a receptive skill. It requires people to use eyes and brains to comprehend the written equivalent of spoken language. According to Grabe & Stoller (2013, p.1) “Reading is the ability to draw meaning from the printed page and interpret the information appropriately.” They also mention the purposes for reading are; to search for simple information, skim quickly, to learn from texts, to integrate information, to write (or search for information needed for writing), to critique texts, and for general

comprehension. (Grabe & Stoller, 2013, p. 6) Ur also stated that reading means not only can read the words but also know the meaning of the text.

Reading is merely decoding-translating written symbols into corresponding sounds. (Ur, 1996, p.138) Ur added people need to understand some word in order to understand the meaning of a text, no means of the whole of text, but people may 'skip' or misread words in order to make sense of the whole more quickly. (Ur, 1996, p.140)

#### d. Listening Skill

Listening skill is known as a receptive skill. It requires people to use ears and brains to comprehend language as it is being spoken to us. It is first of two natural language skill, which is required by all-natural spoken languages. (Morehouse, 2017).

Nation & Newton (2009, p.37) in their book stated "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in the naturalistic acquisition of other languages) are dependent on listening." They also stated that listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening the only

period is a time of observation and learning which provides the basis for the other language skills. (Nation & Newton, 2009, p.38).

According to Douglas Brown, the listener characteristics of proficiency, memory, attention, affect, age, gender, background schemata, and even learning disabilities in the L1 all affect the process of listening. The studies tend to agree that listening, especially for academic and professional context, is a highly refined skill that requires a learner's attention to a battery of strategies for extracting meaning from texts. (Brown, 2000, p. 248)

One of the principles for designing listening techniques is use techniques that are intrinsically motivating students. Appeal to students' personal interests and goals. Background information is an important factor in listening, it takes into full account the experiences, goals, and abilities of the students as design lesson. The cultural background of the students also can be facilitating and interfering in the process of listening (Brown, 2000, p. 258).

## 2. Language Components

Language component is divided into three parts namely phonology (language sound system), lexis/morphology (words or phrases that express concepts), and the third is a rule that is the way in which words are combined to form meaningful or acceptable sentences or phrases (Ur, 1996). These three components are known as pronunciation (vocabulary), vocabulary

(vocabulary), and grammar (rules). A general description of the English skills and components will be briefly described below. Language components are pronunciation, vocabulary and grammar. Pronunciation deals with sound, pressure, and intonation in pronunciation. Vocabulary is one component of language that deals with the meaning of a concept whereas grammar is the rule.

### **E. Technology Acceptance Model (TAM)**

Technology acceptance is closely related to educational technology due to developing interest in integrating technology into classroom as an attempt not only to foster learning, but also to sharpen students' skill in problem solving by utilizing technology. In 1985, Fred Davis suggested the term technology acceptance model (TAM) which examines the relationship between perceived ease of use and perceived usefulness, and their connection with the external variables and the actual use of the system.

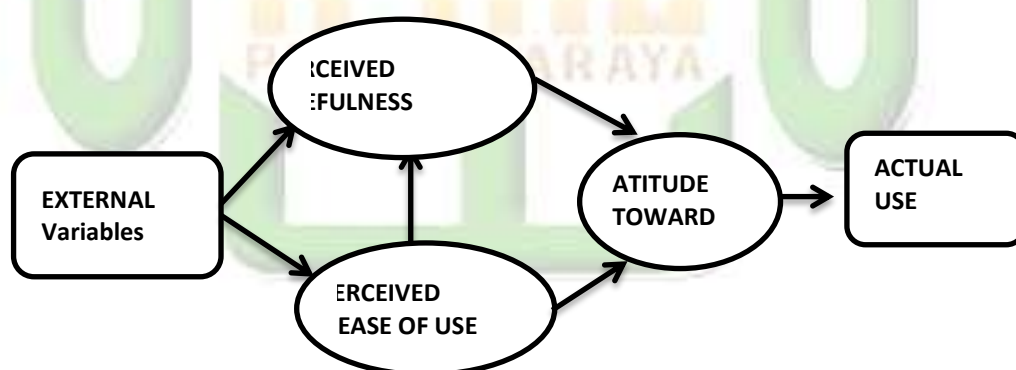
TAM proposes three main factors in predicting technology use; perceived usefulness, perceived ease of use, and the actual use of the system (Aypay, Celik, & Sever 2012). Perceived usefulness relates to someone's belief that his/her job performances will be increased by using certain technology. People tend to utilize an application when they believe that it is helpful and beneficial for them in performing their tasks. On the other hand, perceived ease of use refers to both intrinsic and extrinsic motivations towards using technology.



Technology acceptance can be define as the learner’s willingness in using technology for “the tasks it is designed to support” (Teo, Luan, & Sing 2011). In addition, TAM is specifically tailored for modeling user acceptance of information systems. TAM is specifically designed for the purpose of explaining computer usage behavior. In TAM, a user’s behavioral intention to use an information system reflects the user acceptance of the system (Lee & Lehto 2013). The primary goal of TAM is to provide an explanation of the determinants of computer acceptance that is general. Its goal also includes explaining user behavior across a broad range of end-user computing technologies and user populations.

TAM hypothesizes that two particular beliefs; perceived usefulness and perceived ease of use, are of primary relevance for computer acceptance behaviours, as shown in the figure below:

**Figure 2.2: Technology Acceptance Model (Davis, Bagozzi, and Warshaw 1989).**



External variables refer to influences that learners receive in using YouTube in their independent language learning. These influences include

those from teachers, social, and within themselves. Perceived usefulness (U) is identified as the user's belief that his or her performance will be increased by using a specific application system. This means that when students perceive that independent language learning through YouTube videos can help improve their language performance, they are more likely to use YouTube videos in their learning process.

On the other hand, perceived ease of use (EOU) refers to "the degree to which the user expects the target system to be free of effort" (Davis, Bagozzi, and Warshaw 1989). In this context, EOU refers to students' perception about the degree of effort needed to use YouTube in independent learning.

Farahat (2012) claimed that user's acceptance of technology is determined by the intention, which will then be determined by the PU and PEOU. Teo et al. (2009) stated that TAM is a valid model to investigate pre-service teachers' intention in using technology. Meanwhile, Lee, Cheung, and Chen (2005) studied students' acceptance on an internet-based learning which resulted in both PU and PEOU affected students' intention in using a technology significantly and directly. Meanwhile, TAM was also adopted in order to explain the computer usage and behaviour intention of Ghana students in learning by using computer-based technologies (Kumah & Achampong 2010).

Ibrahim (2014) studied antecedents to individual adoption of a fantasy sports website, which revealed that PEOU gave positive impact on

cognitive, as well as affective attitude towards adoption of fantasy sports website. Lo et al. (2012) conducted a study on ‘Extending the Technology Acceptance Model to Investigate Impact of Embodied Games on Learning of Xiao-Zhuan’. The findings of the study revealed that PU had the significant influence on ‘learning effectiveness’ and ‘attitude towards using the embodied games’. Moreover, PEOU influenced ‘perceived playfulness’, while ‘perceived playfulness’ in turn influenced ‘attitude towards using the embodied games’.

These two factors play important roles in understanding a person’s attitude towards information technology and perceived ease of use had its significant effect on usage intention, based on researches over the past decade. Based on TAM, it is believed that usefulness (U) and ease of use (EOU) have a significant impact on a user’s attitude (A) towards the usage of the system (Afari-Kumah and Achampong 2010).

## F. Learner Autonomy

Autonomy is often related to out-of-class learning which refers to the efforts made by learners to take classroom-based language courses and find another platform for language learning and practices outside class. Furthermore, autonomy also refers to situations where learners carry out language learning with little or no assist from teachers (Benson 2006).

In addition, Dickinson (1987) defined autonomy as “the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions” (Dickinson 1987). Moreover, Benson and Voller (1997) stated that the term learner autonomy is used to propose any combination of five ideas, which are:

**Table 2.1: Five ideas of learner autonomy (Benson and Voller 1997)**

1. Students are responsible in developing the language on their own.
2. Students should have the freedom to choose the acquisition of language learning skills that they want.
3. Students should have opportunities to learn independently without teachers or classmates helping them.
4. Students should be able to decide on the specific course of language development.
5. Students crave for self-guided education instinctively.

Watkins and Wilkins (2011) used the five ideas of learner autonomy in Table 1 and connected them to the use of YouTube. Firstly, students can choose to view a YouTube clip in English in their own time. They should also be able to evaluate possible limitations of comprehension on their

own terms and finally choose to follow further academic attention for the particular area, or choose not to.

Then, after being exposed to the video clip, students with a fairly advanced and linguistically self-awareness determines pronunciation and conversation skills to be acquired. Thirdly, without help from teachers or classmates, a student is able to browse through millions of videos available on YouTube. Fourthly, when a student encounters an interesting video clip which is useful for language learning, the student then can investigate all clips with similar subjects independently. Finally, an intelligent and self-guided examination into YouTube could be conducted to provide extra information on what the student feels “is being overlooked or suppressed by the educational institution” (Watkins and Wilkins 2011).



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter has been investigated to discuss the method of the study related to research design, population and sample, research instruments, data collection procedures, and data analysis procedures.

#### **A. Research Design**

The design of the study was quantitative research design. According to Aliaga and Gunderson (2000) defined quantitative research method as collecting numerical data, then analyzed the data using mathematically based methods (statistic), in order to explained the results. A quantitative data can be interpreted through statistics. According to Ary et al., in Rianti Fatmala staded, in survey research, investigators ask the questions about peoples' beliefs, opinion, characteristics, and behavior. They add a survey researcher want to investigate associations between respondents' characteristics such as gender, age, education, social class, race, and their current attitudes toward some issues. (Fatmala Rianti, 2018. P. 48).

In addition, survey method is a widely used method in the social sciences. The goal of quantitative method is to arrive at generalize findings for the entire population based on the data obtained from a sample of that population. According to him, there are three important considerations that should be taken into account in conducting a sample survey, which are:

1. Sampling (choose the group of people to be studied and to represent the population).



2. Obtaining data from the sample.
3. Estimate the population characteristics by using statistical methods

A quantitative design will be employ for the purpose of establishing relationships between measure variables, which were, in this research's context; type of videos on perception on the usage of YouTube videos.

## **B. Population and Sample**

### **1. Population**

According to Ary, et al., (2010, p.148) "Population is defined as all members of any well-defined class of people, events, or objects."

According to Borg, W. R & Gall, M.D in Muhammad Adnan Latief, stated that target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research (Latief, 2014, p.181).

While in this research, the population sample has been investigated the students at English Education study program in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> semester, generation 2016 to 2018 at State Islamic Institute of Palangka Raya are 120 students.

**Table 3.1. The total number of students at English Education Study Program of IAIN Palangkaraya**

<b>Students at English Education Study Program of IAIN Palangka Raya</b>	
Academic year 2016	63
Academic year 2017	68
Academic year 2018	109
<b>Total</b>	<b>240</b>

Source data: SIMAK IAIN Palangka Raya, (Update, Mei 2019).

## 2. Sample

Ary, et al (2010, p.148) defined that “a sample is a portion of a population. Charles stated in Muhammad Adnan Latief defines “a sample as a small group of people selected to represent the much larger entire population from which it is down.” According to Suharsimi Arikunto (2006, p. 134) if the sample are less than 100 will be better to take all of populations for research. The total of sample will be influences the validity of the questions in questionnaire. However, if the number sample is large, it can be taken between 10-15% or 20-25% or more.

Based on the explanation above, the researcher claimed 50% of the 240 students. The samples ware 120 students by random sample technique with close-ended question as primary data in a survey for the population 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> semester, generation 2016 to 2018, in academic year 2019. The sample of the study consists of students at English Education Study Program of IAIN Palangka Raya

## C. Research Instrument

The data is the most important part of supporting and proving the study itself. This study aims to investigate the students’ perception in using YouTube as media of learning English as a foreign language for their autonomous learning and to investigate the students’ perception in using YouTube as media of learning English as a foreign language for improve their language skills and language components in 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> semester,

generation 2016 to 2018 of English Education Study Program in IAIN Palangka Raya to interpret the Presentation data. To know the interpretation of the data result, this study needs instrument used questionnaire.



