

**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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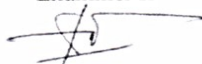
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ABSTRACT

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*

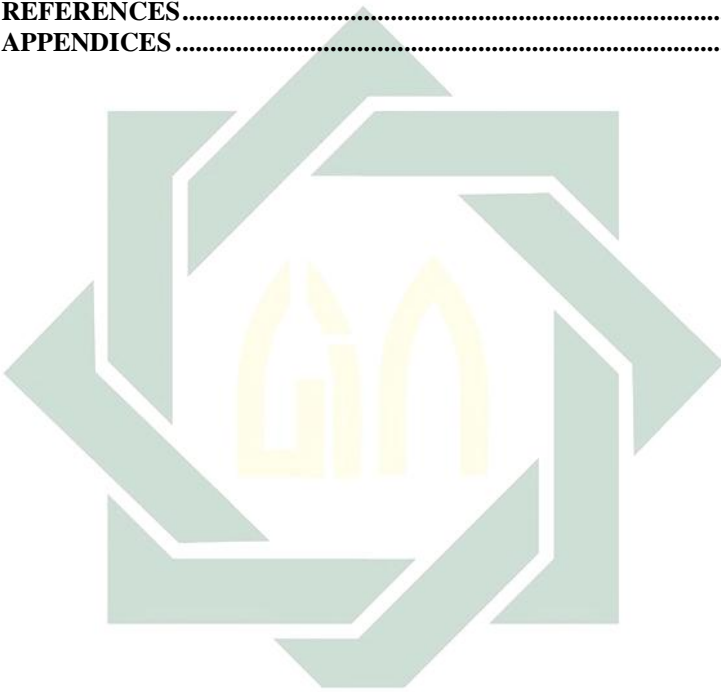
Teknologi memiliki peran penting dalam proses pembelajaran Bahasa Inggris. Salah satunya dengan memberikan pemahaman kepada siswa melalui media pembelajaran seperti YouTube. Namun ada beberapa kendala yang dihadapi guru dan siswa dalam pembelajaran Bahasa Inggris melalui YouTube. Hal ini mengarahkan 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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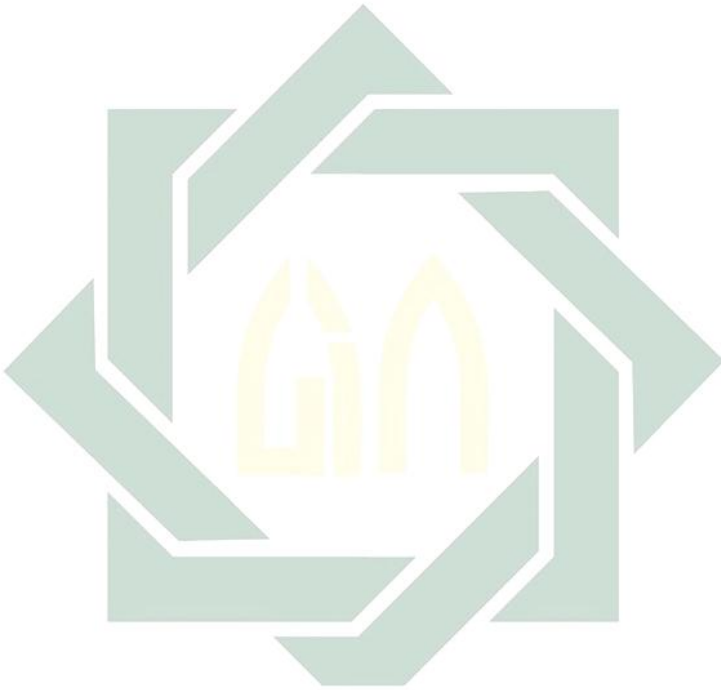
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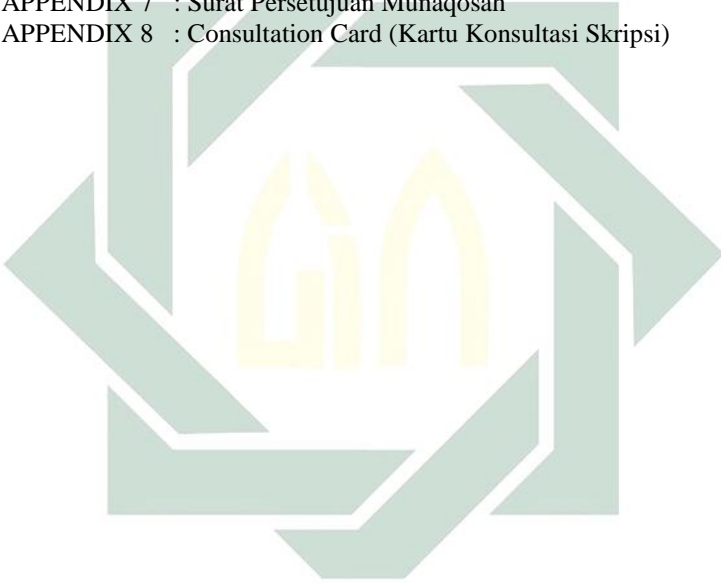
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ABBREVIATION

