

**UTILIZATION OF YOUTUBE IN ENGLISH LANGUAGE  
LEARNING TO DEVELOP STUDENTS' AUTONOMOUS  
LEARNING IN MTS NURUL HUDA SEDATI**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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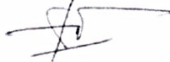
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## ABSTRACT

Saputri, Novianti Eka. 2020. *Utilization of YouTube in English Language Learning to Develop Students' Autonomous Learning in MTs Nurul Huda Sedati*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: H. Mokhamad Syaifudin, M.Ed, Ph.D and Rakhmawati, M.Pd.

Key Words: *YouTube, Autonomous learning*

Technology has an important role in the English learning process. One of them is to provide students understanding through learning media such as YouTube. However, there are some problems that faced by teacher and students in English learning through YouTube. This leads the researcher to research seventh-grade students at MTs Nurul Huda Sedati, exactly in English learning. This study investigated one teacher and six students. The researcher tries to find these research questions; 1) how is YouTube used to develop students' autonomy in English Learning at MTs Nurul Huda Sedati? 2) What are students' challenges in using YouTube when they do autonomous learning as their EFL learning media in MTs Nurul Huda Sedati? The design of this research was qualitative method. The researcher collects the data by interviewing teacher and students. Result of this study shows that the use of YouTube faced by teachers and students as a media for English learning give positive impact and also challenges for them. There are positive impact from teacher are easy delivered material to the students and also help the teacher to achieve learning goals. In addition, there is positive impact for students are making it easier for students to understand the learning material itself because there are images and sounds and various sources of knowledge that can add new experience for students, making it easier for students to understand the learning material itself. Furthermore, the results also showed that some of the students' challenges in using YouTube included some students feeling difficult to understand the language used in YouTube Videos. Some students also feel difficult to understand the creators' content, and the last is slow internet connections.

## ABSTRAK

Saputri, Novianti Eka. 2020. *Utilization of YouTube in English Language Learning to Develop Students' Autonomous Learning in MTs Nurul Huda Sedati*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: H. Mokhammad Syaifudin, M.Ed., Ph.D and Rakhmawati, M.Pd.

Kata Kunci: *YouTube, Belajar mandiri*

Teknologi memiliki peran penting dalam proses pembelajaran Bahasa Inggris. Salah satunya dengan memberikan pemahaman kepada siswa melalui media pembelajaran seperti YouTube. Namun ada beberapa kendala yang dihadapi guru dan siswa dalam pembelajaran Bahasa Inggris melalui YouTube. Hal ini mengarahkan peneliti untuk melakukan penelitian pada siswa kelas VII di MTs Nurul Huda Sedati pada pembelajaran Bahasa Inggris. Penelitian ini menyelidiki satu guru dan enam siswa. Peneliti mencoba mencari jawaban dari pertanyaan penelitian; 1) bagaimana YouTube digunakan untuk mengembangkan kegiatan pembelajaran Bahasa Inggris otonom siswa di MTs Nurul Huda Sedati? 2) Apa tantangan siswa dalam menggunakan YouTube saat melakukan pembelajaran otonom sebagai media pembelajaran Bahasa Inggris di MTs Nurul Huda Sedati?. Desain penelitian ini adalah metode kualitatif. Peneliti mengumpulkan data dengan mewawancarai guru dan siswa. Hasil penelitian ini menunjukkan bahwa penggunaan YouTube yang dihadapi oleh guru maupun siswa sebagai media pembelajaran Bahasa Inggris memberikan dampak positif sekaligus tantangan bagi mereka. Ada dampak positif bagi guru yaitu mudahnya menyampaikan materi kepada siswanya dan juga membantu guru untuk mencapai tujuan pembelajaran. Selain itu terdapat dampak positif bagi siswa yaitu memudahkan siswa dalam memahami materi pembelajaran sendiri karena terdapat gambar dan suara serta sumber pengetahuan yang bervariasi yang bisa menambah pengetahuan baru untuk siswa sehingga memudahkan siswa dalam memahami materi pembelajaran sendiri. Selain itu, hasil juga menunjukkan bahwa beberapa siswa mengalami kesulitan memahami bahasa yang digunakan dalam video YouTube, beberapa siswa juga mengalami kesulitan memahami penjelasan dari konten creator, dan koneksi internet yang lambat.

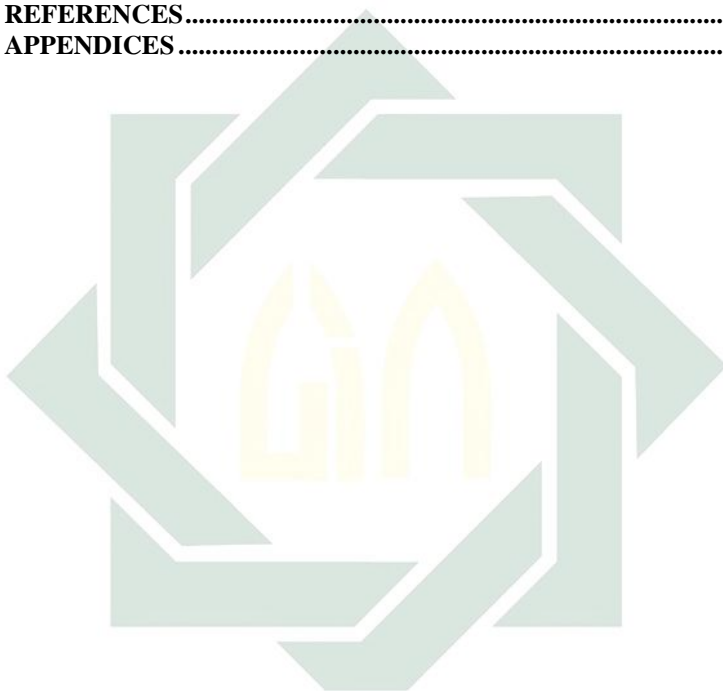
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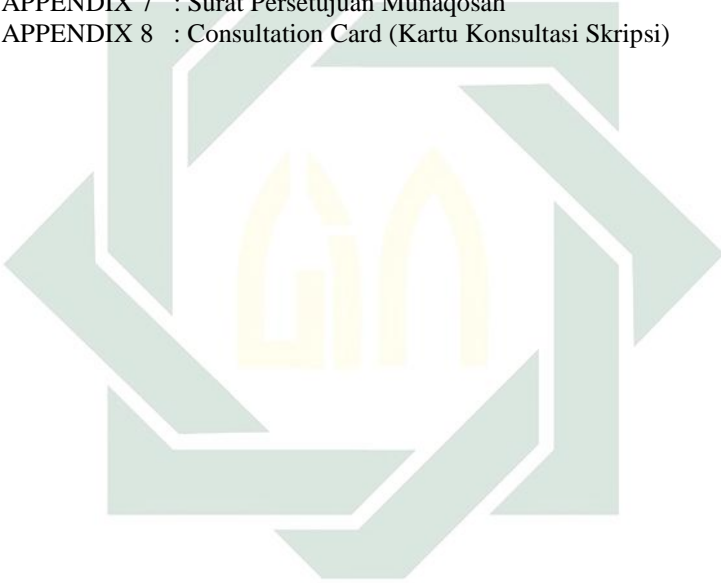
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## **ABBREVIATION**

EFL : English Foreign Language

ICT : Information and Communication Technology

ICP : International Class Program



## **CHAPTER 1 INTRODUCTION**

In the first chapter, there are six topics: backgrounds of the study, research question, and objective of the study, significance of the study, scope and limitation, and definition of critical terms.

