

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about perception, YouTube as learning media, English language in education, independent learning, and previous studies.

A. Perception

Perception plays an important role in learning process. Etymologically, the word of perception comes from Latin "*Percipere, Perceptio, Percipio*" with the meaning is the action of organizing, recognizing, and interesting sensory information to give an idea and an understanding toward something. In addition, Robbins (2001:166) stated, "Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment". Meanwhile, Kumar (2010) viewed based on philosophical, psychological, and cognitive perspective that perception is the process of achieving awareness and understanding of sensory information. He also stated that the definition of perception refers to the process of selecting, organizing, and interpreting the stimuli from someone about something to others someone who need it. Based on the theory above, it can be concluded that perception is what the people perceive, believe, and think about something from the stimuli.

According to Qiong (2017:18), there are three stages of the perception process, as follow:

1. Selection

Selection is the first stages of the perception process. This stage, we will convert the stimuli from the environment become meaningful experience. In the other side, the meaning of the word “selection” continues with the idea that in every day we find various information but we cannot perceive all the various information, because it can make us disorder and overload. We perceive only part of the information from the environment whom we need.

2. Organization

The second stage of the perception process is organization. After selecting information from the environment, we need to organize it in some ways to find the meaningful experience. The organization process puts things or people in some categories such as accordance from the shape, color, size, etc. For instance, when you are asked about what is human? maybe you will perceive based on their skin color, while the others also can perceive based on their nationality, and so on.

Furthermore, there are two characteristics in, the first organization process is give human structure. It means that we put raw stimuli from environment into structured meaningful experience. Second, the process showed that human perception has stability. After select the stimuli and put them into categories, the selected stimuli become more durable.

3. Interpretation

The last stage is interpretation. It refers to the process of attaching meaning to the selected stimuli. However, every people may give a different behavior among the countries such as: it has become a habit in some western countries such as United States, Germany, and Britain to celebrate it, while it was different in some eastern such as Indonesia, Malaysia, and Iran who chose not to celebrate it. The different interpretations arise because cultural barriers in where they live. The cultural can affect someone to interpret and evaluate what they get from the environment especially for outside the world.

Because of this, we will find two results from the stimuli. First, people will attribute their cultural and their past experience or knowledge, so they get the same perception. However, there are also people attributing their cultures with the other cultures, so they get the new perceptions. Hence, Beamer (2006) stated that if we don't share a common experience, there is a big chance we will assign the incorrect to the signal.

Furthermore, there are two dimensions of perception. The first is the physical dimension of perception. The mechanism of people's perception in general is same, we have sensory organs such as eyes, ears, and nose that allows us to experience our environment. These sensory organs receive stimuli that centers on nervous sensory to the brain which create structure and stability, so it gives meaning. The physical dimension was to be the first phase and provide little help to increase the Intercultural Communication

(IC). The main function of the physical dimension of perception is about the conversion of stimuli become a meaningful form and affect people's acquisition of information or knowledge from outside the world. It includes not only characteristics of stimuli and functions of human sensory organs, but also the transmissions of stimuli toward nervous system to brains. Actually, this dimension causes a little difficulty in IC because every people have different physical. However, when it compared with psychological, the situation can be on a line. Namely, no matter what skin color, identity, culture we are from, and what language we speak. We have the same five sense that make us able to sense the world.

The second dimension is the psychological dimension of perception. When IC to be focused, so this dimension become more significant. In this dimension, people take out not only a perception based on the response from their physical, but also relate it with some aspects such as belief, personality, value, need, interest, etc. Therefore, in this dimension the stimuli is acquired by physical will be produced deeply with connect in certain aspects. Thus, people will get a perfect perception from themselves.

B. YouTube as Learning Media

Etymologically, the word of technology comes from Yunani "technologia". The word of *techno* means skills and the word of "*logia*" means knowledge. Thus, technology is the implementation of science to the purpose of practice in human life. Meanwhile, according to Harris, Al - Bataineh, and Al - Bataineh (2016:373) stated that technology is a tool that might be used

frequently by students or adults in outside the classroom, but bringing technology into the classroom can allow students and teachers change their learning style before to be more interesting. Based on the definition above we can conclude that technology is a tool developed from science with the aim of producing and increasing skills in human effectiveness to do something.