## 1. Questionnaires

A questionnaire is a written instrument consisting of questions to be answer or statements to be responded by respondents. It is used to gather information about fact or about opinion or attitude (Latief, 2010, p.193).

This research adapted the questionnaires from previous study which investigated students' perception, learner autonomy, language skills and language components also. The main questions and items in the questionnaire were replicated and changed to suit the needs of this research. More specifically, questionnaire was adapted the items and questions from students' perception and learner autonomy questionnaires. The samples responded to the items and statements in the questionnaire will show mostly in the form of Likert scale. Each item in the questionnaire was developed for the purpose of achieving the objectives of the research.

In this study used the close-ended question, the structure of a closed survey item that consists only of a request for an answer with explicitly mentioned answer categories (Saris, 2014 p.120). In closed-ended questions in surveys, the researcher poses a question and provides preset response options for the participant" (Creswell, 2011, p.386).

The samples respond to the items and statements in the questionnaire is show mostly in the form of Likert scale is the most

common use question format for assessing participant's opinion of usability (Dornyei, 2010, p.20).

Likert scales in this study were Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Harris (1969, p. 15) presented the sample that used 1 - 5 points. Each item in the questionnaire was developed for the purpose of achieving the objectives of the research.

**Table 3.2 Range Score of Statement**

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The questionnaire consist of three sections; A, B, and C. The first section is demographic information. The respondents will respond demographic questions about age, gender, race, year of study, students' background in using YouTube to collect personal data of the students. In the last questions are constructing based on the 15 categories of videos featured on YouTube as media to identified.

The statements in Section B is adopt from Nabila Shamuddin (2015) from number 8 to 27 items are to achieve the first research objective was to investigated the students' perception in using YouTube

as media of learning English as a foreign language for learner autonomy. The items and questions in this section in order are to look into the respondents' opinion in using YouTube a media for independent language learning. The respondents asked whether they enjoy choosing materials on YouTube for their language learning. They were also required the stated whether finding materials on YouTube as media with easy or not.

Section C. This part adapted from some researchers and self-developed by the researcher based on some theories which have taken from some journals and articles related students' perception in using YouTube as media of learning English as a foreign language for improve their language skills and language components. Here are the descriptions of questionnaires in table 3.3.

**Table 3.3 Description of Questionnaire**

<b>Section</b>	<b>Description</b>	<b>Items Specification</b>	<b>Items of question</b>	<b>Percentage</b>
<b>A</b>	The respondents will answer or provide in the blanks. This section is about the respondents' backgrounds which age, gender, race, year of the study, and students' experience using YouTube before.	1 – 7	7	17,5 %
<b>B</b>	The statement is identify in determining the respondents' level Learner Autonomy	8 - 27	20	50%
<b>C</b>	The statement is identify in determining the respondents' perceive for improve their language skills and language components.	28 - 40	13	32,5%
<b>Total</b>			<b>40</b>	<b>100 %</b>



A total of questionnaires were administered and distributed to the respondents and make sure all of them has completely answered and returned. (*See Appendix A*)

## **2. Documentation**

The documents are document and photos. The document is the result of the questionnaires has been answered by students. It consists of survey questions include demographic information, students' background in using YouTube for learning English as a foreign language. This document use is as evidence to reinforce the result of study. The document was shown in the appendix A. In addition, the photos were shown in the next appendix.

### **1. Instrument Try Out**

Before the instrument applied to the real sample of the study, trying out an instrument has been to some students at the English Education Study Program of IAIN Palangka Raya in academic year 2018. Total items that have been trying out were 40 items. The test instrument was used to gain information about the instrument quality that consists of instrument validity and reliability. Procedures of the trying out have done as follows;

- a) Trying out the instruments to 35 students at English Department Study Program of IAIN Palangka Raya generation 2018.

- b) Then analyzing the data obtained to know the instrument Reliability and Validity using Microsoft Excel and SPSS 16.0 Program,
- c) After that, the researcher tested the test for the real sample.

## **2. Instrument Validity**

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. (Ary, 2010, p.224) In this research, face validity, content validity, and construct validity has used.

### **a. Face Validity**

Face Validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test. (Heaton, 1974, p.152). Related to the questionnaire, the purpose of the study was investigated the students' perceive in using YouTube as media in Learning English as a Foreign Language for autonomous learning, improve their language skills and component skills. The researcher used face validity to make sure that the instrument is appropriate with the respondents.

### **b. Content Validity**

Sugiyono (2009, p. 177) demands appropriateness between the ability to be measured and the test being used to measure it.

Construct validity test can be used with the opinion of experts (experts' judgment). In this study, after the questionnaire was constructed on the aspects that measured based on a particular theory, after consult in expert who is have a credibility to judge the questionnaire.

This research adapted the questionnaires from previous study which investigated students' perception in using YouTube as media for autonomous learning. The main questions and items in the questionnaire were replicated and changed to suit the needs of this research.

The questionnaires was returned from the respondents who is completed their answers. Data from the questionnaire were calculated and analyzed by using Microsoft Excel. Data was calculated in percentage by using the frequencies and SPSS 16.0. Then, the results or percentages were analyzed descriptively. The results were also show in figures; tables, pie charts, and bar charts. The conclusions based on the findings about Perceived Usefulness, Perceived Ease for Use, based of students' perceive in using YouTube as media in learning English as a Foreign Language for Learner Autonomy, improve their language skills and language components.

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of

learning or behavioral criteria (Supriadi, 2011:108). The technique is to determine the validity of a test is by-product moment correlation technique. The formula for product moment correlation with

$$r_{xy} = \frac{N \sum XY (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

With description:

$r_{xy}$  : Number of scores X and Y

$\sum X$  : Number of X variable scores

$\sum Y$  : Total core of Variable Y

$\sum XY$  : Number of Subjects

$(\sum X)$  : The sum of squares of the grain score

$(\sum Y)$  : The sum of squares the total score

N : Total population

(Supriadi, 2011, p.110-111)

The Criteria is to show the question give a significant correlation between a total number is if values of r of each question higher from r table its mean valid. The rule is;

$$r_{\text{value}} \geq \text{table} = \text{valid}$$

$$r_{\text{value}} \leq \text{table} = \text{Invalid. (Purwanto, 2004, p.139)}$$

### 3. Instruments Reliability

According to Ary, the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. (Ary, 1985. p. 236) Reliability is a necessary characteristic of any good

test. For it to be valid at all, a test must first be reliable as a measuring instrument. Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017).

Reliability is defined how much consistency the test scores achieves on the retest (Sudijono, 2005:179-180). According to Sugiyono (2010, p.354) states that reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly give relatively the same results (not much different).

Reliability test in this study using Alpha Cronbach, because of scoring using the instrument. The alpha formula as follows;

$$r_{11} = \frac{k}{k-1} \left\{ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right\}$$

Note:

$r_{11}$  : Reliability Value

$k$  : Number of Items

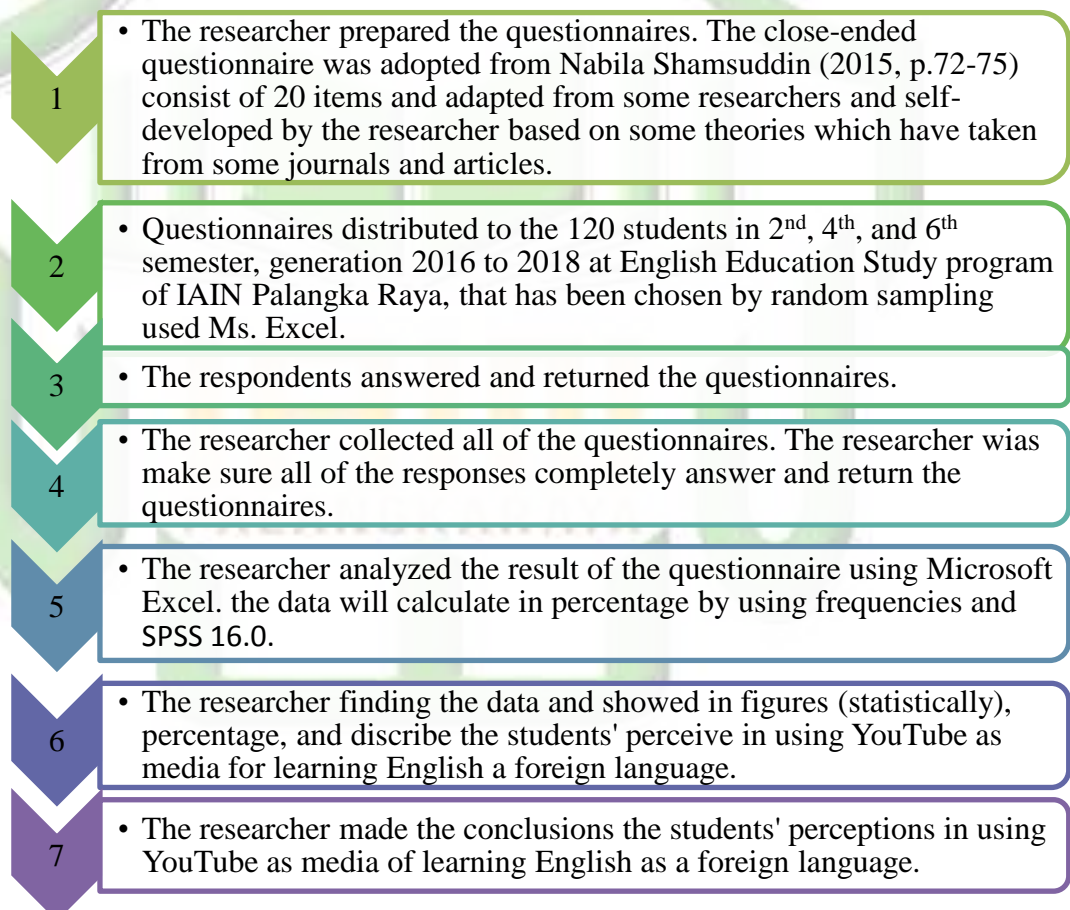
$\sigma_t^2$  : Total Variance

$\sum \sigma_b^2$  : Number of variance score for each item

The criteria for research instrument will be reliable by using this technique if the reliability value ( $r_{11}$ ) > 0.6 (Siregar, Syofian 2013 pp.55-56).

## D. Data Collection Procedure

In this study, the researcher collected the data from questionnaire and documentation. This research was adapted to achieve the objectives of the research. Then, the questionnaires were distributed to the target sample, then collecting, and analyzing. Data analyzed and the results were shown statistically in numbers, percentages and described. Based on the results, the researcher made the conclusion of the research. The role are shows further and clearer elaboration on the procedures of this study.





## E. Data Analysis Procedure

The questionnaires are gathering once the respondent has to complete their answers. Data from the questionnaires was analyzed by using the SPSS 16.0 Program and Microsoft Excel. Data calculated in percentage by using the frequencies and SPSS 16.0. Then, the results or percentages analyzed descriptively. The results were shown in figures; tables, pie charts, and bar charts. The Conclusions were made based on the findings.

Related to Putri, N. S. E (2018), to analyze data of the questionnaire, the researcher used simple basic statistical techniques, as follows;

1. Analyzed the means (M), according to (Ary et al., 2010), it is sum all of the scores in a distribution divided by the number of cases". In term of a formula, it is:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = Mean value

$\Sigma$  = Sum of

X = Raw score

N = Number of the case

2. Analyzed medians (Med). "The median is defined as that point in a distribution of measure which 50 percent of the cases lie (which means that the other 50 percent will lie above this point)"(Ary et al., 2010).

3. Analyzed mode (Mod). “The mode is the value in a distribution that occurs most frequently” (Ary et al., 2010).
4. Analyzed standard deviation. It is showing the average deviation of each score from the mean. The formula is;

$$s^2 = \frac{\sum (x_i - \bar{x})^2}{n - 1}$$

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

Where:  $\sum fx^2$  =sum of frequency of each score

N = Number of cases.

