

CHAPTER IV

RESEARCH FINDING

This chapter deals with the report of the results of study. It consists of data presentation and research finding.

A. Data Presentation

In this data presentation, the researcher presented the results of the students' perceptions in using YouTube as learning media in English education department students at State Islamic Institute (IAIN) of Tulungagung. The data showed based on the result of survey questionnaire and interview along with the analyzing of document. The total number of respondents were 65 students in semester 1st, 3rd, 5th, and 7th, academic years 2018-2021. Furthermore, the respondents selected randomly using survey questionnaire. While for interview, the respondents chose based on certain criteria from the results of survey questionnaire.

Firstly, the researcher distributed questionnaire. It is divided into 3 sections, demographic information in, investigated the students' perceive about English learning videos on YouTube as learning media for independent learning and investigated the students' perceptions about English learning videos on YouTube for improve language skills and language components. While, the researcher also conducted semi structured interview. It consisted 10 questions for 4 respondents based on the results of questionnaires. They are named as S1, S2, S3, and S4.

This section showed the data obtained in this research were collected from questionnaire. By using questionnaire, the researcher wanted to know demographic information from the respondents and relating with the research information. It consisted 5 questions about gender, years of study, age, major, and faculty.

The total number of respondents were 65 students. It is divided into 59 females (90,8%) and 6 males (9,2%). Based on the years of study, there were 9 students in first semester (13,8%), 15 students in third and fifth semester (23,1%), and 26 students in seventh semester (40%). While based on the age, it was 16 students around 18-20 years old and 29 students around 21-23 years old. Last, all the respondents are students of English education department at State Islamic Institute of Tulungagung.

B. Research Finding

In this part, the researcher described the results of the research finding into two discussions. They are; 1). Students' perception toward English learning videos on YouTube as learning media for independent learning, and 2). Students' perception toward English learning videos on YouTube for increase language skills and language components. Furthermore, the data got based on the result of survey questionnaire and interview along with the analyzing of document. The explanations are presented in the descriptions below.

1. Students' perception toward English learning videos on YouTube as learning media for independent learning.

- a. The agreement of YouTube as alternative tool for independent learning.

In this question statement, all the respondents agree that English learning videos on YouTube became one of alternative tool for independent learning. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------------|------------------|----------------|
| Agree | 65 | 100% |
| Disagree | - | - |
| Total | 65 | 100 |

Table 4.1 The Agreement of YouTube as Alternative Tool for Independent Learning.

- b. The reason uses English learning videos on YouTube as learning media.

In this question statement, the students are questioned about what is their reason use English learning videos on YouTube for independent learning. The following table showed their reason.

| Options | Frequency | Percent |
|--|------------------|----------------|
| As combination media for entertainment and education. | 21 | 32,2% |
| To find other references of the material in the books. | 20 | 30,8% |
| To deepen acquisition of the material. | 11 | 16,9% |
| To know materials that has not been taught. | 10 | 15,4% |
| Others. | 3 | 4,7% |
| Total | 65 | 100% |

Table 4.2 The Main Reason Uses English Learning Videos on YouTube as Learning Media.

The result of questionnaire indicated that there were some various reasons who choose by the respondents. First, there are 21 (32,3%) respondents stated that they used English learning videos on

YouTube for independent learning ‘as combination media between entertainment and education’. Next, there are 20 (30,8%) respondents stated that their reason is ‘to find other references’. Furthermore, 11 (16,9%) respondents stated ‘to deepen acquisition of the material’. Next, 10 (15,4%) respondents stated ‘to know the materials that has not been taught’. Last, 3 (4,7%) respondents chose the ‘other’ option or they have their own reason.

The main votes showed that it related to the technological developments in the current era. All human activities are almost influenced by technology. Including students that almost every day they operate smartphone. The use of smartphone is closely related to communication, entertainment, and education media. It is strengthened with the result of interview. The students said:

“Karena hampir setiap hari saya memegang handphone, jadi yang saya lakukan adalah melihat YouTube untuk hiburan melepas penat dan sebagai edukasi juga. YouTube sangat menarik dan tidak cepat membuat bosan. (It was because almost every day I hold my smartphone. I watch YouTube for entertainment and education. YouTube is very interesting. In addition, it does not get bored quickly)”. (Data from Interview/S2/As combination media for entertainment and education).

In summary the respondents generally use English learning videos on YouTube ‘**as combination media between entertainment and education**’.

- c. The most course often uses English learning videos on YouTube for independent learning.