Generally, the development of technology closes to the relationship of globalization era. Ahmad (2012:138) stated that we are in the technology era today, the advancement of technology has provided many resources of what human had before. The rapid development of information technology in globalization affected all sectors of life education is one of them. Education sector becomes one of the things, it requires to continually adjust the development of technology to improve the quality of education especially in the teaching and learning process. Hence, the globalization had a role in renewal for teaching learning process from conventional (face to face meeting) to the more open direction of learning. As a consequence, future education is enabled will be more flexible, open, and can be accessed to anyone in everywhere. Because of this, future education will be depended by an information network that allow interaction and collaboration rather than a school or university building oriented.

As discussed in previous chapter, the advancement of science and information technology was changing perspectives and lifestyle to the generation today for doing their activity. Actually, in this research we emphasized to the education word especially in learning process. Generally, the

school was a cultural afforestation and reflected its values. However, it cannot be denied that the development of technology can make renewal in education without change the main basic from its education system. Furthermore, the development of technology in education are marked by some applications and sites that students can use for learning both in school or outside the school. One result of technological development is Internet. The emergence of the internet is increasingly developing the wings of technology to produce something more valuable to human life. Therefore, one of the apps or sites generated in technological and internet development for education field is YouTube.

YouTube was a platform built in February 2005. After a year later, this platform was brought by Google inc and operated as a subsidiary of google until now. Seen in terms of usefulness, YouTube was a video sharing platform where users can upload, watch, share and download video clips. However, many people use YouTube for entertainment. Meanwhile the others use it as a site or media where they can learn something new. In education, YouTube does not always relate with the lesson, but the existence began to be taken especially by some students of a foreign language (English). YouTube provides an access to users for watching an authentication videos in using English around the world. Due to the lack of YouTube in school, the research is more focused on independent learning where the researchers was finding many students in English department of IAIN Tulungagung utilizing this platform for increase theirs understanding toward English.

According to Ghasemi, Hashemi, and Bardine (2011:64) stated that there are two types of videos for learning foreign language toward YouTube. The first types of video are created by language teachers who explain about certain grammar point or some types of lesson in language. Meanwhile the second video is created by native speakers of language you are trying to learn. You can find some vlog videos, entertainment, drama, song etc. using the language who you learn. Furthermore, by using the videos enabled learner fun to watch, it means they did not feel like “learning” or “doing work”.

Besides divided the video into two types. Ghasemi, Hashemi, and Bardine (2011:66) categorized some videos on YouTube, such as:

1. Autos and Vehicles
2. Comedy
3. Education
4. Entertainment
5. Film and Animation
6. Gaming
7. How-to and Style
8. Music
9. News and Politics
10. Non-profit and Activism
11. People and vlog
12. Pet and animal
13. Science and Technology

14. Sports

15. Travel and Event

From the categories may show to language learners that YouTube offers the authenticity of languages for example as authentic videos from people who use English in daily life. Therefore, video on YouTube can be used by the student to their learning for various lesson such as vocabulary, accents, pronunciations, so on.

According to Anderson (2006) in his article summarized that top three favorable websites for university students are Myspace, Facebook, and YouTube (para.1). In addition, Tutiasri, Laminto, and Nazri (2020) stated as cited by Riyanto (2019) on survey from We Are Social at Katada.co.id that YouTube as Social Media in Indonesia since 2019 occupied as the first rank of the users with 88% percentage of 150 million social media. In other side, Chadha (2017:1) also added as cited from JakPat that most popular type of channel the educational than entertainment. Because of this, YouTube is often used as learning media to get wide range information.

C. English Language in Education

Language is the central of education. Language is the primary medium of communication between students and teachers also between students and textbook. According to Delahunty and Garvey (2010:7) stated that “language is the means by which educational content is communicated; it is an object of study; it is an object of beliefs that are important in education; it is a key element of students’ identities; it poses potential problems in education, largely because

of the beliefs we have about it, and it is a valuable resource for those who know how to make use of it". Furthermore, talking about textbook, language also play a role as an object of education.