(Herhyanto, 2011, p.88)

### 3.4 Statistics

Item\_8

N	Valid	120
	Missing	0
Mean		4.28
Median		4.00
Mode		4
Std. Deviation		.673
Sum		513

### 3.5 Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.057	2.057	4.514	2.457	2.194	.202	33

## 5. Validity and Reability

- Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria (Supriadi, 2011, p.108). The technique used to determine the validity of a test is by-product moment correlation technique. Here is the formula for product moment correlation with

$$r_{xy} = \frac{N \sum XY (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

With description:

$r_{xy}$  : Number of scores X and Y

$\sum X$  : Number of X variable scores

$\sum Y$  : Total core of Variable Y

$\sum XY$  : Number of Subjects

$(\sum X)$  : The sum of squares of the grain score

$(\sum Y)$  : The sum of squares the total score

N : Total population

(Supriadi, 2011, p.110-111)

Criteria is to show the question give a significant correlation between a total number is if values of r of each question higher from r table its mean valid.

The rule is;  $r_{\text{value}} \geq r_{\text{table}} = \text{valid}$

$r_{\text{value}} \leq r_{\text{table}} = \text{Invalid. (Purwanto, 2004, p.139)}$

**Table 3.6 Result of Test Validity**

<b>Item</b>	<b>Total Corrected Item</b>	<b>r table</b>	<b>Criteria</b>
8	0.473	0.3338	valid
9	0.608	0.3338	valid
10	0.549	0.3338	valid
11	0.687	0.3338	valid
12	0.431	0.3338	valid
13	0.469	0.3338	valid
14	0.466	0.3338	Valid
15	0.230	0.3338	Invalid
16	0.454	0.3338	Valid
17	0.420	0.3338	Valid
18	0.542	0.3338	Valid
19	0.565	0.3338	Valid
20	0.544	0.3338	Valid
21	0.579	0.3338	Valid
22	0.672	0.3338	Valid
23	0.616	0.3338	Valid
24	0.534	0.3338	Valid
25	0.559	0.3338	Valid
26	0.421	0.3338	Valid
27	0.590	0.3338	Valid
28	0.549	0.3338	Valid
29	0.669	0.3338	Valid
30	0.397	0.3338	Valid
31	0.515	0.3338	Valid
32	0.612	0.3338	Valid
33	0.414	0.3338	Valid
34	0.542	0.3338	Valid
35	0.668	0.3338	Valid
36	0.577	0.3338	Valid
37	0.509	0.3338	Valid
38	0.516	0.3338	Valid
39	0.661	0.3338	Valid
40	0.457	0.3338	Valid

Based on the table 3.5 results of test validity above, 32 items in Section B and Section C in Questionnaire was valid. However

statement 15 was invalid. Then in statement 15 was abolished from the questionnaire for the next step to research. Significance r table used 0,05 with the total of the students was 35 sample for the test questionnaire. The data was calculated based on formula below;

$$r \text{ table to } df = (N-2)$$

$$df = (35-2) = 33.$$

$$df = 33, \text{ significance } r \text{ table } 0,005 = 0,333.$$

df : degree of freedom.

N : respondent.

Junaidi (2010)

- Reliability is defined how much consistency the test scores the testee achieves on the retest (Sudijono, 2005:179-180). According to Sugiyono (2010: p.354) states that reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly give relatively the same results (not much different). Reliability test in this study using Alpha Cronbach, because of scoring using the instrument. The alpha formula as follows;

$$r_{11} = \frac{k}{k-1} \left\{ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right\}$$

Note:

$r_{11}$  : Reliability Value

$k$  : Number of Items

$\sigma_t^2$  : Total Variance

$\sum \sigma_t^2$  : Number of variance score for each item

The criteria for research instrument will be reliable by using this technique if the reliability value ( $r_{11}$ )  $> 0.6$  (Siregar, Syofian 2013 pp.55-56)

With the criterion of reliability interpretation:

$0.80 \leq r_{xx} < 1.00$  = very high

$0.60 \leq r_{xx} < 0.80$  = high

$0.40 \leq r_{xx} < 0.60$  = medium

$0.20 \leq r_{xx} < 0.40$  = low

$0.00 \leq r_{xx} < 0.20$  = very low. (Slameto, 2001, p.215)

**Table 3.7 Case Processing Summary**

	N	%
Valid	35	100.0
Excluded <sup>a</sup>	0	.0
Total	35	100.0

Then, from Table 3.7 can be seen that 120 students rated the statements in the questionnaire. All of them were included the reliability analysis.

**Table 3.8 Reliability Statistics.**

Cronbach's Alpha	N of Items
.914	33



Cronbach's Alpha was shown in the Reliability Statistic table.

3.7. The value 0.914 is very high with respondents of item are 33.

6. Count the percentage (%). It is showing the proportion of the group in the population.

$$p = \frac{f}{N} \times 100\%$$

$P$  = Percentage of respondents' answers

$f$  = Number of respondents' answers

$N$  = Number of all respondent

The number entered into the percentage formula above is data obtained from respondents' answers to the question submitted. The result of the score then interpreted by calculating the scale range by calculating the highest percentage.

Then, in order to answer the third part of the questionnaire, to analyze the data, below were the steps applied:

- 1) Collecting the main data (item score/responses);
  - 2) Arranging the collected score into the distribution of frequency of score table.
  - 3) Calculating Mean, Median, and Modus :
7. Describe the result in form of percentages, or in figures using a bar graph or pie chart.
  8. Made the conclusion of each item in the questionnaire.
  9. Classified and analyzed the data based on category.

10. Describe the conclusion based on data analyze.

To describe the conclusion, the research interpreted based on the rate of students' perception. Likert items are to measure students' perception to a particular question or statement.

**Table 3.9 Rate of Students' Perception**

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Rate of students' perception is based on the questionnaire. All results are sum to show the total of score.

Formula is:

$$T \times P_n$$

T = total respondents

P<sub>n</sub> = Likerts' Score the students' which have choose

Analysis of Likert scale utilizes descriptive statistic specially mean, median, and interquartile range. Additional data analysis procedures include skewness (Yuki P Nagato, 2018). In this research, Likert scale is

use to determine the interval of frequency classification. The scales using are show below.

**Table 3.10 Rating of Students' Perception Interpretation**

Value Range		Category
Likerts Scale	Percentage	
5	80% - 100%	Very Positive
4	60% - 79,99%	Positive
3	40% - 59,99%	Uncertain
2	20% - 39,99%	Negative
1	0% - 19,99%	Very Negative

According to Nazir M (2005), here are to rate the interpretation;

- a. Calculate of highest score (y) and lowest score (x)

Formula:

$$y = \text{highest score in Likert} \times \text{Total respondents}$$

$$x = \text{lowest score in Likert} \times \text{Total respondents}$$

- b. Then, calculate the interval and interpretation in percent. The

formula is;

Formula of interval;

$$I = \frac{100}{\text{Total of score (Likert)}}, = \frac{100}{5} = 20\%$$

I = the value of interval from lowest score range is 0% to 100% for highest score.

- c. To interpretation the result is

$$\text{Index Formula \%} = \frac{\text{Total Score}}{y} \times 100$$

y = highest score.

Every score from the calculate index formula percent is category to rate the positive, neutral, or negative students' perceive.

The next step after make sure about rate students' perception of interpretation is describe the students' perceive based on the data which is calculated in table 3.10 and 3.11, here are category to describing the students' perceive.

**Table 3.11 Category to describe Students' perception**

<b>Category</b>	<b>Description</b>
Very Positive	The student responding a questionnaire is always using YouTube as media of learning English as a foreign language.
Positive	The student responding a questionnaire is often in using YouTube as media of learning English as a foreign language.
Uncertain	The student responding a questionnaire is sometimes in using YouTube as media of learning English as a foreign language.
Negative	The student responding a questionnaire is seldom in using YouTube as media of learning English as a foreign language.
Very Negative	The student responding a questionnaire is never use YouTube as media of learning English as a foreign language.

**Table 3.12 Categories to describe the students' perception every item in Section B and Section C of questionnaire.**

<b>Item</b>	<b>Category</b>
<b>9, 11, 13, 20, 24, 25, 26, 27.</b>	Perceived Usefulness (PU)
<b>10, 17, 18, 21.</b>	Perceived Ease of Use (PEOU)
<b>8, 12, 14, 19, 22.</b>	Attitude toward the use of YouTube as media for learning English as a foreign language
<b>16</b>	Negative
<b>29, 30, 32, 34, 37.</b>	Improve Language Skills
<b>28, 31, 33, 35, 36, 38.</b>	Improve Component skills
<b>39, 40.</b>	Positive



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presented the data presentation, data finding and discussion. The data finding designed to answer the research question was the questionnaire. The result included demographic information, the students' perceive in using YouTube as media of learning English as a foreign language for students' learning Autonomy, and the students' perceive in using YouTube as media of learning English as a foreign language for improve language skills and language components.

#### A. Data Presentation

In this section presented the results of the research on the students' perceptions in using YouTube as media for learning English as a foreign language at English Education Study Program of IAIN Palangka Raya by using questionnaire as main instrument for collecting the data. Quantitative data analyzed using Ms. Excel and SPSS 16.0 Program.

The total number of 120 students' English education study program of IAIN Palangka Raya in semester 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup>, academic years 2016 – 2018. The respondent selected randomly using Ms. Excel by researcher.

To answer the section A, B, and C research question, the researcher asked the students using close-ended question about Demographics Information in section A, investigated the students' perceive in using YouTube as media of learning English as a Foreign Language for students Learning Autonomy in section B, and investigated the students' perceive in



using YouTube as media of learning English as a Foreign Language for improve language skills and language components in section C.

### **1. Section A**

This section points out the data obtained in this study were collected from questionnaires to look at the responses from the sample and to relate the responses with demographic Information, courses and types of YouTube as media for learning English as a foreign language used by respondents.

#### **a. Demographics Information**

Demographic information used to collect personal data of the students. It includes their gender, age, year of study, students' background used YouTube as media for learning English as a foreign language.

The total number 120 students was made up of 84 females (70%) and 36 males (30 %). Based on the age, it was around 18-20 years old (74,17%) and 21-23 years old (25,83%) with 20 students in second years, 20 students in fourth years and the last 20 students in sixth year. Then students' background on the use of YouTube before in any course was (100%).

#### **b. Courses and types of YouTube as media for learning English Foreign Language learning used by the respondents**

This part used to know the students' courses and types of contents on YouTube as media for learning English as a foreign language. The

most courses has been written by 120 students were English listening, speaking, reading, vocabulary, gaming, cooking.

The types of contents YouTube as media for learning English as a foreign language as shown statement 6 in the questionnaire; *I use this/these video(s) on YouTube in my own English language learning*, were constructed based on the classification of contents YouTube categories by Ghasemi, Hashemi, and Bardine in 2011 in their study. There are 15 categories of contents in YouTube categories by them, which are shown in the figure below, as well as the result of the type of contents YouTube used by the respondents for learning English as a foreign language.