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

Recently, there has been a growing interest in technology. The development of technology has led to the hope that it can advance the world of education. A central issue in education is the variety of ways of teaching. The one way of teaching is using media. Like many other aspects of our lives, education may adapt to the changing times and evolution of technology. Many teachers use technology as a teaching media such as YouTube in the classroom. More teachers use the video in their classrooms in a variety of methods. Many students prefer to find information and knowledge from YouTube before using a book. YouTube provides several services as well as transfers, downloads, and sharing a video. YouTube allows exchanging views and proposals concerning the video, allocating channels for transfer lectures and conferences, and media for courses that show series videos to elucidate the talents and academic experiences. YouTube makes learning a lot of attention-grabbing and additionally enhances the learning method.

YouTube additionally could expand access to info, promote vital thinking, support analytical discourse and multiple approaches to reasoning, and give students memory guidelines help conceptualization through image and increase students' depth of understanding. The tutorial uses of YouTube have particular importance because it permits active, constructive, and interactive learning opportunities. The utilization of YouTube can also be used as a medium for college students to be told on their own through YouTube; students will perceive, learn and apply

themselves to increase their understanding and English learning skills.

There are some strategies to increase their understanding, such as reading, memory, note-taking, and questioning. On the other hand, they can find new something that they know outside the classroom to learn by themselves. So, the learners can control the responsibility of their learning. The learners can also share experience or knowledge with their friends to get new abilities or help each other do some assignments.

Some previous studies have been carried out on Autonomous learning in teaching. Autonomous learner's needs extra efforts from the learners as they have to be independent, active, responsible, as well as self-evaluating learners<sup>1</sup>. Students agree that using YouTube in the classroom give benefit in their ability, engaging, appropriate to what was being learned in the school and encouraged those in the school, but less inspired to use it in the classroom<sup>2</sup>. Students were found to be more enthusiastic when they learned the materials by using audiovisual. Then, as regards gathered this from their reactions, such as using YouTube to make the class enjoyable because they could observe the native speakers talking, excited to use materials assigned in the study, and they were able to exercise as native speakers. It can conclude that YouTube is one way to motivate students to more active.

Another research found significant differences between an experimental and control group of students on integrated skills

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<sup>1</sup> Hendar, "Implementing Nunan's Autonomous Language Learning Model (Nallm) To EFL Students of Widyatama University," 2014.

<sup>2</sup> Tengku Maya Silviyanti, "Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube." *Studies in English Language and Education*, 42-58, 2014.

using a video combined with the instructional materials<sup>3</sup>. This study concludes that videos engage students' attention a provide language in a natural way that is found in the course-books. Videos significantly, visual contextual guides that help students understand and develop their learning abilities are provided. It can be concluded that using video is the one way to increase students' understanding and attention.

YouTube is an EFL Taiwan supplementary material<sup>4</sup>. It's believed that as authentic content input, YouTube will be used and as a psychological feature device. The leads to that study explain that learners usually discovered YouTube's expertise to be attention-grabbing, appropriate, and helpful to inspire at school. However, YouTube at school to encourage students to use this web site as a medium it remains less clear to check English outside of experience and to create a point of learner autonomy.

Another research found that encourages teaching and learning, information and communication technology (ICT) is a growing field that has attracted teachers in recent years. ICT has changed the way students learn and can also build a social network with others by sharing and learning independently<sup>5</sup>. These studies try to illustrate how the International Class Program (ICP) learners can handle using online sources. However, this study finds those respondents feel optimistic about using the internet to show task learning experience correlated to their regular class experiences. Another way, learners can also feel the positive impact of the internet or technology when they study independently, the researchers will show in the following paragraph.

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<sup>3</sup> Merita Ismaili, MA, "The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University." *Academic Journal of Interdisciplinary Studies*, vol 2, no.4 (2013).

<sup>4</sup> Kelsen, B, "Teaching EFL to the iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan," 2009.

<sup>5</sup> Langgeng Budianto, "Promoting Students autonomous learning through ICT based learning in ICP: A case study. Vol 9 No.2, 2014.



Autonomous learning has got great popularity and change from teacher-centered instruction to learner-centered instruction<sup>6</sup>. Based on this study through technology, many sources have introduced to improve learner autonomy. This study shows that students can do suitable activities with autonomous learning movement, and students get to benefit from technology in their language learning process. Also, students' awareness of English learning reaches a satisfactory level.

Based on some previous studies, the researcher concludes that YouTube gives some benefits for learners. After the literature mention above, the study found the gap that there were few studies the students' challenges of using YouTube, so this study attempts to find out how the ways YouTube is used to develop students' autonomous learning and students' challenges of using YouTube in English learning. There is the reason for the selection of MTs Nurul Huda in this research because this school already uses technology for some activities in EFL. Technology also operates as a learning media in the classroom and a learning resource for teachers and students. So, students can catch a lot of information and sources on YouTube before they do EFL activities such as discussion and presentation through autonomous learning. It means that where the teacher asks the students to find the information and knowledge before they start the classroom lesson, the teacher hopes that the students can learn by themselves.

## **B. Research Questions**

1. How is YouTube used to develop students' autonomy in English Learning at MTs Nurul Huda Sedati?
2. What are students' challenges in using YouTube when they do autonomous learning as their EFL learning media in MTs Nurul Huda Sedati?

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<sup>6</sup> Famaa Hayta, Zeynep Yaprak, "Learner autonomy and computer technology as a facilitator of autonomous learning," 3 (2), 2013.

**C. The objective of the Study**

1. To investigate YouTube used to develop students' autonomous English Learning activities in MTs Nurul Huda Sedati
2. To investigate students' challenges in the use of YouTube when they do autonomous learning as their EFL learning media in MTs Nurul Huda Sedati

**D. Significance of the Study**

1. For students  
These research results are expected to give information about YouTube to support students' autonomous learning to learn and practice them in English Language Teaching.
2. For teachers  
The results of this study will provide an overview of what teachers should do and do not do when YouTube is implementing dealing with the challenges and responsibilities that students commonly face.
3. For the further researcher  
The result of this study can be used by other researchers who will research a similar topic as the references in different students' levels and the use of YouTube as the assessment in English teaching and learning process.

**E. Scope and Limit of the Study****1. Scope of the study**

The scope of this study is about the use of YouTube in English learning activities. In this context, through YouTube, students can find the information and increase their skills. For example, they can compare teacher speakers and native speakers. On the other hand, YouTube can add some knowledge about the material and also as learning resources. This study is focused on how the use of YouTube as the learning media in the classroom and even students' challenges of using YouTube to develop students' autonomous learning at MTs Nurul Huda Sedati.

## 2. Limitation of the study

This study focuses on using YouTube in English learning to develop students' autonomous learning and students' challenges the use of YouTube in seventh grade at MTs Nurul Huda Sedati.