Language is the basis of the material which start consist of words become sentences, then paragraph, and pages to explain certain material. Therefore, it means good language skills affect the level of integration of people in understanding the material they get. However before continuing, in this research we talk about English language. The students who learn English are under double burden because English is simultaneously an educational object and advice for them.

English in terms of its position is categorized into 3 types namely English as First Language (Native Speaker), English as Second Language (ESL), and English as Foreign Language (EFL), as follows:

1. English as First Language (Native Speakers)

It showed that English is used as the tool of communication and as the official language of certain countries. The countries who used English as native speakers for instance US, UK, Australia, and some areas of Canada.

2. English as Second Language (ESL)

It showed that English is learnt and used widely as daily language. It means that some countries use ESL as daily language. It means that some countries use ESL a side from the official language of the country. Some

countries who use English as ESL are Singapore, Malaysia, and some countries of Afrika.

3. English as Foreign Language (EFL)

It showed that English is learnt in schools, universities, even some English courses. However, English did not use widely for daily life but enough get some attention for some purposes. Some countries who use English as EFL are Thailand, Japan, and Indonesia.

As previously explanation that based on the position, English is distinguished into 3 kinds. However, as the development of globalization era makes English language close to human life. Therefore, it is not wonder if almost some countries around the world emphasize the learning of English and relate it to daily life such as school activities, work entry requirements, the requirements of graduating in English major, and so on. It is done to increase one's integrity and prepare to the future era.

Indonesia is one of the countries who studied English. According to Lauder (2008 :10) stated that after Indonesia's victory over the Japanese and the Dutch, starting in 1995s the government began to turn their attention to social and cultural matters including education sectors. Indonesia decided to make English as the first foreign language to be learned. He also added in his research that its decision was also take by some newly independent countries. It is just different in usage. Indonesia did not a British colony, thus they did not make English as the main or second language. However, Indonesia still learn English as its position on the international language.

As the explanation in previous paragraph, spaciouly English is approved to be the important thing in Indonesia. The strongest reason is because the status of English as global language. Crystal (2003:3) claimed “a language achieves a genuinely global status when it develops a special role that is recognized in every country”. Its status as global language is also supported by the using widely in some sectors such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Lauder, 2008:12). Actually, it was difficult to find documents or resources regarding the development of English in Indonesia.

As mentioned before, in simple ways we can see the influence of English for some sectors, as follows; the first is in economy and business sectors. The position of USA as the first holders of economic in the world is attracting global business attention. In addition, the country makes English as the main language for daily life. It attracted the attention of other countries to use it for creating cooperation and talking good communication. Besides, the simple example in Indonesia we can feel many businesses such as cafeteria or restaurant use English as the name of menu to sway the price. It showed us the influences of English in economy and business sector accordance to the development era. The second is in the international relations sectors. Because of the status is a global language, English become one of the official languages in United nations and other key international bodies. We can image that the diplomacy learning many languages around the world, however if the situation

is impossible to learn a language from the certain country. English may be used as a lingua franca. The third is education sectors, in the recent era many found the scientific papers is published in English. It is not only in English major, but also general major such as management, information technology and humanities. The use of English supports the availability of information related to the research problem. It means that the source does not only come from domestic researches, but also overseas research. In Indonesia, English has become a compulsory subject for junior high school until college level. Therefore, it is impossible someone did not learn anything from English lesson that they got. Furthermore, English is also taught widely as a foreign language for people intending either further study abroad or as a work requirement.

We have looked at the position of English and some the influences on certain sectors. It shows the strength of English in the development era as international language is used for many countries around the world. Although there is not specific regulation that discusses about learning English in depth. It has become the awareness of students to learn it as the first foreign language that is set to be learned. Hence, we can realize the important of the language. Furthermore, for students who take English as the major will be more responsibility in learning so they may share the knowledge to the next generations.