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 learners¹. 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 classroom². 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

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

² 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 materials³. 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 material⁴. 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 independently⁵. 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.

³ 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).

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

⁵ 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 instruction⁶. 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?

⁶ 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 education⁷, 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

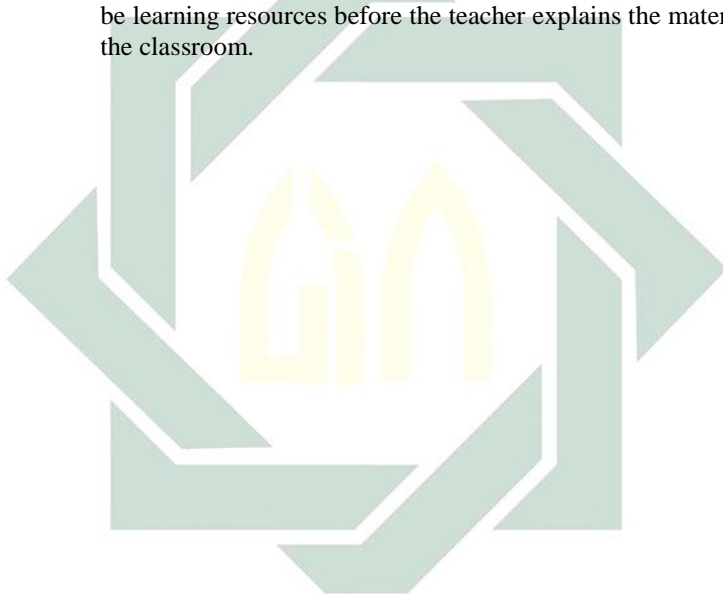
Valuable instructional tools that can help make learning more useful and exciting. Media tools help the students' process information and also empowering their understanding, and increase the students' motivation⁸. In this research, English learning media means using media in English learning to help the students understand the lesson and make English learning more useful and exciting to make the students and facilitate the students, especially by YouTube.

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

⁸ 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 classroom⁹. 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.



⁹ 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, thirteen points will discuss the role of technology in language learning, kinds of videos in learning process, characteristic of video, impact of video learning, the use video in classroom, the ways video promotes learning, YouTube, autonomous language learning, autonomous learning strategy, autonomous learners, and challenge, advantages and disadvantages of video for learning, motivation and affective learning.

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 context¹⁰. The utilization of technology improves several education 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 changes¹¹. Engineering indicates real learning expertise that helps learners' responsibilities¹². 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' motivation¹³.

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.

¹⁰ 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).

¹¹ 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.

¹² 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.

¹³ 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).

2. **Kinds of Videos used in Learning Process**

One of the basic assumptions of communicative language teaching (CLT) is that students will feel more motivated to learn a foreign language because they will learn the language as something useful to them especially if the learning activities that occur in the classroom are designed through assignments in pairs (pair work) or small groups. Motivation to learn students, if based on the opinions above, are strongly related to how the teacher presents the teaching material. Students will be motivated to learn if the material presented is useful for them and they are happy with the way the material is presented.

In the selection of learning resources and learning media, students should pay attention to indicators of success, namely that learning resources and media selected can achieve learning objectives or competencies to be achieved, facilitate the understanding of students, and in accordance with the level of affective, cognitive, and psychomotor development of learners. As for the benefits of using learning media, conveyed several benefits.

The first is learning will attract the attention of students so that they can foster learning motivation. The second is learning material will have a clearer meaning so that it can be understood better by students and allows students to achieve their goals learning better. The third is learning methods will be more varied so that students do not feel bored, and the last is students do more learning activities because not only listening to the teacher's description but also other activities such as observing, doing, and demonstrating.

In accessing a Youtube, content will appear consisting of types, categories, and channels equipped with links that can be accessed according to the needs that are coded by the user. In its application, Youtube can present itself as a learning resource in accordance with the wishes of the user itself, in Youtube has a search engine that can make it easier for users to search for data by simply typing the word or sentence that intended. Collected videos to watch from the results are then processed or rearranged to become a file. The new video is based on the learning flow system and the purpose to be achieved, then Youtube as a source of learning has turned into

teaching materials that are ready to be used as media learning to support the learning process.