In the next question statement, the respondents have to choose the type of courses that they often use through English learning videos on YouTube. The respondents can choose more than one options. The result is explained below.

| Options | Frequency | Percent |
|--|------------------|----------------|
| Listening | 46 | 70,8% |
| Speaking | 38 | 58,5% |
| Reading | 13 | 20% |
| Writing | 6 | 9,2% |
| Academic course (such as: pronunciation, linguistic, syntax, morphology, etc.) | 39 | 60% |

Table 4.3 The Most Course is Used through English Learning Videos on YouTube for Independent Learning.

Based on the table above, listening course is chosen as the most frequently used by the respondents. Listening course is believed as suitable course to be improved by using English learning videos on YouTube. It got 46 (70,8%) votes from the respondents. Furthermore, the results showed that the most students use YouTube media is for learning listening. They listened song, talk show, movie, etc. through YouTube. This statement is proved with the result of interview below.

S1 said:

“Untuk meningkatkan mata kuliah listening, saya biasanya mendengarkan lagu-lagu berbahasa inggris. Kemudian saya menambahkan lagi dengan membuat inisiatif berlatih fill in the

blank, saya mengkosongi beberapa lirik dari sebuah lagu kemudian mendengarkannya beberapa kali untuk menjawabnya. Dengan begitu saya merasa tingkat kemampuan listening saya naik. (To improve language course, I usually listen English songs. I created initiative to practice fill in the blank task, I blanked out some of the lyrics of a song, next listen it in a few times to answer. Therefore, I felt my listening skill level has grown up)". (Data from Interview/S1/Listening Course).

In addition, learning listening using YouTube make them know the correct pronunciation about some words. S2 said:

"Saya memilih listening karena biasanya saya suka mendengarkan native speaker berbicara, dari situ saya akan tau cara pengucapan-pengucapan yang benar mengenai suatu kata atau kalimat". (I chose listening course because I liked listening what the native speakers speak, from there I will know the correct pronunciation of a word or sentence)". (Data from Interview/S2/Listening Course).

While in the second position is academic course. There are 39 (60%) votes from the respondents' answer. The respondents chose academic course because there are some content creators who explain academic courses in interest and simple ways. In addition, some creators usually explain formula structure of grammar in easy remembering, so it made students more understand, as stated by S1:

"... pada mata kuliah academic, saya biasanya mempelajari rumus-rumus yang diajarkan beberapa pembicara. Saya biasanya memperhatikan struktur rumus yang diberikan dan kemudian mencobanya". (... in academic course, I usually learn the formula structures of grammar then try it)". (Data from Interview/S1/Academic Course).

Next, it followed by speaking course by 38 (58,5%) votes, reading course by 13 (20%) votes, and 6 (9,2%) votes for writing courses. Therefore, based on the description above, it can be concluded

that the most course often use through English learning videos on YouTube for independent learning is **Listening course**.

- d. Time spent on English learning videos on YouTube for independent learning.

In this question statement, the respondents are questioned about how many time they spent on English learning videos for learning English independently. The result is explained in table below.

| Options | Frequency | Percent |
|---------------------------|-----------|--------------|
| If there is a duty | 30 | 46,2% |
| Rarely | 15 | 23,1% |
| Every day | 10 | 15,4% |
| Only at weekend | 9 | 13,8% |
| Never | 1 | 1,5% |
| Total | 65 | 100% |

Table 4.4 Time Spent on English learning Videos on YouTube for learning.

The result of questionnaire indicated that 30 or 46,2% of total participant using YouTube when they have a duty, followed by 15 (23,1%) respondents who use rarely, 10 (15,4%) respondents who use every day, 9 (13,8%) respondents who only use at weekend, and 1 (1,5%) respondents who never use.

Based on the description above, it can be concluded that they used English learning videos on YouTube **if there is a duty**. However, they also used it when they have desire to improve their skills.

- e. The type of YouTube categories who used by the respondent.

This question statement asked categories of YouTube who use by the respondents. They can choose more than one answer. The

complete result is explained in table below.