**Table 4.1**

**Types of YouTube contents as media for learning English as a foreign language used by respondents in English Education Study Program of IAIN Palangka Raya.**

	<b>Contents</b>	<b>Frequency (Response)</b>
1	Automobile and Vehicles	19
2	Advertisements	21
3	Comedy	82
4	Education	88
5	Film and Animation	96
6	Gaming	38
7	How to and Style	62
8	Music	110
9	News and Politics	36
10	Non-profit and Activism	24
11	People and Vlogs	84
12	Pets and Animals	46
13	Science and Technology	60
14	Sports	49
15	Travel and Events	73

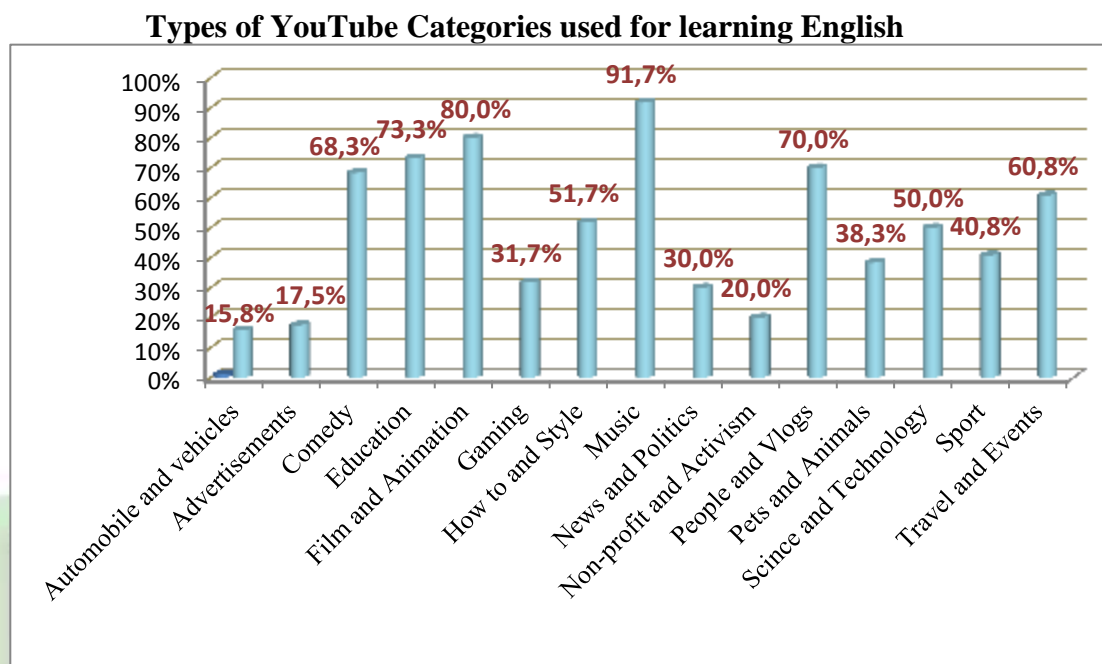
Based on the table 4.2 showed that the YouTube contents used by the respondents for learning English as a foreign language. To answer question number six, 120 students selected more than one contents in 15<sup>th</sup> categories of YouTube contents for learning English as a foreign language. 19 students used Automobile and Vehicles as contents of YouTube for learning English as a foreign language. There is the lowest order of 15 categories of YouTube content used by the students for learning English as a foreign language. Fourteenth lowest is Advertisement. 21 students used Advertisements as content of YouTube for learning English as a foreign language. The next listed in thirteenth are Non-profit and Activism. 24 students has been selected Non-profit and Activism for learning English as a foreign language. News and Politics used 36 students as YouTube contents for learning English. It becomes twelfth sequence based on predetermined categories. Gaming ranked eleventh with the total turnout 38 students used it as content of YouTube for learning English. Then 46 students used pets and animal contents for learning English as a foreign language. Just a slight difference from the previous number, 49 students used Sports content of YouTube for learning English. 60 students used Science and Technology on YouTube for learning English. 62 students used How to and style in YouTube for learning English. Travel and Events has been selected by 73 students for learning English on

YouTube. And the top fifth content of YouTube is Comedy. 82 students used Comedy for learning English. Fourth, 84 students used People and vlogs content for learning English in YouTube. Third is Education. 88 students used Education as content for learning English as a foreign language. Second, Film and Animations has been selected by 96 students as contents of YouTube for learning English. And the star of all student choices is Music. 110 students used Music in YouTube for learning English as a foreign language.

Respondents has been selected the types of contents YouTube as media for learning English as a foreign language based on their preferences. Percentages below are the result of student answer regarding the selection of YouTube content based on their habits of choosing content as English learning material displayed in the Chart are as follows:

**Figures 4.1**

**Types of YouTube categories as media used by the respondents for learning English as a foreign language in percentages.**



The chart above showed percentages that 120 respondents used the YouTube contents as media for learning English as a foreign language in statement 6 in the questionnaire. Based on the data, the highest percentage was obtained 91.7% by Music on YouTube as media for learning English as a foreign language. Film and Animation were second got good category. It was 80% students. In addition, Education was 73.3% and also 70% students used People and Vlogs for learning English. Comedy gets 68.3% students and also 60.8% students were Travel and Events contents YouTube for learning English. Then the students claimed used How to and Style were 51.7% students on YouTube as media for learning English. Science and Technology were 50% students got fair category on

YouTube as media for learning English. 40.8% students used Sport content of YouTube for learning English. Then 38.3% students used Pets and Animals. Gaming was 31.7% students. Only 30% students have chosen News and Politics as category for learning English.

The next percentage drops dramatically 20% students were Non-profit and Activism on YouTube contents as media for learning English. The two lowest categories were Advertisements 17.5% students, and the last Automobile and Vehicles used only 15.8% students on YouTube contents as media for learning English.

The question was number seven in questionnaire was about on average in generation 2016-2018 at English Education Study Program, of IAIN Palangka Raya, spend using YouTube per week.

Table below showed that the time spent by 120 students in using YouTube per week. 38.3% of students' duration on the use of YouTube for less than 5 hours, 23.3% of students used YouTube for 5 to less than 10 hours, 22.5% of students used YouTube from 10 to less than 15 hours, 13.3% of students used YouTube from 15 to less than 20 hours. The last, only 2.5% in English Education Study Program at IAIN Palangka Raya that using YouTube as media for learning English as a foreign language was about none. All of the students were the percentage 100%.



**Table 4.2**  
**The students' backgrounds in using YouTube as media for learning English as a foreign language.**

No	Question	Response	
		Frequency	Percent
7	On average how many hours do you spent using YouTube per week?		
	None	3	2.5%
	Less than 5 hours	46	38.3%
	From 5 to less than 10 hours	27	22.5%
	From 10 to less than 15 hours	16	13.3%
	15 hours and more	28	23.3%

## 2. Section B

The data presentation on section B was investigated the students' perceive in using YouTube as media of learning English as a Foreign Language for students Learning Autonomy toward students' English education study program of IAIN Palangka Raya was obtained by applying questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus) and standard deviation. There were 120 students from three different academic years who were chosen as sampling.

First step was to tabulate score into the table of calculation Mean. The table was shown below;

**Table 4.3**  
**The Calculation Mean of the students' perceptions in using YouTube as media for learning English as a foreign language.**

X	F	$\sum X$
1	1	1
2	1	2
3	6	18
4	68	272
5	44	220
	<b>N = 120</b>	<b><math>\sum X = 513</math></b>

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{513}{120} = 4.28$$

Mean of item 8 is 4.28.

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

**Table 4.4**  
**The Calculation of Deviation Score and Standard Deviation of the students' perception in using YouTube as media for learning English as a foreign language.**

X	F	$\sum X$	X	$x^2$	$fx^2$
1	1	1	-3.28	2.07	2.07
2	1	2	-2.28	4.56	4.56
3	6	18	-1.28	3.84	23.04
X	F	$\sum X$	X	$x^2$	$fx^2$

4	68	272	-0.28	1.12	76.16
5	44	220	0.72	3.6	158.4
	N = 120	$\sum FX =$ <b>513</b>			$\sum f x^2 = 264.23$

$$\begin{aligned} \text{Stdev} &= \sqrt{\frac{\sum f x^2}{N-1}} \\ &= \sqrt{\frac{\sum f x^2}{N-1}} = \sqrt{\frac{264.23}{119}} = \sqrt{2.220} = 1.49 \end{aligned}$$

Then, the score of Mean, Median, Modus and Standard Deviation were tabulated in the table. The table is as follows;

**Table 4.5**  
**Result of Questionnaire Analysis**

Item	Number & Percent	Scale					Total	MN	MD	MOD	STD
		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1					
8	Number	44	68	6	1	1	120	4.28	4.00	4	0.67
	Percent	36.7%	56.7%	5.0%	0.8%	0.8%	100%				
9	Number	29	66	23	1	1	120	4.01	4.00	4	0.73
	Percent	24.2%	55.0%	19.2%	0.8%	0.8%	100%				
10	Number	41	68	10	0	1	120	4.23	4.00	4	0.67
	Percent	34.2%	56.7%	8.3%	0%	0.8%	100%				
11	Number	41	63	14	1	1	120	4.18	4.00	4	0.73
	Percent	34.2%	52.5%	11.7%	0.8%	0.8%	100%				
Item	Number & Percent	Scale					Total	MN	MD	MOD	STD
		Strongly	Agree	Neutral	Disagree	Strongly					

		Agree = 5	= 4	= 3	= 2	Disagree = 1					
12	Number	43	67	9	0	1	120	4.26	4.00	4	0.66
	Percent	35.8%	55.8%	7.5%	0%	0.8%	100%				
13	Number	30	61	27	1	1	120	3.98	4.00	4	0.76
	Percent	25.0%	50.8%	22.5%	0.8%	0.8%	100%				
14	Number	27	71	18	3	1	120	4.00	4.00	4	0.77
	Percent	22.5%	59.2%	15.0%	2.5%	0.8%	100%				
16	Number	13	37	38	26	6	120	3.21	3.00	3	1.06
	Percent	10.8%	30.8%	31.7%	21.7%	5.0%	100%				
17	Number	30	63	24	2	1	120	3.99	4.00	4	0.77
	Percent	25%	52.5%	20.0%	1.7%	0.8%	100%				
18	Number	38	65	15	1	1	120	4.15	4.00	4	0.72
	Percent	31.7%	54.2%	12.5%	0.8%	0.8%	100%				
19	Number	29	60	30	0	1	120	3.97	4.00	4	0.75
	Percent	24.2%	50.0%	25.0%	0%	0.8%	100%				
20	Number	14	57	37	12	0	120	3.61	4.00	4	0.82
	Percent	11.7%	47.5%	30.8%	10.0%	0%	100%				
21	Number	27	61	25	6	1	120	3.98	4.00	4	0.83
	Percent	22.5%	50.8%	20.8%	5.0%	0.8%	100%				
22	Number	28	63	27	2	1	120	4.08	4.00	4	0.72
	Percent	23.3%	52.5%	22.5%	1.7%	0%	100%				
23	Number	33	69	13	5	1	120	4.08	4.00	4	0.74
	Percent	27.5%	57.5%	10.8%	4.2%	0%	100%				
24	Number	33	66	20	1	0	120	4.09	4.00	4	0.68
	Percent	27.5%	55.0%	16.7%	0.8%	0%	100%				
<b>Item</b>	<b>Number &amp; Percent</b>	<b>Scale</b>					<b>Total</b>	<b>MN</b>	<b>MD</b>	<b>MOD</b>	<b>STD</b>
		<b>Strongly Agree</b>	<b>Agree = 4</b>	<b>Neutral = 3</b>	<b>Disagree = 2</b>	<b>Strongly Disagree</b>					

		= 5				=1						
25	Number	25	64	24	6	1	120	3.88	4.00	4	0.82	
	Percent	20.8%	53.3%	20.0%	5.0%	0.8%	100%					
26	Number	19	62	21	13	5	120	3.64	4.00	4	1.01	
	Percent	15.8%	51.7%	17.5%	10.8%	4.2%	100%					
27	Number	34	49	33	4	0	120	3.94	4.00	4	0.83	
	Percent	28.3%	40.8%	27.5%	3.3%	0%	100%					
28	Number	31	57	30	2	0	120	3.98	4.00	4	0.76	
	Percent	25.8%	47.5%	25.0%	1.0%	0%	100%					
29	Number	26	60	32	2	0	120	3.92	4.00	4	0.74	
	Percent	21.7%	50.0%	26.7%	1.7%	0%	100%					
30	Number	36	60	21	3	0	120	4.08	4.00	4	0.75	
	Percent	30.0%	50.0%	17.5%	2.5%	0%	100%					
31	Number	38	59	20	3	0	120	4.10	4.00	4	0.76	
	Percent	31.7%	49.2%	16.7%	2.5%	0%	100%					
32	Number	39	61	16	4	0	120	4.12	4.00	4	0.76	
	Percent	32.5%	50.8%	13.3%	3.3%	0%	100%					
33	Number	26	46	44	4	0	120	3.78	4.00	4	0.82	
	Percent	21.7%	38.3%	36.7%	3.3%	0%	100%					
34	Number	31	66	20	3	0	120	4.04	4.00	4	0.72	
	Percent	25.8%	55.0%	16.7%	2.5%	0%	100%					
35	Number	19	52	36	13	0	120	3.64	4.00	4	0.87	
	Percent	15.8%	43.3%	30.0%	10.8%	0%	100%					
36	Number	25	63	28	4	0	120	3.91	4.00	4	0.75	
	Percent	20.8%	52.5%	23.3%	3.3%	0%	100%					
		<b>Scale</b>										
<b>Item</b>	<b>Number &amp; Percent</b>	<b>Strongly Agree = 5</b>	<b>Agree = 4</b>	<b>Neutral = 3</b>	<b>Disagree = 2</b>	<b>Strongly Disagree = 1</b>	<b>Total</b>	<b>MN</b>	<b>MD</b>	<b>MOD</b>	<b>STD</b>	