3. Characteristic of Video

Produce videolearning that is able to increase the motivation and effectiveness of its users, the development of learning videos must be taking into account the characteristics and criteria.¹⁴ The are video characteristics learning, the first is clarity of message, it means by the video as a media, students can understand the message learning is more meaningful and information can be received completely so that the information will be stored automatically in long-term memory and is retention. The second is stand alone, it means that the developed video does not depend on teaching materials other or should not be used together with other teaching materials.

The third is user friendly (friendly / familiar with the wearer), it means video media uses simple, easy language understandable, and use common language. Information display which appears. helpful and friendly to the user, including the ease of users in responding, accessing appropriate with desire. The fifth is content representation, it means, the material must be truly representative, for example material simulation or demonstration. Basically the subject matter is good. Social media and science can be made into video media. The fifth is visualization with media, it means, the material is packaged in multimedia, which includes text, animation, sound, and video according to the demands of the material. Materials that used are applicable, processed, difficult to reach, dangerous when directly practiced, has a high level of accuracy.

The sixth is using high resolution quality, it means display in the form of video media graphics created with technology digital monster with high resolution but support for every computer system specs. The last is can be used classically or individually, it means learning videos can be used by students directly individually, not

¹⁴ Cheppy Riyana, Pedomani Pengembangan Media Video, (Jakarta: P3AIUPI, 2015), h. 8-11.

only in the school setting, but also at home, can also be used classically with a maximum number of students 50 people can be guided by the teacher or just listen narrative description of the narrator that has been provided in the program.

4. Impact of Video Learning

In teaching learning process, teachers must be able to facilitate learning in a variety of ways, one of them which is the use of suitable learning methods. In choosing learning methods, teachers requires a learning media that can support a teacher in sending material to students, allowing the information to be more clear and easily comprehended by the students.

The development of science and technology is so fast especially communication technology. Nowadays, learning media used by teachers not only conventional learning media in the form of blackboards, pictures and posters. The existence of communication technology in the form of audio visual media such as computers, tape recorders, video, and films also be used as learning media, and it is assumed that modern digital audio visual media will attract students and learning will be more effective.

Using video as a learning media gives benefits for students, those are develop students' motivation and message on video can be delivered in detail so students can understand easily and achievement of learning objectives¹⁵. Learning videos are designed to help students understand learning material that may not always in accordance with their preferences. Some learning video systems, learning video only used as supplementary material hand-out, and are not professionally prepared to present overall the material¹⁶.

¹⁵ Sujana, N & Rivai, A. *Media Pembelajaran*. Bandung, 1992.

¹⁶ Mechthild & Laaser Hauff, Wolfram. Educational – Production and Design Aspects. *Journal of Universal Computer Science*, Vol.2, No. 6 (1996), 456-473.

Film and video are an example of audiovisual learning media¹⁷. Video can show an object moving with natural or appropriate sound, similar with film. Film and video have their natural look due to their capacity to create amazing visuals and sounds. Both have the ability to provide information, describe processes, explain complicated concepts, teach skills, shorten or prolong time, and change attitudes.

Some of the benefits of film and videos in learning include, the first is films and videos can complement basic experiences of students as they read, discuss, and practice, the second is films and videos can accurately describe a process that can be watched repeatedly if needed such as the steps and how to pronounce English vocabulary (pronunciation) and the last encourage and increase motivation, films, and videos integrate attitudes and other affective.

5. The Use Video in the Classroom

In the era of no child left behind, any educational initiative must result in increased student achievement as measured by systematic, empirical research. Television has been evaluated for over 50 years for its educational value, and an ever-increasing body of research indicates that television and video are effective teaching tools, with positive outcomes in both academic and affective learning. A survey of this research conducted in 2004 by the Corporation for Public Broadcasting concluded that “children’s 8 viewing of educational television has been shown to support significant and lasting learning gains” and that “a positive relationship has been found between childhood viewing of educational television and cognitive performance at both preschooler and college levels.

Selected video media for use in activities learning needs to consider the curriculum. Media utilization must be able to support learning activities that facilitate students to achieve the desired competence. Fill in the information and knowledge contained in the video program selected should be new (up to date). Video media

¹⁷ A Arsyad. 2017. Media pembelajaran. Jakarta: Rajawali Press

containing information and knowledge of computer technology, for example, it is necessary updated regularly, considering that computer technology is a rapidly developing technology.