## F. Definition of Key Term

### 1. YouTube (<https://www.youtube.com/>)

YouTube is one of the social media that contributes to global education<sup>7</sup>, where students can find, watch, download, explore, sharing their knowledge or skill. In this research, YouTube means a facilitator to develop students' autonomous learning in Junior High School. YouTube as references to students finds material or knowledge in English learning.

### 2. English Learning Media

Valuable instructional tools that can help make learning more useful and exciting. Media tools help the students' process information and also empowering their understanding, and increase the students' motivation<sup>8</sup>. In this research, English learning media means using media in English learning to help the students understand the lesson and make English learning more useful and exciting to make the students and facilitate the students, especially by YouTube.

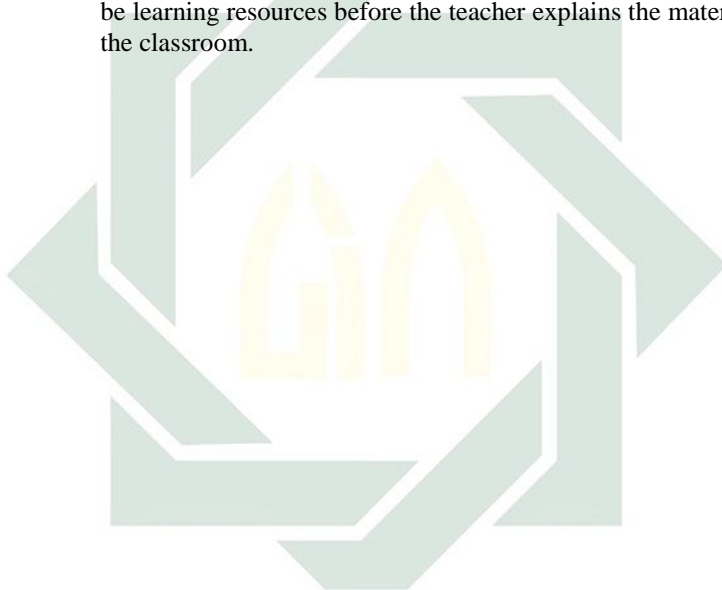
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<sup>7</sup> Duffy P, "Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning" pp.173—182, 2008.

<sup>8</sup> Brinton, D. M, "The use of media in Language Teaching." In Celce-Murcia, M.(Ed), *Teaching English as a second or foreign language*. Pp.459-475, 2001.

### 3. Autonomous Learning

Autonomy means the effort of learners to find opportunities for language learning and use outside the classroom<sup>9</sup>. In this research, autonomous learning is the understanding of controlling one's knowledge, independently or in collaboration with others. Independent learners will be more responsible for education and be more effective. By utilizing YouTube, students can learn by themselves, and YouTube can be learning resources before the teacher explains the material in the classroom.



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<sup>9</sup> Lamb – Martin, “It Depends on the Students Themselves: Independent Language Learning at an Indonesian State School.” *Language, Culture & Curriculum*. 17:229-245, 2004.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the second chapter, six points will discuss the role of technology in language learning, YouTube, autonomous language learning, autonomous learning strategy, autonomous learners, and challenge.

#### A. Theoretical Framework

##### 1. Role of technology in language learning

Technology is a useful device for students. Students should use technology as a big part of their learning methods. Academics ought to model towards the use of technology to hold a program, and then in learning their language skills, students can improve the effective use of technology. The cooperation of learners can be established through technology. Collaboration is something that is all vital devices for learning. The utilization of engineering helps academics meet their learners' instructional desires.

The appliance of technology has significantly modified English teaching strategies. It provides such a lot of alternatives as creating unique teaching and additional benefits in terms of upgrading. In ancient school rooms, academics interchange in front of learners and include lecture, clarification, and instruction through chalkboard or whiteboard. These methodologies should be modified regarding the event of technology. The use of interactive media system texts in the schoolroom helps learners grow proficient in vocabulary and grammar structures. The appliance of multimedia systems also uses texts for writing, filming, and net to boost linguistic data from learners. The utilization of print, film, and net allows learners to gather data and provides them with various research and interpretation materials of each language and the context<sup>10</sup>. The utilization of technology improves several education

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<sup>10</sup> Arifah, A: “*Study on the use of technology in ELT classroom: Teachers’ perspective*” (MA Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh, 2014).

strategies, especially in English teaching, to develop students' skills.

Technology will produce the atmosphere of learning targeted around students instead of a teacher who has significant changes<sup>11</sup>. Engineering indicates real learning expertise that helps learners' responsibilities<sup>12</sup>. Technologies motivate students to be told one by one and to collect responsible activities. Freelance utilization of technology provides students with independence. The utilization of technology will increase learners' motivation<sup>13</sup>. The utilization of film in the learning process makes students understand the subject enthusiastically and improve their data with enthusiasm. Students will take meaningful learning once a technology is employed within the learning method by a laptop also the net. Once students study by technology, it allows them to improve their abilities for higher-order thinking. It may end that the actuality multimedia mix system and methodological teaching are extremely vital draw students' focus regarding West Germanic learning.

## 2. YouTube

Social media is one of the essential teaching tools for share information with students<sup>14</sup>. One of social media is YouTube.

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<sup>11</sup> Dawson, K. et al., "Leveraging Laptops Initiative and its impact on teaching practices." *Journal of Research on Technology in Education*. Vol.41, No. 2, 143-159, 2008.

<sup>12</sup> Drayton, B., et al., "After installation: Ubiquitous computing and high school science in three experienced, high-technology schools." *Journal of Technology, Learning, and Assessment*. Vol .9 No.3, 2010, 1-57.

<sup>13</sup> Arifah, A: "Study on the use of technology in ELT classroom: Teachers' perspective." (MA Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh, 2014).

<sup>14</sup> Green & Hope, "Promoting clinical competence using social media," 2010.

YouTube is the one web that can upload, watch, share videos, provide various kinds of content, and access this link <https://www.youtube.com> to get much information or content that you want. YouTube is the supply of has social media and has fully grown in the last five years, together with its use within the schoolroom as an academic tool<sup>15</sup>. As an example, employing a video might facilitate to draw consideration to a selected construct and work to take care of students' attention on its construct throughout the length of the video. An alternative edge for exploitation media in the school space is the ease of inconvenience of various materials. Exploitation YouTube within the schoolroom also can create as a challenge, as a result of locating acceptable and class-related material in YouTube's immense video storage is each tough and time-intense, particularly if the lecturer has no specific video clip in mind. YouTube clips to motivate students to develop their language skills as they work hard to understand the content they want to access online.

### **3. Autonomous Language Learning**

In an acquisition, autonomous learning may be a capability, attribute, and perspective. It might take completely different forms in numerous contexts and completely different degrees due to the characteristics of every learner. Three basic pedagogic principles rule the event of autonomy in the acquisition.<sup>16</sup>The first is learner involvement, such as participating learners to share responsibility

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<sup>15</sup> Fleck, et al. "Using social media to enhance instruction in higher education. In S. Keengwe (Ed.), *Research perspectives and best practices in educational technology integration*. (pp.217-241). Hershey, PA: IGI Global publication, 2013.

<sup>16</sup> Little, D, "Learner autonomy: Why foreign language should occupy a central role in the curriculum. S. Green (Ed), *New perspective on teaching and learning modern languages*, (Clevedon: Multilingual Matters, 2000), 24-45.

for the educational method, the second is learner reflection, such as serving to learners to assume critically after they set up, monitor and value their learning, and the third is applicable target language use, such as victimization the target language because of the principal medium of acquisition.