1. Language components and language skills

According to Husain (2015:1) stated, "language is essentially a skill.

It is not a content - based subject like - science, social studies, commerce,

mathematics, etc., which aim is to imparting information and fill the human mind with knowledge”. In addition, he also states that language may be called an ability to do something well. Therefore, Chitra and

Thiagarajan (2001:94) stated, “students need practice in the specialized skills that determine communicative competence”. It means students who overwhelm many skills will increase their communicative competence in the target language.

Brown (2000:244) stated that there are four skills in English language teaching, they are listening, reading, speaking, and writing. Furthermore, these four types of skills are categorized into 2 parts namely productive skills and receptive skills. Husain (2015:3) stated, “speaking and writing is called productive skills because while using these skills a learner or user is not only active but also produce sounds in speaking and symbols (letter, etc.) in writing, on the other hand, listening and reading are considered receptive skills because a learner is generally passive and receive information”.

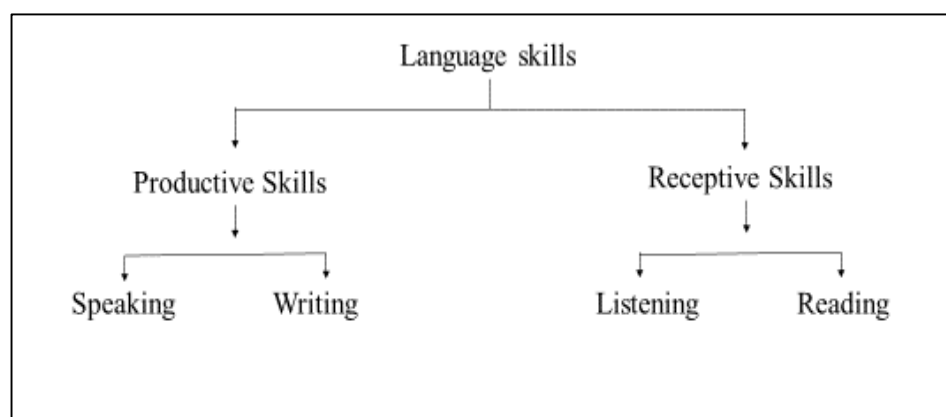


Figure 3.1 Types and classification of language skills.

a. Listening skill

Listening is a receptive skill. Kurniasih (2011:73) stated in his research that listening is called as the first skill from four language skills to master in order to be proficient in a language. In this regard, listening is intended as the first stage to achieve the perfection of language skills. Smith (1975:98-99) stated that listening skill is a creative skill for learning language, by listening skill people can get many information, then trying to understanding and imitating the words or sentences, this section refers to the listening skill helping people to improve speaking. He also added that a good listener will often speak more appropriately and more creatively than a bad listener and they will have more words by every word they say.

As mentioned in previous paragraph that listening skill become highly recommended and important skill (Jannah, 2015:11). However, listening a strange sound is a difficult thing. In addition, the basis of this skill uses and relates the function of the brain and the ears to capture and to understand the language information. This is quite natural because the sounds that they hear at least in the early stages is strange. In the same way like a child who is taught in the first language, they will not recognize the sound of words or sentences and they will feel strange but slowly they will imitate it. Therefore, more often we hear, more we can understand something (Suramto, 2019:98).

In education fields, Brown (2001:247) stated that listening is one of the main component in learning language. This is because students will be eventually listen more than speak in order to gain an understanding of a material being presented by each teacher. The teacher presents listening activities in EFL class as the opportunity for students to practice English toward listening, starting from introduce the materials, then the vocabulary presented in the text, and ending by question and answer activity, these activities doing repeatedly (Kurniasih, 2011:74). Thus, listening skill cannot be said as an instant or easily skill, so repetition is needed to make habits in order to achieve maximum results between listening and understanding the materials. It is supported by Oxford (1993:206) that listening is a complex problem solving skill and it is not only a perception of sound, but also a comprehension of the meaning. Furthermore, Rost (2002:177) stated that in general listening is meant as follows:

1. The process of accepting what the speaker is really saying (*receptive orientation*).
2. Constructing and representing meaning (*constructive orientation*).
3. Negotiating meaning with the speaker and responding (*collaborative orientation*).
4. Creating meaning through involvement, imagination, and empathy (*transformative orientation*).