The use of learning video media must be able to facilitate students in achieving learning objectives. Audio-visual media such as as well as videos and multimedia can be used to help students in learning information and knowledge about a process or procedure. Learning video media that will be used, whatever form, must be able to motivate students to learn the content information and knowledge contained therein. Besides containing accurate information and knowledge learning video media too must be interesting so as to make students motivated to learn on an incentive basis.

The use of video programs in learning must be able to involve students' mental in involving the learning process. Students who engage intensively with video media and existing subject matter in it will learn more easily and be able to achieve competence which is desired. The technical quality of the video program used for this purpose learning must be in good condition, the noise factor in an audio program will greatly interfere with smooth activities learning.

The picture quality of the disjointed learning video can also damage students' attention to learning. Disruption factor is necessary minimized in the use of learning media. On the cognitive aspect, video can be used to teach things related to knowledge and intellectual student.

In the affective aspect, video programs can be used to train the elements of emotion, empathy, and appreciation of an activity or activity circumstances. In the subject of Islamic Religious Education in junior high school, for example, is studying morality, for example, video programs can used to teach topics about good behavior. Video programs selected for use in activities learning should be equipped with a guide on its use.

The media usage guide generally explains about how the program is used to facilitate the process study. Technology plays an important role in everyday human life and can be used effective for various aspects of education. In this research, mentions that the youtube website can be a source of online material that can be combined with traditional learning in the classroom. This study emphasizes the positive impact on students learning English when

they watch or observe video clips (clips) that correspond to real life and are authentic. In addition, students will feel happy because learning will be more fun and meaningful.

The success of learning new words is greatly influenced by attention students during learning. To increase students' attention, they are taught foreign languages in new ways, including through video. Even with video presentation, students will show a more positive attitude towards foreign language learning. In addition to technique, it is also important for the teacher to determine the type of video to choose for learning. Video classification for help teachers select them for foreign language learning.

First, videos courses, which is a video that covers all exercises and problems education. Teachers must follow the structure of the educational processes offered by the creator of the video. Second, video films, namely videos that offer the process of mastering language through the speaking culture of native speakers direct. In addition, this type of video can affect students' emotions so that its use requires special attention.

The third type of video is video other information such as program videos, video clips, video fragments, or video scenes which only takes certain scenes or clips. Included in the type of video this is an explanation of the sequence of events, places, operations, events, or even videos without the presence of humans or animals for the purpose of discussion or illustrates a phenomenon or idea.

6. The Way Video Promotes Learning

Television and video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and one that will, over time, hamper or displace academic achievement. However, recent studies support the theory that viewing is instead an active process, one which can be an ongoing and highly interconnected process of monitoring and comprehending and a complex, cognitive activity that develops and matures with the child's development to promote learning. This study explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: "well-designed multimedia instructional messages can promote active cognitive

processing in students, even when learners seem to be behaviorally inactive”.

The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television. Other aspects of video that have been demonstrated to engage students in active learning are its address to 4 multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers.

7. YouTube

Social media is one of the essential teaching tools for share information with students¹⁸. One of social media is YouTube. 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 tool¹⁹. 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

¹⁸ Green & Hope, “*Promoting clinical competence using social media*,” 2010.

¹⁹ 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.

time-intensive, 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.

Utilization of YouTube as an alternative learning resource, students be able to increase their collaborative abilities as well as their ability to integrate technology into educational programs. YouTube can be used to encourage active learning and give a lot of knowledge more than expected their ability²⁰. YouTube has the potential to be a source of learning and educational media that needs of the digital generation. YouTube also can increase students interest and support learning style digital generation. YouTube also provides an opportunity to learn about new technologies that will be useful once students graduate²¹. In addition, YouTube provides hundreds of thousands of videos on a variety of topics that can be used in the classroom. YouTube will also be a video library with a large number of free videos for learners to encourage them to become independent learners.

8. 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 acquisition²². The first is learner

²⁰ Sharoff, Leighsa (2011). Integrating YouTube into the Nursing Curriculum. Retrieved oktober 20, 201. *The Online Journal of Issues in Nursing*.

²¹ Burke, S.C., Snyder, S., Rager, R.C. 2009. An Assessment of Faculty Usage of Youtube as a Teaching Resource. *The Internet Journal of Allied Health Sciences and Practice*. Vol. 7 No. 1, available online at <http://jahsp.nova.edu>

²² Little, D, "Learner autonomy: Why foreign language should occupy a central role in the curriculum. S. Green (Ed), *New perspective on*

involvement, such as participating learners to share responsibility 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 should²³. 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 learning²⁴. 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

teaching and learning modern languages, (Clevedon: Multilingual Matters, 2000), 24-45.