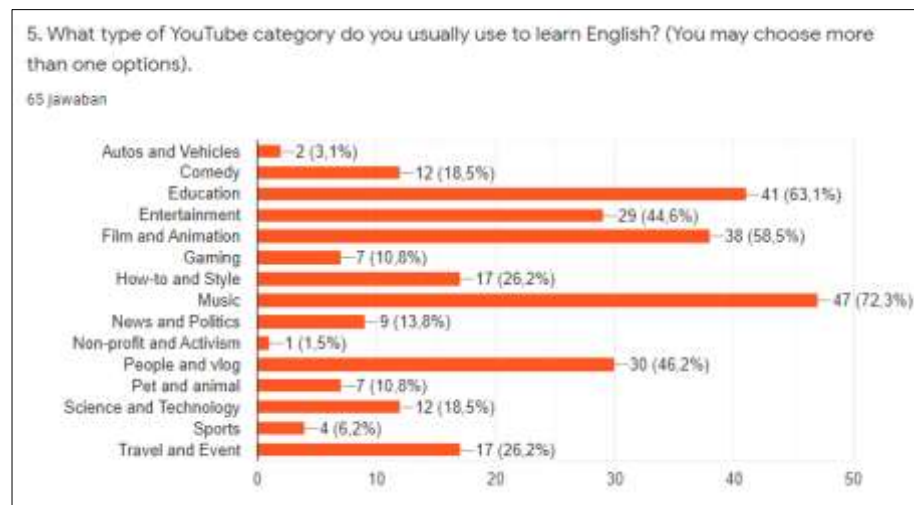


Figure 4.1 The diagram of YouTube Categories for Independent Learning.

Based on the result questionnaire above, it indicated that 47 (72,3%) votes use music as the main genre for independent learning. Music nuanced in English really helps students to understand English and expand their knowledge. Listening western music made students accustomed to receiving English sentences. They became familiar with the language. In addition, they found new vocabulary and pronunciation learning. It is supported by the result interview from S1 and S3. S1 said:

“Saya menyukai kategori music karena bisa membiasakan saya untuk mendengarkan kalimat-kalimat berbahasa inggris. (I liked music category because it can habituate to listen English sentences)”. (Data from Interview/S1/ YouTube Categories for Independent Learning/Music).

Another student said:

”Saya memilih genre-genre itu untuk menambah kosa kata dan pengetahuan mengenai pronunciation. (I chose those genres for increase vocabulary and pronunciation)”. (Data from Interview/S3/ YouTube Categories for Independent Learning/Music.).

The second place is education category with 41 (63,1%) votes. This category has the number votes almost occupied to the first position. It meant that many respondents also use it to improve their skills. Based on the interview result, it found that some speakers explained the material in simple ways. Therefore, the respondents will be easy to learn using YouTube as stated by S2 below:

“Karena genre tersebut sangat ringan dan mudah untuk dicerna. Saya suka melihat tontonan-tontonan yang menghibur dengan begitu akan mudah bagi saya menerima kalimat-kalimat yang mereka ucapkan. (It was because the genre is easy to understand. I liked watching entertaining videos, so it will be easier for me to receive what the speaker said)”. (Data from Interview/S1/YouTube Categories for Independent Learning/Education).

Next, it is followed by film and animation category in 38 (58,5%) votes. In the fourth place is people and vlog category with percentage range 30 (46,2%). Next, it is followed by entertainment category in 29 (44,6%) votes, how – to and style category and travel and event category in 17 (26,2%) votes, science and technology category and comedy category in 12 (18,5%) votes, news and politics category in 9 (13,8%) votes, gaming category and pet and animal category in 7 (10,8%) votes. Last, the third bottom categories are sport category in 4 (6,2%) votes, autos and vehicle in 2 (3,1%) votes, and non-profit & activism (1 or 1,5% respondents).

Based on the description above, it can be concluded that the main position usually use by the respondent is **music** and the lowest position

is **non-profit and activism**.

- f. The agreement of YouTube channel can affect someone's understanding of English.

In this question statement, there were 43 respondents agree while 22 respondents disagree. Some respondents stated that they have favorite channel while the others use YouTube channel randomly. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------|-----------|---------|
| Agree | 43 | 66,2% |
| Disagree | 22 | 33,8% |
| Total | 65 | 100% |

Table 4.5 The Agreement of YouTube Favorite Channel for Understanding of English.

Based on the result questionnaire above, it indicated 43 (66,2%) respondents agree that some YouTube channel can affect their understanding about English. YouTube provided videos from several experts that can be used by students. Students can choose what type or genre of videos they like to make it easier for them to receive the material that they need. It is strengthened with statement from Student

1. S1 stated:

“Linguamarina merupakan personal vlog dari native speaker yang mengajarkan dan berbagi tips mengenai vocabulary dan cara pengucapannya, video yang ia sajikan ditampilkan dengan menarik dan mudah dipahami. Channel tersebut cukup berpengaruh bagi saya karena dari channel tersebut vocabulary dan pronunciation saya bisa meningkat. Dan saya lebih percaya diri untuk menggunakan kosata-kosata tersebut. (Linguamarina is a personal vlog from native speaker who teach and share tips about vocabulary and how to pronounce. The videos are displayed interesting and easy to understand. The channel is quite influential for me because from it my vocabulary and

pronunciation can improve. In addition, I felt more confidence to use the vocabularies)". (Data from Interview/S1/The Agreement of YouTube Favorite Channel for Understanding of English/Agree).