Therefore, why listening is called as a highly recommended primary skill for study. Because of listening, people will learn to understand the language and get a lot of information. In addition, from listening people will have more storage of words, which will help them to relate it to another skills language. Besides, listening skill is also called as “the key to all affective communication” (Yusnida, Muslem, and Manan, 2017:441). They also added that without a good listening skill the message cannot be understand easily and the communication will break down. Thus, it is very important to learn and practice the listening skill for learning language.

b. Speaking skill

Speaking is known as a productive skill. Finnochiano and Brumfit (1983:400) stated that the definition of speaking means someone who give oral expression of thoughts, opinions or feelings in terms of talk or conversation. While Arifin (2017:16-17) stated that speaking is an activity involving two or more people, they are both the listener and the speaker. Furthermore, Putra (2017:38) stated “speaking skill is the ability to useful activity in which one person need to use and communicate each other”. Based on the explanation above, it is concluded that speaking skill is an ability to speak about something accurately and clearly, so the others can understand what the speaker say.

Obviously, if listening skill become the highly recommendation skill and the first stage of the other skills, while speaking skill become the main priority for many second language or foreign language learners (Richards, 2008:19). It is because the status of English as international language, so the foreign language learner has to able speaking English well. Therefore, a good speaker can communicate with other people, broaden information, convey the thoughts or the feelings, and make relationship with other people around the world. Thus, a learner can not only do listening skill (*receptive information*), but also do speaking skill (*produce information*).

Learning English is a process to conduct a meaning, by speaking someone can express ideas, thoughts, and feelings freely and spontaneously (Arifin, 2017:17). Hence, Guoqiang (2009) stated that to be a good speaker, the learner should be mastering all the components such as pronunciation, vocabulary, grammar, and comprehension. Furthermore, Nunan added in his research (1999), he divided those components into two aspects of speaking skill; accuracy (correct in vocabulary, grammar, and pronunciation) and fluency (to be able keep going when speaking spontaneously). Knowing at least some of those components will encourage the student to express and build a meaning that they want to convey. Although it seemed difficult for foreign language learner to make a sense structure. However, Brown and Yule (1983:4) stated that an English language speaker usually produced an

oral language with a simple structure than a written language. Therefore, an English language speaker could formulate a sentence that is simple and easy to understand without being afraid to the grammar of structure.

As mentioned before that speaking skill have function such as getting information, make relationship with others, produced an information, express an idea, etc. Continually, Pratiwi (2013:10) as cited in Brown and Yule (1933) stated that based on the function, there are 2 basic genres of speaking as follows; *Transactional function* (to convey information and facilitate of goods and services) and *Interpersonal / interactional function* (to make a good relation between 2 people or more). Therefore, the importance function of speaking skill makes this ability become one of the priority for second and foreign language learners. It also caused many language learners evaluate their successes in learning based on their increasing in the speaking skill (Nirmawati, 2015:8).

c. Reading Skill

Reading skill is receptive skill. Furthermore, there are some definitions of reading skill. First, Grabe and Stroller (2013:1) stated in their research that reading skill is an ability to draw a meaning from writing sources and interpret it appropriately. While, Ur (1996:138) stated, “reading skill is merely decoding-translating written symbols into corresponding sounds”. Moreover, according to McWorther (1986:90) claimed that reading skill is an ability to reader for

understanding word meaning, sentence meaning, paragraph meaning, and text meaning. Based on the definitions above, the researcher concluded that reading skill is a process interaction between the reader and the material start from observing, reading, understanding, and interpreting written words to finding a meaning.