²³ 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.

²⁴ Benson, P. *Teaching and researching autonomy, Second edition*, (London: Pearson Education, 2011).

content that considers what learners wish to and ought to learn. These three levels of government are mutually beneficial. Effective 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.

9. Autonomous Learning Strategy

An autonomous learning method is divided into three methods; psychological feature method, metacognitive method, and social mediation method²⁵. 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' tasks²⁶. A metacognitive method is the most dominant strategy to use in numerous researches on the autonomous learning method. Teaching reading skills divided into twelve ways²⁷. The primary is reviewing and connecting the learned materials. The second is being attentive.

²⁵ O'Malley, et al., *Learning Strategies in Second Language Acquisition* (Cambridge, U.K: Cambridge University Press, 1990)

²⁶ 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.

²⁷ Sariçoban, A, "Metacognitive Strategies, and Learner Autonomy in EFL Reading. *Modern Journal of Language Teaching Methods*. Vol.2 No.2 (2012), 45-68.

The third is directed attention. Fourth is chosen 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.

10. Autonomous Learners

Based on Ellis and Sinclair, there are three factors to help students fully control their learning²⁸. 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 learners²⁹. 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.

²⁸ Ellis, R. *Task-based language learning and teaching*. Oxford, (UK: Oxford University Press, 2003).

²⁹ 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)

11. 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 process³⁰.

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 methods³¹. 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

³⁰ Amy M.Johnson, et al., "Challenges and solutions when using technologies in the classroom."

³¹ 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.

management of their learning but also further than the end of the lesson³².

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 time³³.

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 shown³⁴, 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 video³⁵. 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 friends³⁶. There is a

³² Chan Yuen Foo - Gurnam K. S, "Investigating Learning Challenges faced by Students in Higher Education," 2015.

³³ Trier J.Cool, "Engagements using YouTube, part 1". *J of Adult Lit.* 2007; 50: 408-412.

³⁴ 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.

³⁵ Sharoff, L. "Integrating YouTube into the nursing curriculum. OJIN: The online journal of Issues in Nursing", 2011) 26 (3).

³⁶ 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.

difference between a slow learner and typical student. The slow learner has difficulty applying the new concept or real situations³⁷. 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.

12. The Advantages and Disadvantages of videos for Learning

Some advantages of the internet currently it is a network platform where users can fully use various application with an internet browser, the user is the owner of the content and has control full, encouraging users to be creative, interactive and easy to use and has social network function.³⁸ The Advantages of videos from Youtube in learning include, the first is potential, namely Youtube is the most popular site in Indonesia today's internet world that is able to provide edit value to education or education. The second is practical, namely Youtube is easy to use and can be followed by everyone, including students and teachers.

The third is informative, i.e. Youtube provides information about developments in education, technology, culture, etc. The fourth is interactive, namely Youtube facilitates us to discuss or do a question and answer even review a video learning. The fifth is shareable i.e. Youtube has HTML facilities, Embed code learning videos that can be shared on social networks such as instagram, whatsapp, facebook, twitter and also blogs or websites. The last is economical, namely Youtube is free for all people.

The disadvantages of videos from Youtube in learning include, the first is network connection, because the school has not

³⁷ Shaw, S.R, “*Rescuing students from the slow learner trap. Principal leadership*”, 2010, 10(6). 12-16

³⁸ Duffy, P. “Engaging the Youtube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning.” *The Electronic Journal of e-Learning* Volume 6 Issue 2, pp 119 - 130, available online at www.ejel.org

installed wifi thus causing the video on Youtube can not be watched by streaming. The second is instant attitude, the process of searching for data or information on Youtube seems easy so that if it is not controlled or encouraged it will create an instant attitude both for students and for teachers. The third is time, sometimes the duration of the viewing time (learning process) not in accordance with the number of lesson hours, this can result in a hasty learning process.

The fourth is quality of content and videos, not all religious videos on Youtube have good quality when uploaded by the user. The selection process, manufacture greatly affects the quality both of them. The last is source search process, the number of videos contained in the site Youtube is very much but not all videos match material, by the Youtube application and other social media applications you will make it easy to obtain information and also build social network will be very easy.³⁹

13. Motivation and Affective Learning

One of the greatest strengths of video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, video can have a strong positive effect on both motivation and affective learning. Not only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place.