The principles were higher than implying that the teacher should<sup>17</sup>, the first is target language because the medium of room communication and need identical of the learners, the second is involved learners in an exceedingly non-stop go after smart learning activities, that are shared, discussed, analyzed and evaluated with the entire category, the third is facilitate learners to line their learning targets and select their learning activities, subjecting them to a discussion, analysis, and analysis, the fourth is need learners to spot individual goals however pursue them through cooperative add little teams, the fifth is need learners to stay a written account of their learning, like plans of lessons and comes, lists of helpful vocabulary, and texts they turn out, the sixth is interact learners in regular analysis of their progress as individual learners and as a category.

The primary is management over teach management, which may represent the behaviors that learners use to manage the look, organization, and analysis of their learning<sup>18</sup>. The second is management over psychological feature processes expounded to the psychological science of learning, like attention, reflection, and metacognitive information. The third is management over learning content that considers what learners wish to and ought to learn. These three levels of government are mutually beneficial. Effective

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<sup>17</sup> Little. D. "Learner autonomy: Why foreign language should occupy a central role in the curriculum. S. Green (Ed), *new perspective on teaching and learning modern languages*. (Clevedon: Multilingual Matters, 2000), 24-45.

<sup>18</sup> Benson, P. *Teaching and researching autonomy, Second edition*, (London: Pearson Education, 2011).



learning management depends on the power of psychological feature processes, whereas the management of psychological feature processes has consequences for learning management. Autonomy implies that learning control and direction over psychological feature processes should involve choices regarding the educational content.

#### 4. **Autonomous Learning Strategy**

An autonomous learning method is divided into three methods; psychological feature method, metacognitive method, and social mediation method<sup>19</sup>. The psychological feature method is technically completed by the strategies reading, memory, note-taking, and question. The metacognitive approach includes the educational, knowledge assortment, self-supervision, self-evaluation, evaluation of learning, and structure of the person's learning file. Social mediation requires comfortable conduct throughout the academic activities, creating a group rule, working with classmates, productive interaction, and facilitating assessment of classmates' tasks<sup>20</sup>.

A metacognitive method is the most dominant strategy to use in numerous researches on the autonomous learning method. Teaching reading skills divided into twelve ways<sup>21</sup>. The primary is reviewing and connecting the learned materials. The second is being attentive. The third is directed attention. Fourth is chosen

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<sup>19</sup> O'Malley, et al., *Learning Strategies in Second Language Acquisition* (Cambridge, U.K: Cambridge University Press, 1990)

<sup>20</sup> Wang, J, "How to Develop College Students' Autonomous English Learning Skills-Take Reading Course in Joint-Program in HCFT as an Example. *English Language Teaching*. Vol.3 No.3 (2010), 221-228.

<sup>21</sup> Sariçoban, A, "Metacognitive Strategies, and Learner Autonomy in EFL Reading. *Modern Journal of Language Teaching Methods*. Vol.2 No.2 (2012), 45-68.

concentration. A fifth is organizing progress. Sixth is crucial functions and aims, seventh is distinctive the objective of English lessons, eight is designing the purposes of language tasks, ninth is seeking any possibilities to observe, a tenth is self-management, the eleventh is the self-guide and twelve is self-assessment. Supported the analysis results, those metacognitive methods are considerably associated with the reading course in autonomous learning. Flexibility is the characteristic of independent learning patterns is the basic self learning pattern.

## 5. Autonomous Learners

Based on Ellis and Sinclair, there are three factors to help students fully control their learning<sup>22</sup>. First, the study can become more effective when students can control their survey because they study what they would like to learn. Second, students can manage their learning outside the class to carry on studying. Third, students who understand in looking may transmission their learning methods to other fields. There are characteristics of autonomous learners<sup>23</sup>. First is the students can see the relationship to what is to be learned, how they need it, how they can know, and the available tools. Second, in an authentic student's engagement with their study, a language and a deep interest in learning the specific language. Third, the students have a good sense of self that is unlikely to be damaged by any straightforward or perceived damaging evaluations of themselves of their employment.

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<sup>22</sup> Ellis, R. *Task-based language learning and teaching*. Oxford, (UK: Oxford University Press, 2003).

<sup>23</sup> Benson, P. "Drifting in and out of view: Autonomy and the social individual." In P. Benson & L. Cooker (Eds.), *The applied linguistic individual: Sociocultural approaches to identity, agency, and autonomy* (pp. 75–89). Sheffield, UK: Equinox (2001)

## 6. Challenge

Some schools support using technology in the classroom to increase students' skills or another something. Technology provides hardware includes computers, tablets, improving internet access, and introducing programs for both teachers and students to develop computer knowledge. However, teachers appreciate educational technologies' benefits; they often find effective integration of new academic challenges. Another hand, technology integration shows significant challenges for educators. The goal in this chapter shows the prevalent difficulties face by teachers when integrating technologies in the class. The first issues are about connectivity. So, if the teachers don't have good connectivity, they will not deliver the students' learning process<sup>24</sup>. The second issue is that the students do not have regular access, and they rely on a computer in school. This is made very difficult to integrate technology in lesson plans. The third issue about educators' attitudes and beliefs, of teachers, do not expect new technology that will be given benefits or not, they think they have an experience that needed to use that technology, then they often use traditional methods<sup>25</sup>. So, technology can help teachers and students introduce programs and develop computer knowledge with positive and challenges for both.

This chapter also shows that challenges are not only faced by the teacher but also by students. Practical learning efforts can be solutions to overcome the difficulties of learning. The teachers need to change from a summative evaluation that focuses on specific norms and immediate results to a more sustainable assessment that can help students become more successful learners, not only in the management of their learning but also further than the end of the

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<sup>24</sup> Amy M.Johnson, et al., "Challenges and solutions when using technologies in the classroom."

<sup>25</sup> Ertmer, P.A, "Addressing first-and second-order barriers to change: Strategies for technology integration. *Educational Technology Research and Development*, 1999. 47(4), 47- 61.

lesson<sup>26</sup>. Many tools that can use in English learning, one of them are YouTube. Many positive effects are using YouTube in English Learning. On the other hand, there are some challenges when using YouTube. Some people must spend a long time finding the content needed, efficiency to search content can be found if they find relevant keywords, and will spend a long time<sup>27</sup>. Also the quality of the content, we must pay attention to the quality of the video's content because videos often break the rules or don't deserve to be shown<sup>28</sup>, and many video views can make users confuse in choosing videos to get the appropriate information. The one way for easy to find is to focus on the username that uploaded the video<sup>29</sup>. So as users, we need to choose the appropriate videos that we need and search for videos based on keywords to make it easy.

Also, dealing with a slow learner, the results of daily tests of slow learners often get lower scores than their friends<sup>30</sup>. There is a difference between a slow learner and typical student. The slow learner has difficulty applying the new concept or real situations<sup>31</sup>.

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<sup>26</sup> Chan Yuen Foo - Gurnam K. S, "Investigating Learning Challenges faced by Students in Higher Education," 2015.

<sup>27</sup> Trier J.Cool, "Engagements using YouTube, part 1". *J of Adult Lit.* 2007; 50: 408-412.