Reading is basic life (Ismail, Syahrurah, and Basuki, 2017:126). It is supported by Ahmada (2020:14) in his research, he stated that reading skill is needed not only in the first native language, but also in the second or foreign language. A good reading skill will increase the ability to understanding the information that they got. However, although it looks easy, the process to be a good reading skill is not as simple as we imagined. As we know, reading is basic from the other skills. People need doing some process of reading. Putri, Octavialis, and Jadikin (2019:861) stated that the process of reading come from our vision to accept the written symbols, such as letters and punctuations, then understanding and distinguishing each other. Next, send them to the brain, so that all the symbols change into word, sentence, even paragraph. From the processed, people will know what is the mean of reading.

In education sector, reading skill is an important tool for academic success. Delgadillo, Hernandez, and Villatoro (2017) as cited in Carrel & Eisterhold (1983:553 - 569) stated that reading plays an important role in all areas of study (academic) because the learner can

get more level of knowledge by doing reading activity. As a simple example such as; someone will have trouble to answer questions if you cannot understand the questions well. Thus, the process of reading, understanding, and interpreting is an important thing for every people, which these process is included in a good reading skill. Therefore, with a good reading skill, the learner can be easier and faster to interpret certain information. Sari, Pratiwi, and Theriana (2018:1-2) stated that the higher level of a person's reading ability is expected to deepen the level of interpretation on a topic. They also added in his research that reading ability is as important as listening ability, without a good ability in reading and listening the job success inevitably will be lost. If on listening, people use more their ability to hear every sound, pronunciation, letter, until the structure of conversation or dialogue. While in reading, people will be start to use their ability to understand symbol by symbol, then word until paragraph. However, the function is still same that is to get information.

As a human being who interact and get information from anyone such as internet, book, even from other human. Therefore, the learner is required not only to read, but also to understand what they read. This can also be seen from the level of reading skill possessed by the learner. Ahmada (2020:14) stated in his research that more frequently and widely a learner use reading skill to practice will develop and build the knowledge that they had before (which was already in the brain or

previous knowledge). Thus, we can know that practice reading is very important to grow up the ability. In addition, Sadiku (2015:30) in his research also suggested for a learner, especially language learner, to spend at least half an hour a day to learning reading and understanding the writing and new vocabulary.

Look at the facts, there is no reason for mastering reading. The processes of reading serves to create an invisible layer meaning become visible and clearly. In addition, with good reading skills, people will be easier and deeper to interpret certain information. Therefore, Sadiku (2015:30) stated that through reading we learn a lot and it is the most prominent language skill.

Importantly, according to Patel and Praveen (2008:117-124) there are four types of reading, as follows:

1. Intensive reading is the reading process focuses on idiom and vocabulary taught by the teacher and the reading material.
2. Extensive reading is the reading process involves reading material for enjoyment and for develop general reading skill.
3. Aloud reading is the reading process by using loud voice and clear voice, for example: reading poetry and dialogue.
4. Silent reading is meant to train the students reading without their attention or though for comprehend the texts.

After having reading skill, the learner can develop their understanding and deep in their interpretation. Ricahrds and Scmidt

added that to enhance understanding and interpretation, the learners can learn to understand principal ideas, understanding the sequence, noticing specific details, making inferences, make comparisons and predictions both in second or foreign language instruction (as cited in Ismail, Syahrurah, and Basuki, 2017:128).

d. Writing Skill

Writing skill is productive skill. This statement also supported by Bram (1995:3) that writing skill is an ability for producing or reproducing written message. It means that writing skill is conveying information or ideas in new form or new structure such as simpler and clearer. It is an important thing for language learner mastering writing skill in which the purpose is to convey thoughts, feelings or emotions to others. Therefore, the main purpose of writing is not only to provided certain amount of information, but also to express thoughts, feelings, and experiences in specific goals. For many people, communicating in written words is easier than communicating in speaking.

As explained at the previous point that writing is like reading skill that is the ability to produce a language. However, reading is said to be easier than writing, it is because speaking has simple structure in oral language instead of writing skill in written language (Brown and Yule, 1983:4). Therefore, in academic field, writing skill is known as the most difficult to be mastered by second and foreign language learner. The difficulty is not only in formulating or conducting ideas,

but also in part translating into the readable sentence. However, actually the difficulty will be experienced only by people who have less quality in language skill especially in writing skill, because in writing we got a lot more time to think about what we want to say. Next, the writer can do revision in what the writer said. And the last after the document is regarded clear, the writer can publish it, so the other learners can know what they created.