37	Number	19	47	40	10	4	120	3.56	4.00	4	0.96
	Percent	15.8%	39.2%	33.3%	8.3%	3.3%	100%				
38	Number	32	54	27	5	2	120	3.91	4.00	4	0.89
	Percent	26.7%	45.0%	22.5%	4.2%	1.7%	100%				
39	Number	38	61	20	1	0	120	4.13	4.00	4	0.70
	Percent	31.7%	50.8%	16.7%	0.8%	0%	100%				
40	Number	53	54	11	2	0	120	4.32	4.00	4	0.71
	Percent	44.2%	45.0%	9.2%	1.7%	0%	100%				

The data above could be detailed as follows;

#### Item\_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	1	.8	.8	1.7
3	6	5.0	5.0	6.7
4	68	56.7	56.7	63.3
5	44	36.7	36.7	100.0
Total	120	100.0	100.0	

Item 8, *I am confident in using YouTube to learn English.* There were 44 students (36.7%) stated Strongly Agree, 68 students (56.7) stated Agree, 6 students (5.0%) stated Neutral, 1 student (0.8%) stated Disagree, 1 student (0.8%) Strongly Disagree.



**Item\_9**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	1	.8	.8	1.7
3	23	19.2	19.2	20.8
4	66	55.0	55.0	75.8
5	29	24.2	24.2	100.0
Total	120	100.0	100.0	

Item 9, *using YouTube enables me to control my own learning.*

They were 29 students (24.2%) stated Strongly Agree, 66 students (55.0%) stated Agree, 23 students (19.2%) stated Neutral, 1 student (0.8%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

**Item\_10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
3	10	8.3	8.3	9.2
4	68	56.7	56.7	65.8
5	41	34.2	34.2	100.0
Total	120	100.0	100.0	

Item 10, *I enjoy learning English independently through YouTube videos.* They were 41 students (34.2%) stated Strongly Agree, 68 students (56.7%) stated Agree, 10 students (8.3%) stated Neutral, and 1 student (0.8%) stated Strongly Disagree.

**Item\_11**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	1	.8	.8	1.7
3	14	11.7	11.7	13.3
4	63	52.5	52.5	65.8
5	41	34.2	34.2	100.0
Total	120	100.0	100.0	

Item 11, *using YouTube videos in my own time makes English language learning more interesting*. They were 41 students (34.2%) stated Strongly Agree, 63 students (52.5%) stated Agree, 14 students (11.7%) stated Neutral, 1 student (0.8%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

**Item\_12**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
3	9	7.5	7.5	8.3
4	67	55.8	55.8	64.2
5	43	35.8	35.8	100.0
Total	120	100.0	100.0	

Item 12, *using YouTube videos is another way for me to learn English language*. They were 43 students (35.8%) stated Strongly Agree, 67 students (55.8%) stated Agree, 9 students (7.5%) stated Neutral, and 1 student (0.8%) stated Strongly Disagree.

**Item\_13**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	1	.8	.8	1.7
3	27	22.5	22.5	24.2
4	61	50.8	50.8	75.0
5	30	25.0	25.0	100.0
Total	120	100.0	100.0	

Item 13, *using YouTube videos independently enhances my confidence to learn English*. They were 30 students (25.0%) stated Strongly Agree, 61 students (50.8%) stated Agree, 27 students (22.5%) stated Neutral, 1 student (0.8%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

**Item\_14**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	3	2.5	2.5	3.3
3	18	15.0	15.0	18.3
4	71	59.2	59.2	77.5
5	27	22.5	22.5	100.0
Total	120	100.0	100.0	

Item 14, *using YouTube videos independently enhances my confidence to practice English*. They were 27 students (22.5%) stated Strongly Agree, 71 students (59.2%) stated Agree, 18 students (15.0%)

stated Neutral, 3 students (2.5%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

### Item\_16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	5.0	5.0	5.0
2	26	21.7	21.7	26.7
3	38	31.7	31.7	58.3
4	37	30.8	30.8	89.2
5	13	10.8	10.8	100.0
Total	120	100.0	100.0	

Item 16, *using YouTube videos independently takes up too much time in language learning*. They were 13 students (10.8%) stated Strongly Agree, 37 students (30.8%) stated Agree, 38 students (31.7%) stated Neutral, 26 students (21.7%) stated Disagree, and 6 students (5.0%) stated Strongly Disagree.

### Item\_17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	2	1.7	1.7	2.5
3	24	20.0	20.0	22.5
4	63	52.5	52.5	75.0
5	30	25.0	25.0	100.0
Total	120	100.0	100.0	

Item 17, *YouTube exposes me with variety of videos in English.* They were 30 students (25.0%) stated Strongly Agree, 63 students (52.5%) stated Agree, 24 students (20.0%) stated Neutral, 2 students (1.7%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

#### Item\_18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	1	.8	.8	1.7
3	15	12.5	12.5	14.2
4	65	54.2	54.2	68.3
5	38	31.7	31.7	100.0
Total	120	100.0	100.0	

Item 18, *it is easy for me to find materials in English language learning on YouTube.* They were 38 students (31.7%) stated Strongly Agree, 65 students (54.2%) stated Agree, 15 students (12.5%) stated Neutral, 1 student (0.8%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

#### Item\_19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
3	30	25.0	25.0	25.8
4	60	50.0	50.0	75.8
5	29	24.2	24.2	100.0
Total	120	100.0	100.0	

Item 19, *I feel more comfortable in using YouTube to learn English independently*. They were 29 students (24.2%) stated Strongly Agree, 60 students (50.0%) stated Agree, 30 students (25.0%) stated Neutral, and 1 student (0.8%) stated Strongly Disagree.

#### Item\_20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	12	10.0	10.0	10.0
3	37	30.8	30.8	40.8
4	57	47.5	47.5	88.3
5	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Item 20, *using YouTube videos in language learning decrease my anxiety and tension in language learning*. They were 14 students (11.7%) stated Strongly Agree, 57 students (47.5%) stated Agree, 37 students (30.8%) stated Neutral, 12 students (10%) stated Disagree.

#### Item\_21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	6	5.0	5.0	5.8
3	25	20.8	20.8	26.7
4	61	50.8	50.8	77.5
5	27	22.5	22.5	100.0
Total	120	100.0	100.0	



Item 21, *I am able to watch videos on YouTube as many times as I want.* They were 27 students (22.5%) stated Strongly Agree, 61 students (50.8%) stated Agree, 25 students (20.8%) stated Neutral, 6 students (5.0%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

**Item\_22**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	1.7	1.7	1.7
3	27	22.5	22.5	24.2
4	63	52.5	52.5	76.7
5	28	23.3	23.3	100.0
Total	120	100.0	100.0	

Item 22, *YouTube videos capture and retain my attention better.*

They were 28 students (23.3%) stated Strongly Agree, 63 students (52.5%) stated Agree, 27 students (22.5%) stated Neutral, 2 student (1.7%) stated Disagree.

**Item\_23**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	4.2	4.2	4.2
3	13	10.8	10.8	15.0
4	69	57.5	57.5	72.5
5	33	27.5	27.5	100.0
Total	120	100.0	100.0	

Item 23, *I enjoy choosing materials on YouTube in learning English*. They were 33 students (27.5%) stated Strongly Agree, 69 students (57.5%) stated Agree, 13 students (10.8%) stated Neutral, 5 student (4.2%) stated Disagree.

#### Item\_24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	.8	.8	.8
3	20	16.7	16.7	17.5
4	66	55.0	55.0	72.5
5	33	27.5	27.5	100.0
Total	120	100.0	100.0	

Item 24, *I am interested in learning English independently through YouTube*. They were 33 students (27.5%) stated Strongly Agree, 66 students (55.0%) stated Agree, 20 students (16.7%) stated Neutral, 1 student (0.8%) stated Disagree.

#### Item\_25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.8	.8	.8
2	6	5.0	5.0	5.8
3	24	20.0	20.0	25.8
4	64	53.3	53.3	79.2
5	25	20.8	20.8	100.0
Total	120	100.0	100.0	

Item 25, *using YouTube in independent language learning gives me control on how long to spend on each video.* They were 25 students (20.8%) stated Strongly Agree, 64 students (53.3%) stated Agree, 24 students (20.0%) stated Neutral, 6 students (5.0%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

#### Item\_26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	4.2	4.2	4.2
2	13	10.8	10.8	15.0
3	21	17.5	17.5	32.5
4	62	51.7	51.7	84.2
5	19	15.8	15.8	100.0
Total	120	100.0	100.0	

Item 26, *using YouTube videos independently reduces my motivation to learn English.* They were 19 students (15.8%) stated Strongly Agree, 62 students (51.7%) stated Agree, 21 students (17.5%) stated Neutral, 13 students (10.8%) stated Disagree, and 5 students (4.2%) stated Strongly Disagree.

#### Item\_27

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	3.3	3.3	3.3
3	33	27.5	27.5	30.8
4	49	40.8	40.8	71.7
5	34	28.3	28.3	100.0

**Item\_27**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	3.3	3.3	3.3
3	33	27.5	27.5	30.8
4	49	40.8	40.8	71.7
5	34	28.3	28.3	100.0
Total	120	100.0	100.0	

Item 27, *using YouTube in independent language learning increases my memory and understanding*. They were 34 students (28.3%) stated Strongly Agree, 49 students (40.8%) stated Agree, 33 students (27.5%) stated Neutral, 4 students (3.3%) stated Disagree.

**Item\_28**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	1.7	1.7	1.7
3	30	25.0	25.0	26.7
4	57	47.5	47.5	74.2
5	31	25.8	25.8	100.0
Total	120	100.0	100.0	

Item 28, *I learn English faster and better by using YouTube as media for learning English as a foreign language*. They were 31 students (25.8%) stated Strongly Agree, 57 students (47.5%) stated Agree, 30 students (25.0%) stated Neutral, 2 students (1.7%) stated Disagree.

**Item\_29**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	1.7	1.7	1.7
3	32	26.7	26.7	28.3
4	60	50.0	50.0	78.3
5	26	21.7	21.7	100.0
Total	120	100.0	100.0	

Item 29, *watching YouTube helps me to speak with my colleagues and teacher.* They were 26 students (21.7%) stated Strongly Agree, 60 students (50.0%) stated Agree, 32 students (26.7%) stated Neutral, 2 students (1.7%) stated Disagree.

**Item\_30**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	2.5	2.5	2.5
3	21	17.5	17.5	20.0
4	60	50.0	50.0	70.0
5	36	30.0	30.0	100.0
Total	120	100.0	100.0	

Item 30, *watching YouTube videos helps improving my speaking skill.* They were 36 students (30.0%) stated Strongly Agree, 60 students (50.0%) stated Agree, 21 students (17.5%) stated Neutral, 3 students (0.8%) stated Disagree, and 1 student (0.8%) stated Strongly Disagree.