Three theories that explain how learning may occur via well-selected video, based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information. Arousal Theory deals with how communication messages evoke varying degrees of generalized emotional arousal and how concomitant behavior can be affected while a person is in this state. Short-Term Gratification Theory deals with affective and

³⁹ Shiefti Dyah Alyusi, *Media Sosial (Interaksi, Identitas dan Modal Sosial)*, (Jakarta : Prenadamedia Group, 2016), h. Vii

motivational components such as enthusiasm, perseverance and concentration.

Finally, Interest Stimulation Theory posits that entertainment promotes learning and creativity by sparking a student's interest in and imagination about a topic. The visual messages of multimedia are processed in a different part of the brain than that which processes textual and linguistic learning, and the limbic system responds to these pictures by triggering instinct, emotion and impulse. Memory is, in turn, strongly influenced by emotion, with the result that educational video has a powerful ability to relay experience and influence cognitive learning.

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 classroom⁴⁰. 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

⁴⁰ 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.

preparatory year during reading activities⁴¹. 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 a source of online material that can assume a vital role in the learning and teaching process⁴². 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 educators⁴³. 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 lesson⁴⁴. The finding in this study showed that some learner success in autonomy means that

⁴¹ 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.

⁴² 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.

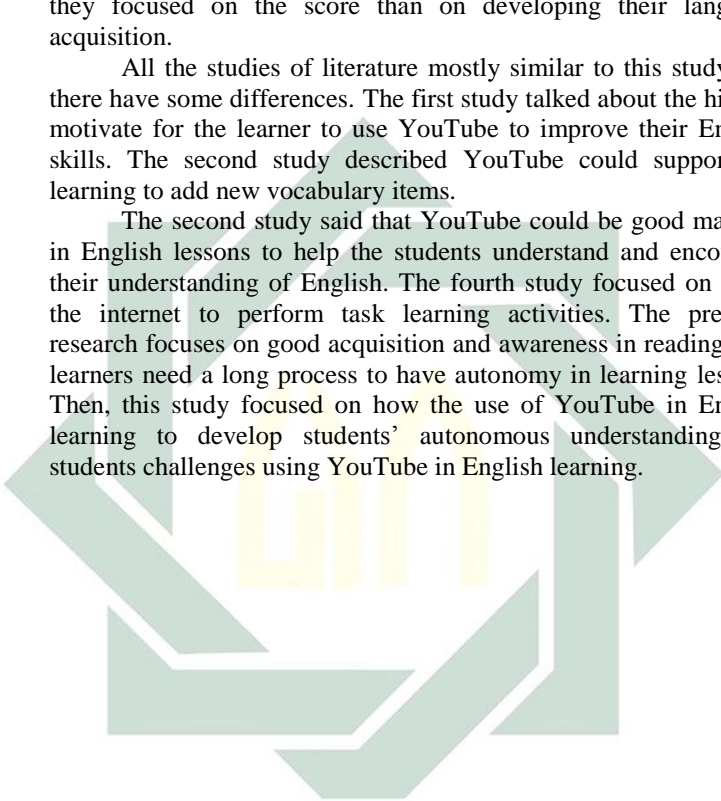
⁴³ Langgeng Budianto, "Promoting Students autonomous learning through ICT based learning in ICP: A case study," 2014 Vol 9, No.2.

⁴⁴ Agus Sholeh, Dwi Fita H. "Promoting Autonomous Learning in Reading Class."

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 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 informant⁴⁵. 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 something⁴⁶. The research setting is a place where there are elements of actors,

⁴⁵ Creswell - John, *Research Design: Qualitative and Quantitative Approaches*, (London: SAGE Publications, 1994).

⁴⁶ Sugiyono, *Metode Penelitian Kombinasi (Mix methods)* (Bandung; Alfabeta, (2015).

places, and activities that can observe⁴⁷. 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 something⁴⁸. 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.

⁴⁷ Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, (2003).

⁴⁸ Polkinghorne, D. E, "Language and Meaning: Data collection in qualitative research." *Journal of counseling psychology*, 2005, 52, 137-145.

2. Sources of Data

Source of data is a place where found the data through a method, such as human, or documents⁴⁹. The data sources in this research are from students and teachers in Junior High 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 needed⁵⁰. 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 participants⁵¹. 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.

⁴⁹ Sutopo. *Metodologi Penelitian Kualitatif* (Surakarta: UNS, 2006).

⁵⁰ Meleong - Lexy J, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya Offset, 2007).

⁵¹ Syed Muhammad Sajjad Kabir, *Methods of data collection* (Curtin University, 2016).

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 collection technique if the researcher wants to find problems that need to be investigated and know things in more detail from the respondent⁵². 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, documents⁵³. 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

⁵² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2010).