Writing is a complex ability. It because writing involves linguistic competence and language competence. It means that writing is not only expressing an expression as communicative competence, but also combining with linguistic competence (Littlewood, 1981:3). Besides knowledge about vocabulary, grammar, syntax, etc. The writer should have good knowledge in capitalization, question mark, comma, etc. Therefore, if the learners have a good skill in writing, they will be able to present what they want to write clearly. In the other hand, the writing will also be helpful for other learners.

Besides language skills, there are language components that should be studied by language learners. Furthermore, Ur (1996:46) divided the language component into three points, as follows:

1. Phonology (sound system of the language).
2. Lexis (the words or phrases which express concepts).
3. The structure (the way words or bits of words are strung together to make acceptable sentences or phrases).

Nurrica (2019:51), Kurniasih (2008:92), Ur (1996:46) stated that language teachers define these as pronunciation, vocabulary, and grammar. In pronunciation, performing correct pronunciation is very important because it will determine success or failure of communication. When someone do wrong in understanding some sounds of pronunciation, it will make the listener misunderstand what he/ she says or the listeners will get confused. Therefore, pronunciation emphasized more on sound, pressure, and intonation in pronunciation (Nurrica, 2019:52). While in vocabulary, Laypeople stated that vocabulary is a group of words that have meanings and it is listed in dictionary (as cited in Kurniasih, 2008:93). And the last is grammar, according to Nurrica (2019:52) grammar deals with the rule or structure which words and sentences in conducting. Thus, grammar enables us to find a combination of several vocabulary forms whether to be acceptable or unacceptable, for examples: **a tall woman* compared with **a woman tall*, according to the rule of grammar the structure words and the sound in first sentences is correct than second sentences.

D. Independent Learning

Based on the terminology, another name from independent learning in education is 'learner independence', 'self-direction', and 'learner autonomy' (Masouleh and Jooneghani, 2012:836). While based on the definition, there are some experts stated about it. Naibaho (2019:145) stated that independent learning is part of cognitive learning theory which behavior, motivation, and aspects of learning environment affect the student learning achievement. In

addition, Benson (2006:26) added that independent learning refers to situations in which the learners do language learning without helping from teacher. From the statements above, the researcher concludes that independent learning is self-independent learning activity (outside the class) who do by the students in their own way, tool, and purposes to achieve an understanding in what they need.

The concept of self-learning has been around for the last 20 years and it affected for learner in the world. Learners who are accustomed to being able to learn independently will be seen from themselves to actively participate in their own learning. Automatically, it will increase motivation, seriousness, and success in achieving learning goals (Naibaho, 2019:145). Therefore, it is because the learner totally controls all the learning process for themselves.

Continually, Benson and Voller (1997:1) divided the meaning of independent learning into five categories, such as : *situations* (means the learner totally study based on their own), *a set of skill* (means the learner can be learned and applied the skill in self-directed learning), *an inborn capacity* (means that independent learning is emphasized by school or during to be a learner), and *the right of learner* (means that the learner have option to get knowledge by their own self outside the class).

Actually, there are some ways and tools for doing independent learning, for instance: reading book, join courses, using applications, so on. However, in this research, the researcher discusses about the perception in independent learning using YouTube. It supported by Watkins and Wilkins (2011:114), they

stated combination between the definition of independent learning with the using of YouTube, as follow:

1. The learner may choose to view a YouTube videos in English according to their own time.
2. The learner can evaluate and increase their understanding to the knowledge that they have before.
3. The learner may have self-awareness to see or try the pronunciation and the conversation skills of the videos they watch.
4. The learner can browse the million videos available on YouTube without help from others people.
5. The learner can connect with other country who use English as the first language (native speaker) and learn from it.

Therefore, YouTube remain a valid resource for learner in learning language relate with real life and topical content. Additionally, they can compare the different videos sites to get more deeply input.