<sup>28</sup> Buckley, K. M., et al. "Reducing the risks of wound consultation: adding digital images to verbal reports." *Journal of wound autonomy & continence nursing*, 2009. 36(2), 1663-170.

<sup>29</sup> Sharoff, L. "Integrating YouTube into the nursing curriculum. OJIN: The online journal of Issues in Nursing", 2011) 26 (3).

<sup>30</sup> Malik, N. I., Rehman, G., - Hanif, R., "Effect of academic interventions on the developmental skills of slow learners." *Pakistan Journal of Psychological Research* (2011) 27(1), pp-135.

<sup>31</sup> Shaw, S.R, "Rescuing students from the slow learner trap. *Principal leadership*", 2010, 10(6). 12-16

So, the purpose of this chapter is to show the challenges faced by teachers when they use technology in the classroom, and this research will investigate challenges by students in using technology, especially YouTube.

## **B. Previous Studies**

Several findings that have a similar topic with this research described because YouTube is shown to provide many benefits for students. Therefore, YouTube can be used as an intermediary to be used as material for listening in the classroom<sup>32</sup>. The finding in this study shows the highest motivation for the learner to use YouTube to use many of the benefits obtained by students, including encouraging students to learn English. The material on YouTube is very relevant to what students are learning in class. By watching native speakers, the response of students using YouTube is that YouTube can improve their English skills and also students easy to understand the topic. It was also discovered that students who do not have a decent internet connection are not motivated to do it independently and are not given assignments to use it.

A study by Kabouha and Elyas states that incorporating YouTube video clips on the growth of vocabulary awareness and recognition of Saudi EFL students enrolled in the intensive preparatory year during reading activities<sup>33</sup>. This study shows that to support new vocabulary items, students' positive attitude towards using Videos on YouTube.

Research by Almurashi described YouTube As an internet resource that can incorporate into traditional English classes and as

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<sup>32</sup> Tengku Maya Silviyanti. "Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube." *Studies In English Language and Education* (2014), 42-58.

<sup>33</sup> R, Kabouha, T.Elyas, "The impacts of using YouTube videos on Learning Vocabulary in Saudi EFL classroom." *International Conference of Education, Research and Innovation*, 2015.

a source of online material that can assume a vital role in the learning and teaching process<sup>34</sup>. The finding in this research shows that YouTube could be good material in English lessons and also be able to support the students understand the lesson, enhancing the quality, and encourage their understanding of English.

A study by Budianto described the promotion of information and communication technology (ICT) in teaching and learning as a growing area that has attracted many educators<sup>35</sup>. A global social network has been developed by ICT, where everyone is linked, either directly or indirectly, to each other by sharing and learning independently. The finding in this research shows compared to their experiences in the standard class. Three respondents felt optimistic about using the internet to perform task learning experiences.

Another study by Sholeh and Heriyawati described that to have a good acquisition and awareness in reading, the learners need a long process to have autonomy in learning lesson<sup>36</sup>. The finding in this study showed that some learner success in autonomy means that changes in learner attitude. However, many learners indicated that they focused on the score than on developing their language acquisition.

All the studies of literature mostly similar to this study, but there have some differences. The first study talked about the highest motivate for the learner to use YouTube to improve their English skills. The second study described YouTube could support the learning to add new vocabulary items. The second study said that YouTube could be good material in English lessons to help the

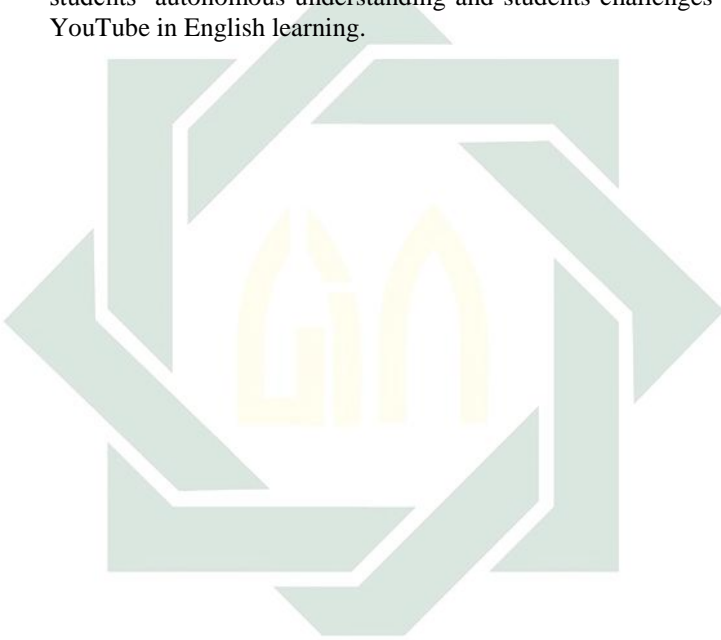
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<sup>34</sup> Wael Abdulrahman, The effective use of YouTube videos for English Teaching Language in the classroom as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 2016. Vol.4, No.3.

<sup>35</sup> Langgeng Budianto, "Promoting Students autonomous learning through ICT based learning in ICP: A case study," 2014 Vol 9, No.2.

<sup>36</sup> Agus Sholeh, Dwi Fita H. "Promoting Autonomous Learning in Reading Class."

students understand and encourage their understanding of English. The fourth study focused on using the internet to perform task learning activities. The previous research focuses on good acquisition and awareness in reading. The learners need a long process to have autonomy in learning lessons. Then, this study focused on how the use of YouTube in English learning to develop students' autonomous understanding and students challenges using YouTube in English learning.



## CHAPTER III RESEARCH METHOD

In the third chapter, there are some discussions that the researcher must discuss, such as discusses of research design, subject, and setting of the research, data and sources of data, data collection technique, instrument, data analysis techniques, and the last is the validity of data.

### **A. Research Design**

To determine the result of the research questions based on the purpose of the study, which is to explore the ways of YouTube that used to develop students autonomous learning and also students' challenges in the use of YouTube in MTs Nurul Huda Sedati, this study used qualitative research which emphasizes understanding, explain phenomena and fact deeply and also arrange hypothesis that relates with the concept based on information and data in the field. Qualitative research is the process of understanding the human problem or social, based on the description of the situation in the field with analyzing through the words or report in details based on informant<sup>37</sup>. This study used qualitative research because the researcher intends to describe how to use YouTube in English learning to develop students' autonomous learning and students' challenges using YouTube in English learning in the seventh grade of MTs Nurul Huda Sedati.

### **B. Subject and Setting of the Research**

The subject of this study is students in MTs Nurul Huda Sedati, especially in seventh grade. The subject of the research is a scientific goal to get the data with a specific goal about something<sup>38</sup>. The research setting is a place where there are elements of actors,

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<sup>37</sup> Creswell - John, *Research Design: Qualitative and Quantitative Approaches*, (London: SAGE Publications, 1994).

<sup>38</sup> Sugiyono, *Metode Penelitian Kombinasi (Mix methods)* (Bandung; Alfabeta, (2015).



places, and activities that can observe<sup>39</sup>. This study is conducted in MTs Nurul Huda Sedati. There is the reason I choose that school because it is based on some previous studies that I found, YouTube can improve students' skills in Higher Education. Therefore in this study, the researcher wanted to know how to use YouTube when applied in junior high schools to develop autonomous learning. Another reason is that students can determine the learning goals they want to achieve following the conditions and learning needs as well as the learning material they want to learn, besides having the freedom to learn according to their own pace.