⁵³ Meleong - Lexy J, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2007).

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 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 explanation⁵⁴. Validity refers to the degree of suitability between the explanations of the phenomena and the realities⁵⁵. 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 respondents⁵⁶. 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.

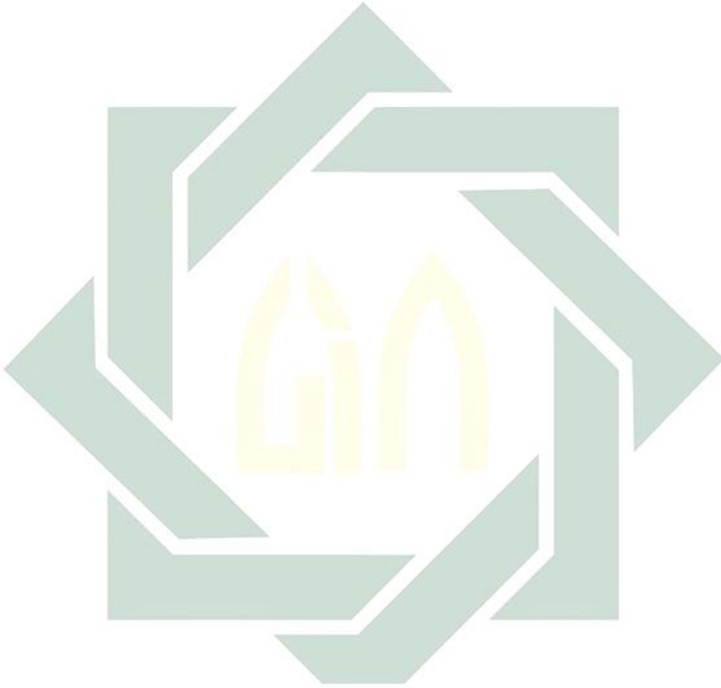
The second is using references; it means that to support the data obtained in a field such as an interview need to be supported by audio recording or the picture about situation need to be supported by photos. The third is analyzing negative issues; it means that the

⁵⁴ Afzal Muhammad T, "Reliability and validity of qualitative and operational research paradigm". *Pakistan Journal research of statistics and operation research*, 2008.

⁵⁵ McMillan, J. H - Schumacher, S, *Research in education: Evidence-based inquiry*. (New York. Pearson Education, Inc, 2006).

⁵⁶ Creswell, John. W. *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*, (Yogyakarta: Pustaka Pelajar, (2009)

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.



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 4th August – 20th 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

"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. Based on students answer above, there are reason students feel easy to undertand the material because they feel videos from YouTube provide many sources so it make easier for them to get the informations. In addition, students can understand about pronunciation from content creator or native speaker on YouTube videos that have been watched.

Then, in this topic also show the students learn by themselves at home using YouTube as a learning media in English learning. In here, students have two strategies to find material they need from YouTube. The first is writing topic or English learning materials and the second is finding with some keywords. Students get topic from their teacher. Teacher give students one topic and then students have to search material on YouTube by them. So, each student will receive different knowledge based on YouTube videos that have been watched.

For the keywords, students write keywords based on their own thinking. For example teacher give topic about greeting, student 1 search on YouTube and the write the keywords on YouTube search “expression of greeting” and student 2 search on YouTube with the key “greeting in English”. So student 1 and student 2 will get different information. In addition, students jobs which are they have to find information about how the expression of greeting and also how to response also understand about the meaning although with different keywords.

There are view of the statement from student 2 (S2), student 3 (S3), students 4 (S4), students 5 (S5), students 6 (S6), they stated

“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 keywords”.

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. The effort of student to understand the videos that have been found is repeat and watch the video until they understand with the material in a video, so when students still feel difficult to understand video on YouTube, they will ask to the teacher

about material that has not been understood based on the videos on YouTube. There are views of the statement from student 1 (S1), student 3 (S3), student (S4), they stated

“I will understand the content of video from YouTube that I found”.

In addition, there is view of the statement from student 5 (S5), stated that

“I repeat until I understand the content of material”

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

“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 the classroom discussion 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.

So after students get information based on YouTube videos they have watched at home, students make a group with the purpose sharing information that they get while watching YouTube videos. In each group there are six students, so in a classroom there are five groups. For the form of groups is arranged by the teacher when in a class. Before conducting the discussion, teacher asked the students first about the information they had watched at home, such as what is the meaning of greeting.