**Item\_31**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	2.5	2.5	2.5
3	20	16.7	16.7	19.2
4	59	49.2	49.2	68.3
5	38	31.7	31.7	100.0
Total	120	100.0	100.0	

Item 31, *my pronunciation is improved when I learn via YouTube.*

They were 38 students (31.7%) stated Strongly Agree, 59 students (49.2%) stated Agree, 20 students (16.7%) stated Neutral, and 3 students (2.5%) stated Disagree.

**Item\_32**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	3.3	3.3	3.3
3	16	13.3	13.3	16.7
4	61	50.8	50.8	67.5
5	39	32.5	32.5	100.0
Total	120	100.0	100.0	

Item 32, *watching YouTube videos helps improving my listening skill.* They were 39 students (32.5%) stated Strongly Agree, 61 students (50.8%) stated Agree, 16 students (13.3%) stated Neutral, and 4 students (3.3%) stated Disagree.



**Item\_33**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	3.3	3.3	3.3
3	44	36.7	36.7	40.0
4	46	38.3	38.3	78.3
5	26	21.7	21.7	100.0
Total	120	100.0	100.0	

Item 33, *the quality of YouTube Audios for listening is very clearly.*

They were 26 students (21.7%) stated Strongly Agree, 46 students (38.3%) stated Agree, 44 students (36.7%) stated Neutral, and 4 students (3.3%) stated Disagree.

**Item\_34**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	2.5	2.5	2.5
3	20	16.7	16.7	19.2
4	66	55.0	55.0	74.2
5	31	25.8	25.8	100.0
Total	120	100.0	100.0	

Item 34, *using YouTube is a good source for practicing listening comprehension.* They were 31 students (25.8%) stated Strongly Agree, 66 students (55.0%) stated Agree, 20 students (16.7%) stated Neutral, and 3 students (2.5%) stated Disagree.

**Item\_35**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	13	10.8	10.8	10.8
3	36	30.0	30.0	40.8
4	52	43.3	43.3	84.2
5	19	15.8	15.8	100.0
Total	120	100.0	100.0	

Item 35, *watching YouTube videos helps improving my reading skill*. They were 19 students (15.8%) stated Strongly Agree, 52 students (43.3%) stated Agree, 36 students (30.0%) stated Neutral, and 13 student (10.8%) stated Disagree.

**Item\_36**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	3.3	3.3	3.3
3	28	23.3	23.3	26.7
4	63	52.5	52.5	79.2
5	25	20.8	20.8	100.0
Total	120	100.0	100.0	

Item 36, *YouTube as media increases the number of new words*. They were 25 students (20.8%) stated Strongly Agree, 63 students (52.5%) stated Agree, 28 students (23.3%) stated Neutral, and 4 student (3.3%) stated Disagree.

**Item\_37**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	3.3	3.3	3.3
2	10	8.3	8.3	11.7
3	40	33.3	33.3	45.0
4	47	39.2	39.2	84.2
5	19	15.8	15.8	100.0
Total	120	100.0	100.0	

Item 37, *watching YouTube videos helps improving my writing skill*. They were 19 students (15.8%) stated Strongly Agree, 47 students (39.2%) stated Agree, 40 students (33.3%) stated Neutral, 10 students (8.3%) stated Disagree, and 4 students (3.3%) stated Strongly Disagree.

**Item\_38**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	1.7	1.7	1.7
2	5	4.2	4.2	5.8
3	27	22.5	22.5	28.3
4	54	45.0	45.0	73.3
5	32	26.7	26.7	100.0
Total	120	100.0	100.0	

Item 38, *YouTube as media give me the motivation to comment on and discuss things*. They were 32 students (26.7%) stated Strongly Agree, 54 students (45.0%) stated Agree, 27 students (22.5%) stated

Neutral, 5 students (4.2%) stated Disagree, and 2 student (1.7%) stated Strongly Disagree.

#### Item\_39

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	.8	.8	.8
3	20	16.7	16.7	17.5
4	61	50.8	50.8	68.3
5	38	31.7	31.7	100.0
Total	120	100.0	100.0	

Item 39, *Lots of material is available on YouTube for learning English to improve language skills and language components.* They were 38 students (31.7%) stated Strongly Agree, 61 students (50.8%) stated Agree, 20 students (16.7%) stated Neutral, and 1 student (0.8%) stated Disagree.

#### Item\_40

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	1.7	1.7	1.7
3	11	9.2	9.2	10.8
4	54	45.0	45.0	55.8
5	53	44.2	44.2	100.0
Total	120	100.0	100.0	

Item 40, *I recommend YouTube as media for learning English to improve language skills and language components.* They were 53 students (44.2%) stated Strongly Agree, 54 students (45.0%) stated

Agree, 11 students (9.2%) stated Neutral, 2 students (1.7%) stated Disagree.

## **B. Data Finding**

The researcher would be showed the data finding of the study by using Chart and tables. The research problems were “How do the students’ perceive on the use of YouTube as media of learning English as a foreign language for their autonomous learning?” and “How do the students’ perceive YouTube as media of learning English as a foreign language for improve their language skills and language components”.

### **1. Demographic Information**

According to data presentation, it could be seen that the students’ demographic information by 70% females and only 30% males. Then the average age of using YouTube as a media for learning English as a foreign language was about 18-20 years old (74.2%) and 21-23 years old (25.8%). All of the respondents answer in statement 4 was claimed YouTube as media for learning English as a foreign language by write down the kind of courses in statement 5. Most of students (91.7%) used Music contents on YouTube as media for learning English as a foreign language in statement 6.

### **2. Section B**

19 Statements in section B were identified in determining the students’ level of Technology Acceptance Model (TAM). The levels of TAM are Perceive Usefulness (PU), Perceive Ease of Use (PEOU) and

Attitude towards the use of YouTube as media for learning English. All of statements was investigated students' perceive in using YouTube as media of learning English as a Foreign Language for Learner Autonomy. The results of these statements were analyzed between each question. The data are as follows;

**Table 4.6**

**Students' Perceived Usefulness (PU) in using YouTube as media for learning English as a foreign language.**

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	Using YouTube enables me to control my own learning	29	66	23	1	1
	<b>Total Percent</b>	<b>24.2%</b>	<b>55.0%</b>	<b>19.2%</b>	<b>0.8%</b>	<b>0.8%</b>
11	Using YouTube videos in my own time makes English language learning more interesting	41	63	14	1	1
	<b>Total Percent</b>	<b>34.2%</b>	<b>52.5%</b>	<b>11.7%</b>	<b>0.8%</b>	<b>0.8%</b>
13	Using YouTube videos independently enhances my confidence to learn English	30	61	27	1	1
	<b>Total Percent</b>	<b>25.0%</b>	<b>50.8%</b>	<b>22.5%</b>	<b>0.8%</b>	<b>0.8%</b>
20	Using YouTube videos in language learning decreases my anxiety and tension in language learning	27	61	25	6	1
	<b>Total Percent</b>	<b>22.5%</b>	<b>50.8%</b>	<b>20.8%</b>	<b>5.0%</b>	<b>0.8%</b>
24	I am interested in learning English independently through YouTube	25	64	24	6	1
	<b>Total Percent</b>	<b>20.8%</b>	<b>53.3%</b>	<b>20.0%</b>	<b>5.0%</b>	<b>0.8%</b>
25	Using YouTube in independent language learning gives me control on how long to spend on each video.	19	62	21	13	5

	<b>Total Percent</b>	<b>15.8%</b>	<b>51.7%</b>	<b>17.5%</b>	<b>10.8%</b>	<b>4.2%</b>
26	Using YouTube in independent language learning increases my memory and understanding	34	49	33	4	0
	<b>Total Percent</b>	<b>28.3%</b>	<b>40.8%</b>	<b>27.5%</b>	<b>3.3%</b>	<b>0%</b>
27	Using YouTube in independently language learning increases my memory and understanding	31	57	30	2	0
	<b>Total Percent</b>	<b>25.8%</b>	<b>47.5%</b>	<b>25.0%</b>	<b>1.7%</b>	<b>0%</b>

In statement 9, 55.0% and 24.2% of the students agreed (very positive) and strongly agreed (positive) that they had enables to control their studies when they were using YouTube as media for learning English as a foreign language. 19.2% students stated neutral used YouTube as media for learning English. However, disagreed and strongly disagreed respectively in statement 9 were 0.8% students had enables to control their studies when they were using YouTube as media for learning English as a foreign language. While all of the students from English Education Study program were answered 100%.

In statement 11, 34.2% students stated strongly agreed (positive) 52.5% students Agreed (very positive) in using YouTube as media for learning English in theirs' time more interesting. 11.7% stated neutral and respectively 0.8% students stated disagreed and strongly disagreed in using YouTube as media for learning English in theirs' time more interesting.



In statement 13, 50.8% students stated agreed (very positive) and 25.0% strongly agreed (positive) in using YouTube in independently enhances their confidence to learn English. 22.5% students stated neutral. Its mean, sometimes the students using YouTube in independently enhances their confidence to learn English. Then respectively 0.8% students stated disagreed and strongly disagreed.

In statement 20, 47.5% students stated agreed (very positive) and 30.8% students sometimes used YouTube videos in language learning decreases their anxiety and tension in language learning stated neutral. 11.7% students stated strongly agreed and 10% students stated disagree (very negative).

In statement 24, 55.0% students stated agreed (very positive) and 27.5% students stated strongly agreed (positive). 16.7% students stated neutral. 0.8% students stated disagreed (negative).

In statement 25, 53.3% students stated agreed (very positive) and 20.8% students stated strongly agreed. 20.0% students stated neutral. 5.0% students stated disagreed (very negative) and 0.8% students stated strongly disagreed.

In statement 26, 51.7% students stated agreed (very positive) and 17.5% students stated neutral. 15.8% stated strongly disagreed (positive), 10.8% students stated disagreed (very negative) and 4.2% students stated strongly disagreed (negative).

In statement 27, 40.8% students stated agreed (very positive) and 28.3% students stated strongly disagreed (positive), 27.5% students stated neutral. 3.3% students stated disagreed (very negative).

**Table 4.7**

**Students' Perceived Ease of Use (PEOU) in using YouTube as media for learning English as a foreign language.**

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10	I enjoy learning English independently through YouTube videos	41	68	10	0	1
	<b>Total Percent</b>	<b>34.2%</b>	<b>56.7%</b>	<b>8.3%</b>	<b>0%</b>	<b>0.8%</b>
17	YouTube exposes me with variety of videos in English	30	63	24	2	1
	<b>Total Percent</b>	<b>25.0%</b>	<b>52.5%</b>	<b>20.0%</b>	<b>1.7%</b>	<b>0.8%</b>
18	It easy for me to find materials in English language learning on YouTube	38	65	15	1	1
	<b>Total Percent</b>	<b>31.7%</b>	<b>54.2%</b>	<b>12.5%</b>	<b>0.8%</b>	<b>0.8%</b>
21	I am able to watch videos on YouTube as many times as I want.	27	61	25	6	1
	<b>Total Percent</b>	<b>22.5%</b>	<b>50.8%</b>	<b>20.8%</b>	<b>5.0%</b>	<b>0.8%</b>

In statement 10, 56.7% students stated agreed (very positive), 34.2% students stated strongly agreed (positive) enjoy to learning English independently through YouTube videos. Then, 8.3% stated neutral and negative stated 0.8% students were strongly disagreed.

In statement 17, 52.5% students stated agreed (very positive), 25.0% students stated strongly agreed, 20.0% stated neutral, 1.7% stated disagreed (very negative) and 0.8% stated strongly disagree.

In statement 18, 54.2% students stated agreed (very positive) 31.7% students stated strongly agreed, 12.5% students stated neutral, and respectively 0.8% students stated strongly disagreed and disagreed (negative).

In statement 21, 50.8% students stated agreed (very positive) 22.5% students stated strongly agreed. Then 20.08% students stated neutral. The result in category very negative was 5.0% students stated disagreed and 0.8% stated disagreed (negative).