E. Previous Studies

Previous studies are the result of research from previous researchers. Firstly, study conducted by Harlinda (2019) from the Department of Language Education, State Islamic Institute of Palangka Raya, Indonesia entitled “Students’ Perceptions in Using YouTube as Media for Learning English as a Foreign Language” which focused research on students’ perceptions in using YouTube as media of learning English as a foreign language for their autonomous learning. In addition, it is also focused on investigating students’

perceptions in using YouTube as media for improve their language skills and language components. The samples were taken 120 students from English education study program in 2nd, 4th, and 6th semester. This type of research is quantitative research which use instrument in the form of a questionnaire consisting of 40 question items and documentation consisting the results of the questionnaire answers and the score validity to make meaningful and precise interpretations. The results showed; a). 59.3% students agreed using YouTube video independently enhances the students' confidence to practice English, b). 55.0% students perceive in using YouTube is a good source for practicing listening skill.

The second study conducted by Sakkir, Dollah, and Ahmad (2020) from English Education Department, Universitas Negeri Makasar, Indonesia entitled "Students' Perceptions on the Use of YouTube in Learning English Process at English Education Department" which focused research on investigating the students' perceptions on the use of YouTube in learning English process at English Education Department. Next, the samples of this study were taken 76 first semester undergraduate students from faculty of Language and Literature, from English Education Department major, Universitas Negeri Makasar, Indonesia. The type of research is descriptive quantitative which use questionnaire consisted of two parts. The first included demographic information such as gender, age, levels of proficiency, etc. The second part consisted 20 questions using Likert-scale related with the topic. The results showed that YouTube may be a viable, innovative, and authentic teaching

resource. There were no students who states negative statement to the use of YouTube, 19 students (25%) were strongly positive who get score in interval 84-100, 53 students (69.74%) were positive category in interval 68-83, and 4 students (5.26%) were moderate in interval 52-67. The mean score of the students' perception is 78.43 which mean it is in a positive category according to the range of the students' perception score. In addition, the researcher concluded that YouTube is a good applicable media in teaching English for EFL students.

The third study conducted by Supendra and Amalia (2020) from Department of Curriculum and Educational Technology, Universitas Negeri Padang, Indonesia entitled "The Use of YouTube to Increase the Students' Autonomous Learning in the Online Learning Situation" which focused research on investigating the impact of YouTube as online resources on the students' autonomous online learning and their perceptions on the use of YouTube for online learning. The samples were taken 141 random undergraduate students in the faculty of Education, Universitas Negeri Padang, who have experienced the online learning independently. Next, the type of research is descriptive quantitative which use instrument in the form of questionnaire through google form with Likert-scale and short response-questions, then the data was analyzed with simple descriptive statistical analysis. The results, it was found that the students have positive and negative perceived. In initiative character, 37% of respondents claimed that they always use YouTube as one of alternative learning resources. Next, in character of self-

confidence (45%), take decision (51%), an adaptation (43%) claimed that they get these characters while learning from YouTube. However, for negative perceived, there are 5% of respondents confused on understanding the course materials from YouTube video, while 53% was quite seldom, and 29% of them had never confused of studying from videos. Furthermore, in second tables, it showed the obstacle factor that there are two primary causes. In 44% respondents claimed that the quality of internet network affected to the activities of studying from YouTube videos. In 41% respondents claimed that the lack of data credits also gave negative impact to their learning process. And the last, it is caused by self-generating factors such as need guidance from the lecturers, untrustworthy, so on.

In conducting this research, the researcher was inspired from all the previous research above, but in different ways entitled **“Students’ Perception Toward English Learning Videos on YouTube as Learning Media in English Education Department at State Islamic Institute of Tulungagung”**. The researcher focused on some points, the first is to described the students’ perception toward English learning videos on YouTube as learning media for their autonomous learning. The second is to described the students’ perception toward English learning videos on YouTube as learning media for improving their language skills and language components. In contrast to previous studies, the type of research is descriptive qualitative which use instrument in the form of a semi structured interview and documentation.