## C. **Data and Sources of Data**

### 1. **Data**

Data in this chapter explains how and why about the social phenomenon in a particular context can help to understand something<sup>40</sup>. The data used in this research is the utilization of YouTube in English language learning. This research was analyzed by the interview based on the teacher about how YouTube is used to develop students' autonomous English learning activities and by students about the utilization of YouTube and their challenges in the implementations of the use of YouTube in Junior High School.

### 2. **Sources of Data**

Source of data is a place where found the data through a method, such as human, or documents<sup>41</sup>. The data sources in this research are from students and teachers in Junior High

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<sup>39</sup> Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, (2003).

<sup>40</sup> Polkinghorne, D. E, "Language and Meaning: Data collection in qualitative research." *Journal of counseling psychology*, 2005, 52, 137-145.

<sup>41</sup> Sutopo. *Metodologi Penelitian Kualitatif* (Surakarta: UNS, 2006).

School at MTs Nurul Huda Sedati. This research is collected using the interview to answer the first and second research question, and the output is type recording. Recording the source of data through interviews is a combination of the activities of seeing, hearing, and asking questions to get some information needed<sup>42</sup>. The researcher collected the ways YouTube is used to develop students' autonomy in English learning and how they challenge the utilization of YouTube in English learning activities.

#### **D. Data Collection Technique**

##### **Interview**

The data collection used in this research to answer the first and second research questions is the interview. The interview method includes asking questions and gets the answers from participants<sup>43</sup>. This study's participants consist of six students in seventh grade and one English teacher in MTs Nurul Huda Sedati. These study interviewed participants through audio recording. This study used interviews to get the teacher and students' information to investigate the students about what ways YouTube is used in English learning and students' challenges through using YouTube in English learning. So, the researcher can describe based on teacher and students' answers about using YouTube in English learning activities with the descriptions of recording.

#### **E. Instrument**

##### **Interview guideline**

To find out further information about the utilization of YouTube in English learning, this study uses interview guidelines to determine the data collection. Interview guideline is used as a data

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<sup>42</sup> Meleong - Lexy J, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya Offset, 2007).

<sup>43</sup> Syed Muhammad Sajjad Kabir, *Methods of data collection* (Curtin University, 2016).

collection technique if the researcher wants to find problems that need to be investigated and know things in more detail from the respondent<sup>44</sup>. The interview guideline in this research consists of six questions for teachers and five questions for students to explore how to use YouTube in English learning, and ten questions to explore their challenges using YouTube in English learning. The researcher develops guidelines adopted from Smadi's statements and adds questions based on what the researcher wants to know in this study.

#### **F. Data Analysis Techniques**

In this study, there is two data analysis that used. Data analysis techniques are activities that researcher do by examining all available data and research instruments such as notes, record, documents<sup>45</sup>. First is the interview. For the interview, the data analysis is transcribing, coding, and labeling. Transcribe of recording do before coding. In this step, the interview record will be transcribed by listening to the interview recording. A transcript is a translation data type, most frequently converted audio recording to text, and data collected as audiovisual recordings are typically transcribed for archiving and sharing as textual files.

The next step is analyzing the interview is coding. Coding means the method of labeling a passage in the text or other pieces of information, which are photographs, images, and images, also searching and defining concepts and results. In this step is, transcript categorized into a specific topic with a similar theme. The next step is labeling. In this part, the category from the coding will be labeled or named. So, each data to be coding must be coded for each type of data such as researchers have interview transcripts on one subject, then this data can be coded as NT1. NT means that to

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<sup>44</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2010).

<sup>45</sup> Meleong - Lexy J, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2007).

be used as a subject's name. If there is a second interview, the researcher can give the NT2 code.

*Table 3. 1. Coding sample*

Document transcript	Code	Compaction of Fact	Interpretation
Putri: This school is strange; no extracurricular makes us less enthusiastic	1	Inadequate school facilities (1a) Tend to demand perfect things (1b)	Self and friend problem

Based on the table for code (1a), the correct compaction of fact "school is strange because there is no extracurricular," not inadequate school facilities. The second sentence is an opinion because there is no fact to decide on inadequate school facilities. Code (1b) is not compaction of reality but the conclusion of the argument, not based on fact. So, compaction of fact illustrates a real situation, not a decision from the researcher. There is interpretation, in conclusion, to categorize reality into a psychological theme. Interpretation "school and self-problems" that choose from a researcher based on table less in line with fact. There is an important note in this topic is interpretation must be in line with points.

For example:

Compaction of fact 1: school is strange because there is no extracurricular (1a)

Interpretation 1: School facilities

Compaction of fact 2: There is no extracurricular to be not enthusiasm (1b)

Interpretation 2: motivation not enthusiasm

### G. Validity of Data

In qualitative research, validity has to do with description and explanation<sup>46</sup>. Validity refers to the degree of suitability between the explanations of the phenomena and the realities<sup>47</sup>. There are some strategies to check the validity of data in this research. The first is to use a member check to determine the accuracy of the data obtained by the researcher from respondents<sup>48</sup>. If the data that found agreed by respondents, so data is valid, but if the respondents disagree about the data so the data is invalid. So, the purpose of member checks is information obtained as intended by respondents. The second is using references; it means that to support the data obtained in a field such as an interview need to be supported by audio recording or the picture about situation need to be supported by photos. The third is analyzing negative issues; it means that the researcher found different data from respondents or contradicts the data. If the data there is not different or contradicting with findings, so the data is valid. If the data there is a different or contradicting with findings, the researcher has to change the findings or looking for why the data there is a difference with findings.

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<sup>46</sup> Afzal Muhammad T, "Reliability and validity of qualitative and operational research paradigm". *Pakistan Journal research of statistics and operation research*, 2008.

<sup>47</sup> McMillan, J. H - Schumacher, S, *Research in education: Evidence-based inquiry*. (New York. Pearson Education, Inc, 2006).

<sup>48</sup> Creswell, John. W. *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*, (Yogyakarta: Pustaka Pelajar, (2009)

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In the fourth chapter, the section elaborates on the finding and discussion, which is about using YouTube to develop students' autonomous learning in junior high school in Sedati. The research finding provides the data, and the discussion presents the analysis of the research finding. Detail information about this chapter as followed:

#### **A. Finding**

In this chapter, the finding is explained based on the research question in chapter I. The data conducted online from 4<sup>th</sup> August – 20<sup>th</sup> August 2020. The online interview was shared with the teacher and the students of MTs Nurul Huda Sedati in the academic year 2020-2021 to explore the utilization of YouTube in English learning to develop students' autonomous learning. There was one English teacher who filled out the online interview and also six students based on criteria. This research used an open-ended interview. The result of the recording by the teacher and students will be described below.