Then, after make a groups there are some students who did have difficulty because they had difficult to understand the videos on YouTube, so some students got a little information based on the videos they had watched. After the discussion session has been carried out, students complete the information they do not know about each other and write in their book. When students in a group still confuse about some informations, they ask to the teacher after discussion session. 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.

b. Discuss among students

In the teaching-learning process in the classroom, students are expected to be the main characters to be active in the classroom. Teacher also expected to teach using a variety of methods, which is a discussion method. In this case, students are expected to be able to be active in groups and in-class also can improve students' communication skills. Moreover, no less important is material for discussion. In this context is YouTube as a 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 participant, he accepted that's why YouTube allows students to discuss, he stated

“yes, students can discuss each other in groups and also present in front of the class, they can share an opinion or adding information, so 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, and it can be as a material for discussion in the group or class”.

From the answer, it can be concluded that by using YouTube students more active and can develop their knowledge about English, such as they can get new knowledge from their friends or teacher in class. Also, this method can give a positive effect for students, which are they can learn about responsibility, respect each other, and investigate much knowledge by YouTube.

c. Students attitude in the classroom

Learning attitude is the one of factors that influences the learning process and affects the learning outcomes to be obtained by students. In this case, the students' attitude in the learning process certainly different. Some students have a high enthusiasm for learning and motivation, in other hand some who still need teachers to understand the material. In this aspect, there is a view of the statement from the participant, he accepted that's how students attitude in a class, he stated

“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”.

From the answer, it can be concluded that by using YouTube not all the students have the same level of understanding. Besides, YouTube can facilitate the student to learn by them but they also 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 tool⁵⁷. Through the interview and reflecting on the theory, this study showed that YouTube is one of the social media that is useful in academics and can help the students understand the material. It is provided by following the teacher's statement,

⁵⁷ 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.

"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 have⁵⁸. 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 learn⁵⁹. 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

⁵⁸ 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).

⁵⁹ Ellis R, *Task-based language learning and teaching*. Oxford, (UK: Oxford University Press, 2003).

about their learning or material such as make a lesson 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.

b. Students attitude in the classroom

The event of autonomy in the acquisition is ruled by 3 basic pedagogic principles and the principles that teachers must have⁶⁰. 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.⁶¹. 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

"yes, 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

⁶⁰ 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).

⁶¹ Ellis R, *Task-based language learning and teaching*. Oxford, (UK: Oxford University Press, 2003).

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 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 shown⁶². Through the interview and reflecting on the

⁶² 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.

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 information. The one way for easy to find is focusing on the username that uploaded the video⁶³. 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 students⁶⁴. Through the interview and reflecting on the theory, this study showed that connectivity still makes a

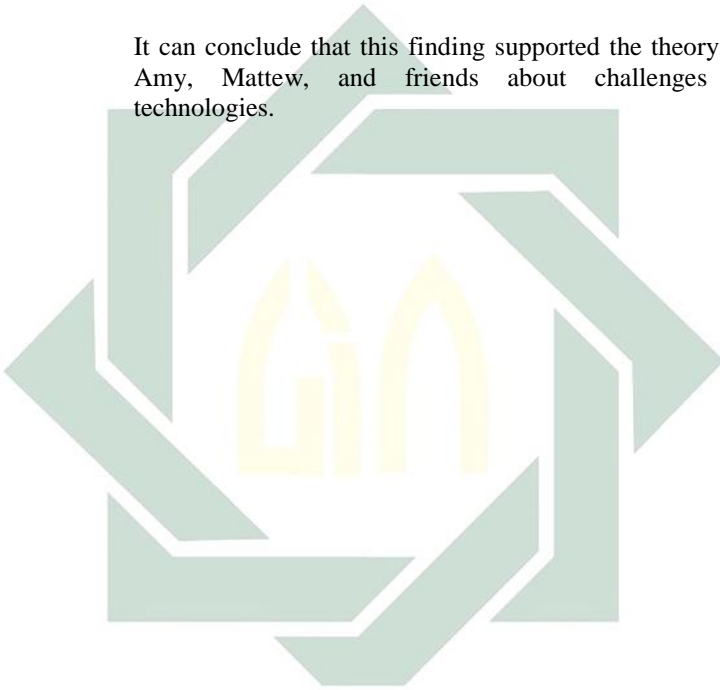
⁶³ Sharoff, L, *Integrating YouTube into the nursing curriculum. OJIN: The online journal of Issues in Nursing*, 2011. 26 (3)

⁶⁴ Amy M. Johnson, et., al, *Challenges, and solutions when using technologies in the classroom*

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, Matthew, and friends about challenges using technologies.



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 YouTube⁶⁵. 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.

⁶⁵ 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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