**Table 4.8**

**Attitude the students toward the use of YouTube as media for learning English as a foreign language.**

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	I am confident in using YouTube to learn English	44	68	6	1	1
	<b>Total Percent</b>	<b>36.7%</b>	<b>56.7%</b>	<b>5.0%</b>	<b>0.8%</b>	<b>0.8%</b>
12	Using YouTube videos is another way for me to learn English language	43	67	9	0	1
	<b>Total Percent</b>	<b>35.8%</b>	<b>55.8%</b>	<b>7.5%</b>	<b>0%</b>	<b>0.8%</b>
14	Using YouTube videos independently enhances my confidence practice English	27	71	18	3	1
	<b>Total Percent</b>	<b>22.5%</b>	<b>59.2%</b>	<b>15.0%</b>	<b>2.5%</b>	<b>0.8%</b>
19	I feel more comfortable in using YouTube to learn English independently	29	60	30	0	1
	<b>Total Percent</b>	<b>24.2%</b>	<b>50.0%</b>	<b>25.0%</b>	<b>0%</b>	<b>0.8%</b>
22	YouTube videos capture and retain my attention better	28	63	27	2	0
	<b>Total Percent</b>	<b>23.3%</b>	<b>52.5%</b>	<b>22.5%</b>	<b>1.7%</b>	<b>0</b>

In statement 8, 56.7% students stated agreed (very positive). 36.7% students stated strongly agreed. Then 5.0% students stated neutral, respectively 0.8% students stated strongly agreed and disagreed.

In statement 12, 55.8% students stated agreed (very positive). 35.8% students stated strongly agreed. 7.5% students stated neutral. 0.8% students said strongly disagreed.

In statement 14, 59.2% stated agreed (very positive), and 22.5% students stated strongly disagree. 15.0% students stated neutral. 2.5% students stated disagreed (very negative) and 0.8% students stated strongly disagreed.

In statement 19, 50.0% students stated agreed and 25.0% students stated neutral. Then 24.2% students stated strongly agreed. 0.8% students stated strongly disagreed.

In statement 22, 52.5% students stated agreed (very positive) and 23.3% students stated strongly disagreed. 22.5% students stated neutral and 1.7% students stated disagreed (very negative).

**Table 4.9**

**Students' perceived in Using YouTube as media in learning English for improve theirs language skills and component skills.**

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
28	I learn English faster and better by using YouTube as media for learning English as a foreign language	31	57	30	2	0
	<b>Total Percent</b>	<b>25.8%</b>	<b>47.5%</b>	<b>25.0%</b>	<b>1.7%</b>	<b>0%</b>

29	Watching YouTube helps me to speak with my colleagues and teacher.	26	60	32	2	0
	<b>Total Percent</b>	<b>21.7%</b>	<b>50.0%</b>	<b>26.7%</b>	<b>1.7%</b>	<b>0%</b>
30	Watching YouTube videos helps improving my speaking skill	36	60	21	3	0
	<b>Total Percent</b>	<b>30.0%</b>	<b>50.0%</b>	<b>17.5%</b>	<b>2.5%</b>	<b>0%</b>
31	My pronunciation is improved when I learn via YouTube	38	59	20	3	0
	<b>Total Percent</b>	<b>31.7%</b>	<b>49.2%</b>	<b>16.7%</b>	<b>2.5%</b>	<b>0%</b>
32	Watching YouTube videos helps improving my listening skill	39	61	16	4	0
	<b>Total Percent</b>	<b>32.5%</b>	<b>50.8%</b>	<b>13.3%</b>	<b>3.3%</b>	<b>0%</b>
33	The quality of YouTube Audios for listening is very clearly	26	46	44	4	0
	<b>Total Percent</b>	<b>21.7%</b>	<b>38.3%</b>	<b>36.7%</b>	<b>3.3%</b>	<b>0%</b>
34	Using YouTube is a good source for practicing listening comprehension.	31	66	20	3	0
	<b>Total Percent</b>	<b>25.8%</b>	<b>55.0%</b>	<b>16.7%</b>	<b>2.5%</b>	<b>0%</b>
35	Watching YouTube videos helps improving my reading skill	19	52	36	13	0
	<b>Total Percent</b>	<b>15.8%</b>	<b>43.3%</b>	<b>30.0%</b>	<b>10.8%</b>	<b>0%</b>
36	YouTube as media increases the number of new words	25	63	28	4	0
	<b>Total Percent</b>	<b>20.8%</b>	<b>52.5%</b>	<b>23.3%</b>	<b>3.3%</b>	<b>0%</b>
37	Watching YouTube videos helps improving my writing skill	19	47	40	10	4
	<b>Total Percent</b>	<b>15.8%</b>	<b>39.2%</b>	<b>33.3%</b>	<b>8.3%</b>	<b>3.3%</b>
38	YouTube as media give me the motivation to comment on and discuss things.	32	54	27	5	2
	<b>Total Percent</b>	<b>26.7%</b>	<b>45.0%</b>	<b>22.5%</b>	<b>4.2%</b>	<b>1.7%</b>

Based on the table above, the highest percentages was 55.0% students stated agreed (very positive) in statement 34, *using YouTube is a good source for practicing listening comprehension*. Second is in

statement 32, *Watching YouTube videos helps improving my listening skill* was 32.5% students stated strongly disagree. The students stated neutral was 36.7% in statement 33, *the quality of YouTube Audios for listening is very clearly*. The very negative results were 10.8% students in statement 35, *Watching YouTube videos helps improving my reading skill* stated disagreed.

**Table 4.10**  
**Students' Perceived Positive in Using YouTube as media in learning English**

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39	Lots of material available on YouTube for learning English to improve language skills and language components	38	61	20	1	0
	<b>Total Percent</b>	<b>31.7%</b>	<b>50.8%</b>	<b>16.7%</b>	<b>0.8%</b>	<b>0%</b>
40	I recommend YouTube as media for learning English to improve language skills and language components	53	54	11	2	0
	<b>Total Percent</b>	<b>44.2%</b>	<b>45.0%</b>	<b>9.2%</b>	<b>1.7%</b>	<b>0%</b>

Based on the table 4.10 above, the students perceived positive in using YouTube as media for learning English as a foreign language were statement 39 and statement 40. The highest percentage 50.8% students stated agree in statement 39 and 45.0% students stated agreed in statement 40. Then 16.7% students stated neutral in statement 39. Very negative stated by 1.7% students.



### C. Discussion

Students' perceptions in using YouTube as media for learning English as a foreign language in section A. The respondents were 120 students chosen randomly from English Education Study Program in generation 2016 to 2018 at IAIN Palangka Raya, academic year 2019. The total number 120 students was made up of 84 females (70%) and 36 males (30 %). Based on the age, it was around 18-20 years old (74,17%) and 21-23 years old (25,83%) with 20 students in second years, 20 students in fourth years and the last 20 students in sixth year. Then students' background on the use of YouTube before in any course was (100%). 120 students stated 91.7% used Music on YouTube as media for learning English as a foreign language. This result does support the findings of a survey by Nabila Shamuddin (2015). The results from this survey revealed that the 82% from 100 respondents preferred to learn English through Music on YouTube as media for learning English as a foreign language.

Based on the findings in Chapter 4, it was discovered that the students in English Education Study Program had different tendency on types of contents YouTube as media for learning English as a foreign language. This happened due to the relationship between the contents on YouTube with specialization of area or field that the respondents were learning or knowledgeable about. In other words, they were chosen of YouTube contents in learning English could be influenced by their background study. This was proven when the data showed that the 97.5% students spent in using YouTube per week for learning



English as a foreign language with less than 5 hours stated 38.3% students, 5 hours and more stated 23.3% students, 5 to less than 10 hours 22.5%, and 10 to less than 15 hours stated 13.3% students. However, 2.5% stated none used YouTube for learning English as a foreign language. The contents to learn English on YouTube are very much related to what the students of English Education Study Program about their study. It was similar to the data findings of Rianti Fatmala Sari (2018). The study that showed the students take advantages of social media, especially YouTube as media for learning English in their free time. From the result, it could be concluded that the majority of the students have positive feelings about the use of social media site.

In section B, the students' perceived on the use of YouTube as media in learning English as a foreign language for their autonomous learning. Based on the findings data in Chapter 4, there are three elements of Technology Acceptance Model (TAM) that can be discussed further, which are Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitude towards the use of YouTube as media for learning English as a foreign language. 120 respondents showed high level of all three elements in TAM. Whereas, in Nabila Shamuddin's study showed the use of YouTube as media have influenced the students' learning independently. It could be seen from the result, the data indicated that the students had positive attitude towards the use of YouTube as media for learning English. The students rated on the use

of YouTube as media for learning English as ‘interesting, relevant, and beneficial’.

In section C, Students’ perceived YouTube as media of learning English as a foreign language for improving their language skills and language components. Based on the data findings, the result showed the students agreement. The most students (55.0%) agreed that was using YouTube is a good source for practicing listening comprehension, and their (44.3%) proficiency in recommend YouTube as media for learning English to improve language skills and language components. It was related with W. Marc Jackman (2014), he stated participants who felt that the YouTube videos had improved the overall class were asked to identify three improvements. Other improvements included enhancing memory, modeling technology use, and learning strategies as well as catering for visual learners.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contained conclusion and suggestion on the basis of the research finding and discussion. Conclusion was summary the data finding and the suggestions was addressed to other writer and those who are interested to continue this research.

#### A. Conclusion

The research were investigated students' perceptions in using YouTube as media for learning English as a foreign language for students' learning Autonomy, and the students' perceive in using YouTube as media of learning English as a foreign language for improve language skills and language components. It was conducted to the students in semester 2, 4, and 6 at English Education Study Program of IAIN Palangka Raya.

As describe in the previous data findings and discussion, it could be seen concluded that the use of YouTube as media for learning English as a foreign language dominated by females (70%) and average age was around 18-20 years old (74,17%). Total of respondents were 120 students by 20 students in second years, 20 students in fourth years and the last 20 students in sixth year. Then students' background on the use of YouTube before in any course was (100%).

120 respondents used the YouTube contents as media for learning English as a foreign language in statement 6 in the questionnaire. Based on

the data, the highest percentage was obtained 91.7% by Music on YouTube as media for learning English as a foreign language.

The students' duration spend their time in using YouTube were 38.3% of students' on the use of YouTube for less than 5 hours, 23.3% of students used YouTube for 5 to less than 10 hours, 22.5% of students used YouTube from 10 to less than 15 hours, 13.3% of students used YouTube from 15 to less than 20 hours. The last, only 2.5% in English Education Study Program at IAIN Palangka Raya that using YouTube as media for learning English as a foreign language was about none. All of the students were the percentage 100%.

### **3. Students' perceive on the use of YouTube as media of learning English as a foreign language for their autonomous learning.**

From the data findings in section B, the total percent every item was 100% students used YouTube as media of learning English as a foreign language for their autonomous. Then it followed the highest percentage students' statements in questionnaire based on their responds were in statement 8, *I am confident in using YouTube to learn English* were 56.7% students stated agreed.

In order words it can be concluded that students at English education study program accepted and perceived YouTube as media of learning English as a foreign for their autonomous learning. Based on the conclusion, it was discovered that this study had answered the objectives stated earlier.

**4. Students' perceive YouTube as media of learning English as a foreign language for improving their language skills and language components.**

13 Statements in section C were about students' perceive YouTube as media of learning English as a foreign language for improve their language skills and language components. The high percentages were 55.0% students stated in using YouTube as media of learning English as a foreign language for improve their language skills and language components were developed. Based on the conclusions, it was discovered that this study had answered the objectives stated earlier.

**B. Suggestion**

In this section, the researcher gives some suggestion related to the result of the research. Hopefully, this research will be useful and gives a great contribution for the readers. There are some valuables which are addressed to the students, lecturers, and other researcher.

**1. For students**

The students can be encouraged to have online learning. Students can utilize in using YouTube as a media to help you are for learning English as a foreign.