#### **1. Utilization of YouTube to develop students' autonomous English learning activities**

The researcher collected the data regarding the first research question, which is about how YouTube is used to develop students' autonomous in English learning. The researcher analyzed the use of YouTube to develop students' autonomous learning in English learning activities by audio recording. Based on the audio recording, the researcher found some information about utilizing YouTube in English learning by the teacher and students. The detailed findings as follow:

##### **a. YouTube as a learning media in autonomous learning**

Nowadays, using technology is needed in education, especially in the teaching-learning process. In this era, teachers also need learning media to increase students understanding of

the material. Using media in learning, of course, will increase students understanding of the material that they learned. In this aspect, there is a view of the statement from the teacher that's why YouTube is suitable media in English learning, and he stated that *"Students prefer learning videos from YouTube because more varied and interesting for them. YouTube shows many sources it makes students easier to understand the material"*.

Furthermore, there is view of the statement from student 2 (S2) and students 3 (S3) stated that *" YouTube is suitable media to learn English because through YouTube, I can find some kinds of material for English learning with the audiovisual model, easy and simple also we can choose which channel that more effective for learning English"*. In addition, there is view of the statement from students 6 (S6) stated that *"YouTube is a suitable media to learn English because easy to understand and also know which pronunciation or word is right or wrong."* The answer can conclude that using YouTube gives benefits to teacher and students because it effectively to increases students' understanding, especially in English learning.

Then, in this topic also show the students learn by themself at home using YouTube as a learning media in English learning. In here, students have two strategies to find material they needs from YouTube. The first is writing topic or English learning materials and the second is finding with some keys. There are view of the statement from student 2 (S2), student 3 (S3), students 4 (S4), students 5 (S5), students 6 (S6), they stated that *"I will write the title or topic based on material that I need"*.

Furthermore, there is view of the statement from student 2 (S2) stated that *"I will find with the some keys"*. Then, after students found the video that they need, they do some activities such as try to understand the content of videos and also make a notes based on content of videos. There are view of the statement from student 1 (S1), student 3 (S3), student (S4),

student (S5), they stated that *"I will understand the content of video from YouTube that I found"*. Furthermore, there is view of the statement from student 2 (S2) and student 6 (S6), they stated that *"I will make a notes the content of video from YouTube"*.

Then, after students watch the videos from YouTube, some students feel difficult when using YouTube in English learning, but some of them can understand the content of video. There is view of statement from student 1(S1), student 4 (S4), student 5 (S5), they stated that *"I not really understand about the language from content creator because sometimes voice explanation in the video not clear"*. Furthermore, there is view of the statement from student 2 (S2), student 3 (S3) and student 6 (S6), they stated *"I don't feel difficult because the language easy to understand and explanation from content creator is clear"*. Based on the answer can conclude that using YouTube in autonomous learning gives positive and challenges for students because some students feel difficult to learn English through YouTube as a learning media.

In the classroom teaching-learning process, students are expecting to be the main characters to be active in the classroom. The teacher is also expected to teach using a variety of methods, which is a discussion method. In this case, students are expected to be active in groups and in-class and improve students' communication skills. Moreover, no less important is material for discussion. In this context, YouTube as material for discussion in class, so each individual can give their opinion on the topic being discussed. In this aspect, there is a view of the statement from a teacher, stated that *"Students can discuss each other in groups and present in front of the class, they can share an opinion or additional information so that an individual can get more knowledge from YouTube by discussion method. For example, when we ask students to search about greetings, they can found many videos that they want. It can be as a material for discussion in the group or class"*.



Then, students feel that through discussion, it's easy to understand the material, because they can share material that has not been understood when studying at home. There is view the statement from students 3 (S3) and stated that *"YouTube can develop discussion session each other, so make easier to understand the material that we don't understand before when we study at home."*

In addition, another student feels that YouTube give space for them to discuss because when they studied at home and don't understand the material from YouTube, they can ask friends or their teacher in a class. There is view the statement from student 4 (S4) stated that *"YouTube gives us space to discuss because if I don't understand the material that I had studied at home via YouTube, I will ask my friends, but if I still don't understand, I will ask my teacher"*. From the answer, it can be concluded that using YouTube makes students more active and can develop their knowledge about English, such as getting new ability from their friends or teacher in class. This method can also positively affect students, who are they can learn about responsibility, respect each other, and investigate much knowledge by YouTube.

Then, the last is students' attitude when they are using YouTube in autonomous learning. Some students have a high enthusiasm for learning and motivation. On the other hand, some still need teachers to understand the material. In this aspect, there is a view of the statement from the teacher, stated that *"for students who have enthusiasm for learning they have a strong desire to learn and they can plan what will they do after watching the video on YouTube, but for students who are still below average, they still need more explanation from a teacher."*

Furthermore, student feel difficult to understand the material from video YouTube, there is view of the statement from student 1 (S1) stated that *"I don't understand because the content of material presented in a video sometimes is unclear."*

In addition, another student feel easy to learn material from videos on YouTube at home because learn from YouTube can add knowledge and detail explanation about the material, there is view of the statement from student 6 (S6) stated that *"learn before study in class will be easier because have studied material from videos on YouTube that can add knowledge and lessons from school that provide more detailed explanations regarding the material being studied, if there is something that is not understood when studying at home, I ask the teacher while in the classroom."* From the answer, it can conclude that by using YouTube, not all the students have the same level of understanding. Besides, YouTube can facilitate students to learn by them, but they still need teachers to get more knowledge in detail.

## **2. Students Challenges of using YouTube**

The researcher collected the data regarding the second research question, which is about the students' challenges in the use of YouTube as a learning media in autonomous learning. The researcher analyzed students challenges when they using YouTube to learn English by them by audio recording. Based on audio recording, the researcher found some information about students' challenges using YouTube by the students. The detailed findings as follow:

### **a. Content Creator Issues**

According to the data gained through the interview session, 3 out of 6 students agree that they have a problem in their understanding of what the content creator said. In this aspect, there is view of the statement from students; student 1 (S1), student 4 (S4), student (S5) stated that *"I have problem because the language and voice of content creator is unclear"*. Besides that, according to the data interview session, the researcher found that all of the students have problems if YouTube as a learning source or media to learn English, 2 out of 6 stated, *"I do not understand about the*

*explaining from the content creator."* From the answer, learning through YouTube in autonomous learning still has a problem for students, such as understanding of content creator.

#### **b. Connection Problem**

According to the data gained through the interview session, the students have a connection problem when they learn through YouTube. In this aspect, there is a view of the statement from students 4 (S4) stated that, "*I have a problem with signal because slow connection when access that video*". From the answer, it can be concluded that not all students can explore well material from YouTube in autonomous learning.

### **B. Discussion**

#### **1. Utilization of YouTube to develop students' autonomous English learning activities**

This section will describe the study's findings related to the theory that has been written in chapter 2. The discussion is based on the first research question: how is YouTube used to develop students autonomous in learning activities in junior high school in MTs Nurul Huda Sedati. More explanations discussed as follows.

##### **a. YouTube as a learning media in autonomous learning**

The website "YouTube" is one supply of social media that has full-grown in quality over the past five years, together with its use within the schoolroom as an academic tool<sup>49</sup>. Through the interview and reflecting on the theory, this study showed that YouTube is one of the social media

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<sup>49</sup> Fleck, et al. "Using social media to enhance instruction in higher education". In S. Keengwe (Ed.), *Research perspectives and best practices in educational technology integration*. (pp.217-241). Hershey, PA: IGI Global publication, 2013.

that is useful in academics and can help the students understand the material. It is provided by following the teacher's statement, "*YouTube is suitable media to teach in English learning because very helpful the process of students understanding*". It can conclude that this finding supported the theory from Fleck and Hussey about the role of YouTube in Education, especially in English learning.

The event of autonomy in the acquisition is ruled by three basic pedagogic principles and the principles that teachers must have<sup>50</sup>. According to Ellis and Sinclair, there are three reasons for helping learners take on more responsibility for their learning; one of them is learning can be more effective when learners take control of their learning because they learn what they want to learn<sup>51</sup>. Through the interview and reflecting on the theory, this study showed that students must participate as a form of responsibility and also respect their learning such as share, discuss, it is provided by following teacher' statement "*YouTube allows students to discuss each other or in a group, such as when I ask them to search material in YouTube, so each student has different information with other, so it can be as a material for discussion or presentation in a classroom and other students can give an opinion*". Then, also through the interview and reflecting on the theory, this study showed that students need to make a list about their learning or material such as make a lesson

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<sup>50</sup> Little. D, "Learner autonomy: Why foreign language should occupy a central role in the curriculum." In S. Green (ed), *New perspective on teaching and learning modern languages*, hal 24-45, (Clevedon: Multilingual Matters, 2000).

<sup>51</sup> Ellis R, *Task-based language learning and teaching*. Oxford, (UK: Oxford University Press, 2003).

plan, list of vocabulary and write what they found, it is provided by following teacher' statement, "*For the students who have a high enthusiasm for learning they have a strong desire to learn the video on YouTube, which is used as a reference and they can determine what plans they should do after watching a video*". So, it can be concluded that this finding supported the theory from Little, Ellis, and Sinclair about basic pedagogic principles and autonomous learners.

## **2. Students Challenges of using YouTube**

This section will describe the study's findings related to the theory that has been written in chapter 2. The discussion is based on the second research question: students' challenges of using YouTube in learning English in junior high school in MTs Nurul Huda Sedati. More explanations discussed as follows.

### **a. Content Creator Explanation Issues**

There are several challenges related to the use of YouTube in learning. One is the quality of the content; we must pay attention to the quality of the content of video because often videos break the rules or don't deserve to be shown<sup>52</sup>. Through the interview and reflecting on the theory, this study showed that not all videos from YouTube are suitable for students. It is provided by following the student statement, "*I have a problem because of the language in a video unclear*". It can conclude that this finding supported the theory from Buckley, Adelson, and Agazio about challenges in using YouTube.

Another challenge is in the process of search video. A video search can produce so many video views that it can confuse users in choosing videos to get the appropriate

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<sup>52</sup> Buckley et al., "Reducing the risks of wound consultation: adding digital images to verbal reports." *Journal of wound autonomy & continence nursing*, 2009. 36(2), 1663-170.

information. The one way for easy to find is focusing on the username that uploaded the video<sup>53</sup>. Through the interview and reflecting on the theory, this study showed that users rarely find suitable videos; it is provided by the following student statement, "*I rarely find suitable videos that match what I want*". It can conclude that this finding supported the theory from Sharoff about challenges in using YouTube.

#### **b. Connection Problem**

Through the interview and reflecting on the theory, the learner's common challenges when integrating technology are about connectivity. If the teachers don't have good connectivity, the learning process will not be delivered to the students<sup>54</sup>. Through the interview and reflecting on the theory, this study showed that connectivity still makes a problem for students. It is provided by the following student statement, "*I have a problem because signal makes the slow connection*". It can conclude that this finding supported the theory from Amy, Mattew, and friends about challenges using technologies.

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<sup>53</sup> Sharoff, L, *Integrating YouTube into the nursing curriculum. OJIN: The online journal of Issues in Nursing*, 201. 26 (3)

<sup>54</sup> Amy M.Johnson, et., al, *Challenges, and solutions when using technologies in the classroom*

## CHAPTER V CONCLUSION AND SUGGESTION

The fifth chapter, gives some explanations about the conclusion and suggestions of this research. The conclusion summarizes the results of the study based on finding and discussion and also the previous study. The suggestions provide are based on the research.

### A. Conclusion

Based on the finding, the researcher concluded that using YouTube in English language learning to develop students' autonomous learning is beneficial for students and teachers in teaching. By using YouTube in the teaching and learning process, teachers and the students feel the positive impact and challenges of using YouTube as a learning material in English learning. This is supported by several data from the interview that related to the theory of Smadi showed that some problems in using YouTube<sup>55</sup>. Moreover, the researcher also concludes that teacher and also the students feel a positive impact in using YouTube, those are both of them can find some material of new knowledge from YouTube makes learning more interesting and fast to understand the material because there are audiovisual in YouTube and can develop students' skill in English. On the other hand, both of them also feel it difficult when using YouTube in English learning as learning material. He feels difficult for the teacher if he must explain the content or material in a video one by one because some students are slow learners. Students feel difficult if the connectivity is slow, the video is unclear, and some of them think don't understand with the content creator said.

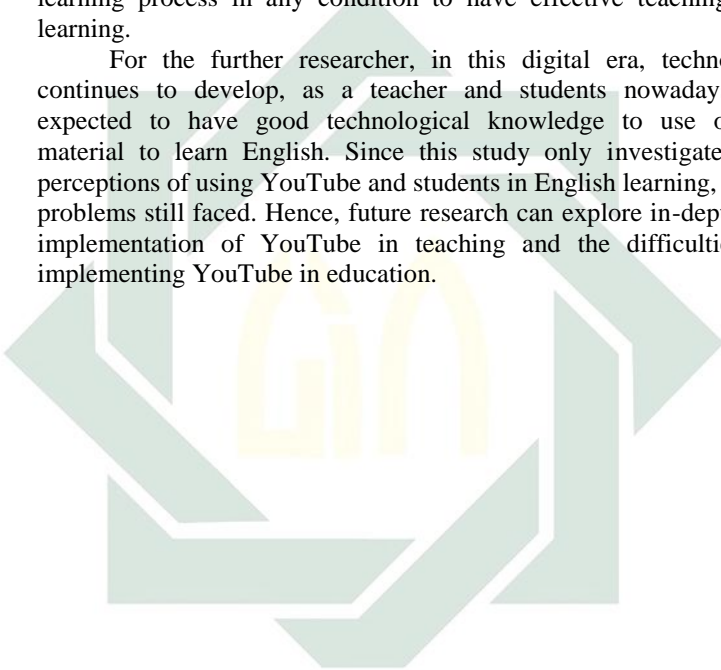
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<sup>55</sup> Yousef Smadi, T. A. (2020). The Attitudes of Jordanian School Students towards Using YouTube as a Learning Tool. *International Journal of Contemporary Research and Review*, 11(01), 20692-20701. <https://doi.org/10.15520/ijcrr.v11i01.786>

**B. Suggestion**

For students and English teacher, based on the finding showed that YouTube is beneficial in English learning, teacher or students are expected to be more familiar and understand well with the online material especially YouTube to implement it in the teaching and learning process in any condition to have effective teaching and learning.

For the further researcher, in this digital era, technology continues to develop, as a teacher and students nowadays are expected to have good technological knowledge to use online material to learn English. Since this study only investigates the perceptions of using YouTube and students in English learning, some problems still faced. Hence, future research can explore in-depth the implementation of YouTube in teaching and the difficulties in implementing YouTube in education.





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