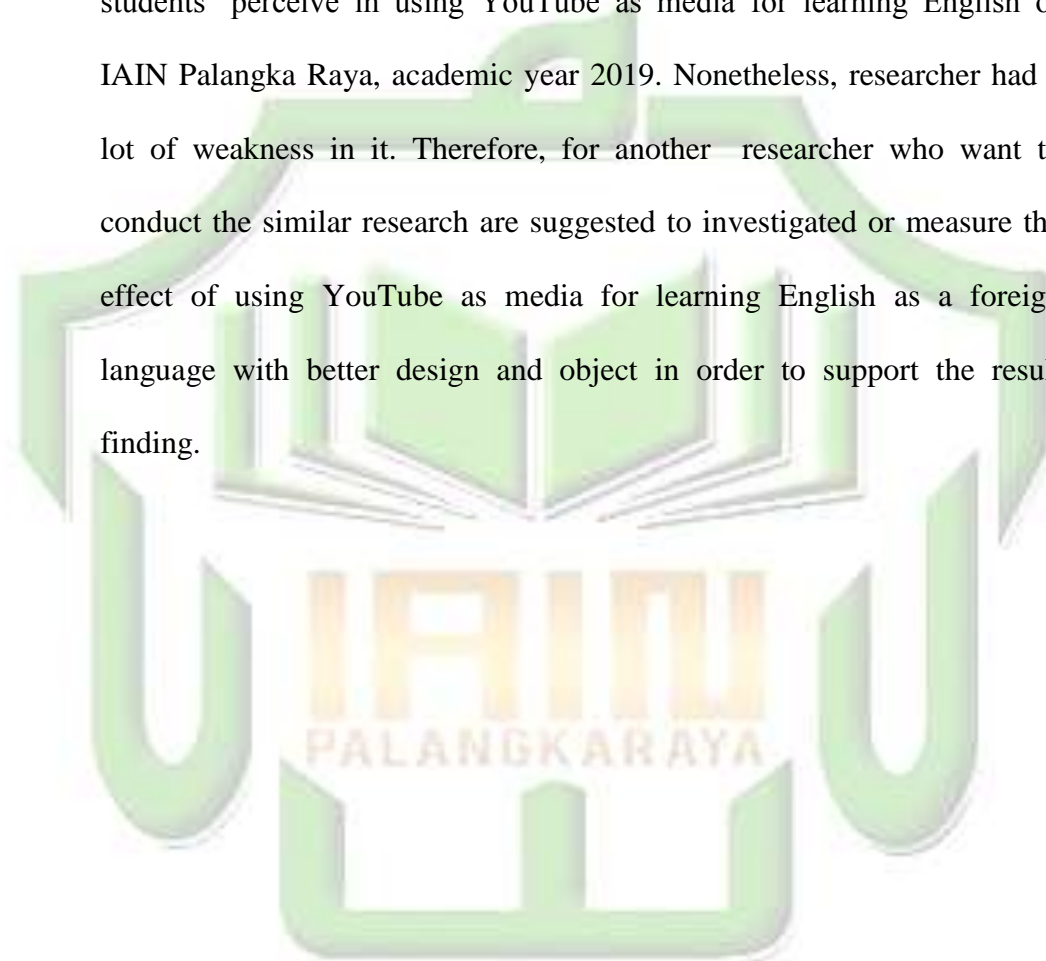
**2. For English lecturers**

The lecturers can utilize YouTube as media for learning English as a foreign language in order to help the students' millennial in developing

students' English skills by using YouTube as the latest technology in learning English.

### **3. For another researcher**

The researcher realized this study was far from being perfect. But, researcher design of this thesis was strong curiosity to investigated of students' perceive in using YouTube as media for learning English of IAIN Palangka Raya, academic year 2019. Nonetheless, researcher had a lot of weakness in it. Therefore, for another researcher who want to conduct the similar research are suggested to investigated or measure the effect of using YouTube as media for learning English as a foreign language with better design and object in order to support the result finding.



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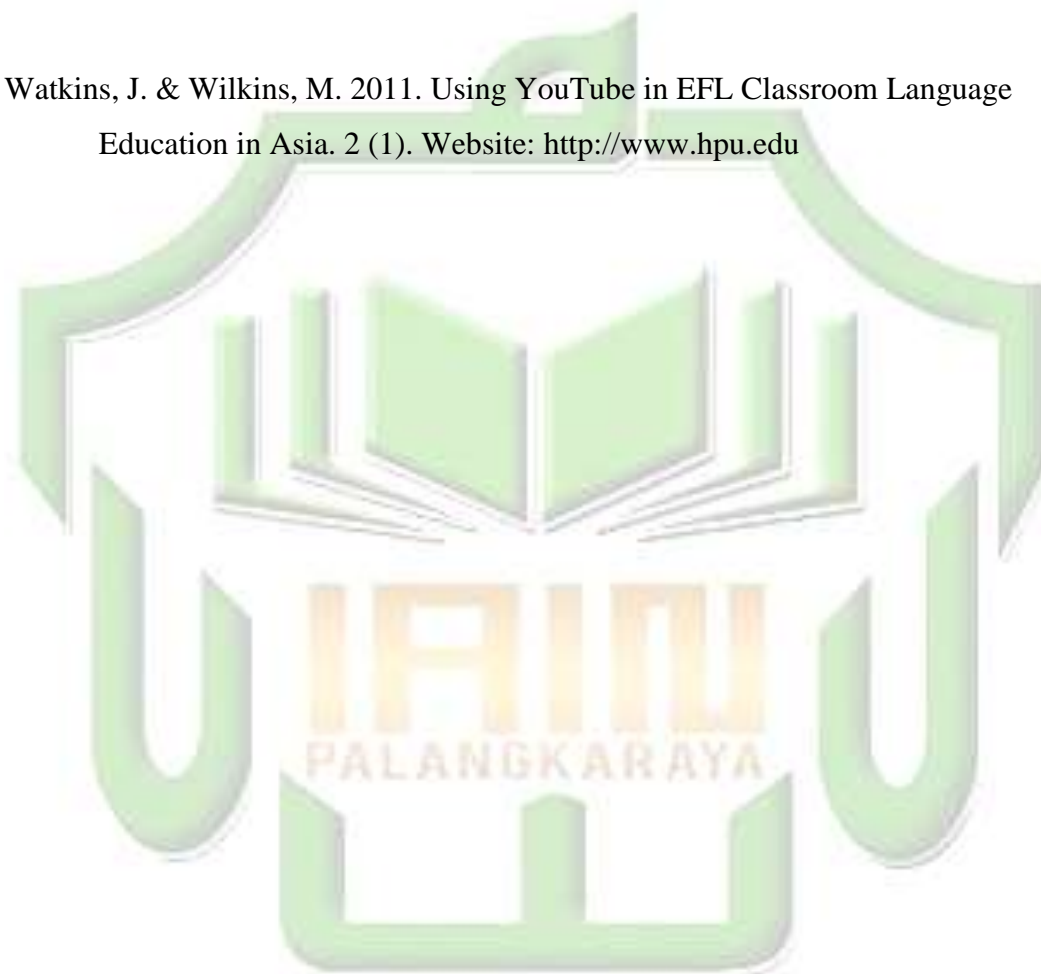
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## APPENDIX

### QUESTIONNAIRE

#### **Students' Perceptions in Using YouTube as media for Learning English as a Foreign Language**

This questionnaire is to help a research about the students' perception in using YouTube as media for learning English as a foreign Language in 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> semester, 2016-2018 generation at English Education Study Program.

The student as participant in this questionnaire did not influence the assessment in certain subject.

#### **Section A**

In section A, to collect personal data of the students is use demographic information.

*Please checklist (√) your answers or provide your answers in the blanks.*

1. Age (      )
2. Gender  
Male (      )  
Female (      )
3. Year of study  
Second year (      )  
Four year (      )  
Six year (      )  
Other (please state):  
\_\_\_\_\_

IAIN  
PALANGKARAYA

4. Have you used YouTube before in any course other than this one?

Yes  No

5. If YES, in which course(s)? .....

6. I use this/ these video(s) on YouTube in my own English language learning:

Contents of YouTube (√)

- |                           |                                |
|---------------------------|--------------------------------|
| 1 Automobile and Vehicles | 10 Non-profit and Activism (√) |
| 2 Advertisements          | 11 People and Vlog             |
| 3 Comedy                  | 12 Pets and Animals            |
| 4 Education               | 13 Science and Technology      |
| 5 Film and Animation      | 14 Sports                      |
| 6 Gaming                  | 15 Travel and Events           |
| 7 How to and Style        | 7.                             |
| 8 Music                   | 8.                             |
| 9 News and Politics       | 9.                             |
|                           | 10.                            |
|                           | 11.                            |
|                           | 12.                            |
|                           | 13.                            |

7.. On average how many hours do you spend using Internet per week?

- None  Less than 5 hours  From 5 to less than 10 hours  
 From 10 to less than 15 hours  15 hours and more

**Section B**

In this section, the statements to investigate the students' perceive in using YouTube as media of learning English as a Foreign Language for students Learning Autonomy.

**To respond to the following statements, check the boxes to indicate your answers.**

No	Statement	(SA)	(A)	(U)	(D)	(SD)
8	I am confident in using YouTube to learn English					
9	Using YouTube enables me to control my own learning					
10	I enjoy learning English independently through YouTube videos					
11	Using YouTube videos in my own time makes English language learning more interesting					
12	Using YouTube videos is another way for me to learn English					



language

- 13 Using YouTube videos independently enhances my confidence to learn English
- 14 Using YouTube videos independently enhances my confidence to practice English
- 15 Using YouTube videos independently makes language learning more difficult
- 16 Using YouTube videos independently takes up too much time in language learning
- 17 YouTube exposes me with variety of videos in English
- 18 It is easy for me to find materials in English language learning on YouTube
- 19 I feel more comfortable in using YouTube to learn English independently
- 20 Using YouTube videos in language learning decreases my anxiety and tension in language learning
- 21 I am able to watch videos on YouTube as many times as I want
- 22 YouTube videos capture and retain my attention better
- 23 I enjoy choosing materials on YouTube in learning English
- 24 I am interested in learning English independently through YouTube
- 25 Using YouTube in independent language learning gives me control on how long to spend on each video
- 26 Using YouTube videos independently reduces my motivation to learn English
- 27 Using YouTube in independent language learning increases my memory and understanding

**Noted;**

**Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (DS), Strongly Disagree (SD)**

### Section C

In this section, the statements to investigate the students' perceive in using YouTube as media of learning English as a Foreign Language for improve language skills and language components.

**To respond to the following statements, check the boxes to indicate your answers.**

No	Statement	(SA)	(A)	(U)	(D)	(SD)
28	I learn English faster and better by using YouTube as media for learning English as a foreign language					
29	Watching YouTube helps me for speak with my colleagues and teacher.					
30	Watching YouTube videos helps improving my speaking skill					
31	My pronunciation is improved when I learn via YouTube					
32	Watching YouTube videos helps improving my listening skill					
33	The quality of YouTube Audios for listening is very clearly					
34	Using YouTube is a good source for practicing listening comprehension.					
35	Watching YouTube videos helps improving my reading skill					
36	YouTube as media increase the number of new words					
37	Watching YouTube videos helps improving my writing skill					
38	YouTube as media give me the motive to comment on and discuss things.					
39	Lots of material available on YouTube for learning English to improve language skills and language components					

- 40 I recommend YouTube as media for learning English to improve language skills and language components

*Noted;*

**Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (DS), Strongly Disagree (SD)**



## CURRICULUM VITAE



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### Riwayat Pendidikan

1. SDN 2 Samuda Kota Tahun Tahun 2007
2. SMPN 1 Mentaya Hilir Selatan Tahun 2009
3. SMAN 1 Mentaya Hilir Selatan "Model School of Imtaq" Tahun 2011
4. Pendidikan Bahasa Inggris, IAIN Palangka Raya, STRATA 1 (S1) Tahun 2019

### Riwayat Organisasi

1. Anggota HMPS Tahun 2014-2015
2. Anggota HMJ Tahun 2015
3. Bendahara DEMA FTIK Tahun 2017
4. Ketua Umum PW. IPPNU Kal-Teng Tahun 2018-2021
5. Bedahara Umum DPW. Perkumpulan Advocaten Indonesia Tahun 2019
6. Bendahara Umum Forum Komunikasi Himpunan MAhasiswa Kal-Teng Tahun 2019-2021