Another student stated:

"Biasanya saya menggunakan Learn English with English class101.com untuk meningkatkan kemampuan mendengarkan, dan saya rasa channel tersebut sangat mempengaruhi kemampuan saya. Sedangkan untuk channel Language Center sangat membantu saya dalam pemahaman grammar, dan darinya saya belajar cara presentasi yang baik. (I usually use Learn English with English Class101.com channel to increase my listening skill. I felt this channel affected my listening skill. While, Language Center channel helped me to understanding grammar. In addition, from this channel I learn how to be a good presenter)". (Data from Interview/S3/The Agreement of YouTube Favorite Channel for Understanding of English/Agree).

While, there were 22 (33,8%) respondents disagree. Based on the result of interview is obtained some answers. S4 said:

"Karena saya menjadikan YouTube hanya sebagai media hiburan tetapi juga memanfaatkannya untuk membiasakan diri untuk mendengar kalimat-kalimat bahasa inggris, saya biasanya menonton suatu video yang menurut saya menarik seperti music dan pertunjukan komedi sehingga saya tidak bergantung terhadap satu channel tertentu. (It was because I only used YouTube as an entertainment media but I also used it to accustom hearing English sentences, I usually watch videos that I feel interesting such as; music and daily comedy show, so I don't depend on a particular channel)". (Data from Interview/S4/The Agreement of YouTube Favorite Channel for Understanding of English/Disagree).

From the description above, it can be concluded that several channels of YouTube both native speakers or non-native speakers attract students' attention to utilize it. Furthermore, as education students, the respondents pay attention not only for courses but also pay attention to the ways the teaching is presented. It showed the potential of English

learning videos on YouTube to affect someone's understanding.

- g. The agreement of English learning videos on YouTube is beneficial.

In this question statement, all the respondents agree that English learning videos on YouTube is beneficial for independent learning. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------|-----------|---------|
| Agree | 65 | 100% |
| Disagree | - | - |
| Total | 65 | 100% |

Table 4.6 The Agreement of English Learning Videos on YouTube is Beneficial.

- h. The reason English Learning Videos on YouTube is Beneficial.

In this question and the next following asked about what beneficial and less beneficial of YouTube. The detailed result showed in the table below.

| Options | Frequency | Percent |
|--|-----------|--------------|
| YouTube can support learning with combine material in book and YouTube. | 30 | 46,2% |
| YouTube can expand the understanding of knowledge. | 20 | 30,8% |
| YouTube represents platform that can be used in globalization era. | 8 | 12,3% |
| YouTube can help finding materials that does not exist in books. | 5 | 7,7% |
| Others | 2 | 3% |
| Total | 65 | 100% |

Table 4.7 The Reason English Learning Videos on YouTube is Beneficial.

Based on the result questionnaire above it indicated 30 (46,2%) respondents chose the option 'YouTube can support learning with combine material in book and YouTube', it also became the most chosen

option by the other respondents. Combining with the result of interviews obtained several more in-depth reasons. The availability of explanatory videos from several experts help students to understand the topic of the material they need. S3 stated:

“... Dari YouTube saya bisa menambah kemampuan dan pengetahuan. Maksudnya, biasanya kalau dari buku dan dari pembimbing biasanya kurang paham dan kurang luas. Sedangkan di YouTube banyak video-video yang dibuat oleh beberapa pakar sehingga lebih mudah dipahami dan jangkauannya lebih luas. (... By using YouTube I can enhance abilities and knowledge. It meant, sometimes the explanation from books and lecturer was difficult to understand and less spacious. While on YouTube many videos have been created by some experts, so it was easy to understand and the range information is wider)”. (Data from Interview/S3/ YouTube can support learning with combine material in book and YouTube).

Next, in the second position of the reason is ‘YouTube can expand the understanding of knowledge’ with percentage range 20(30,8%) respondents. YouTube as learning media provided a wide source of material both from native speakers and non-native speakers. In addition, there are several types of categories from YouTube that can be selected according to the students’ desire. It supported by the statement from S2. She said:

“Menurut saya pribadi, kalau sebagai media tambahan untuk belajar ini sangat efektif. Karena YouTube menyediakan konten-konten yang menarik baik dari native speaker maupun non-native. Justru YouTube menjadi suatu media yang sangat luas. Hal ini saya buktikan sendiri ketika saya magang waktu itu guru-guru SMA banyak yang menyarankan menggunakan YouTube untuk media pembelajaran ditambah dengan kondisi yang lagi pandemic pula. (In my opinion, If as additional tool for learning, English learning videos on YouTube is effective option. It was because YouTube provides interesting video contents from both native and non-native speakers. Instead,

YouTube has become a wide knowledge. I proved it when I did an internship. Some teachers suggest me to using YouTube as media for teaching training in pandemic condition). (Data from Interview/S2/YouTube can expand the understanding of knowledge).

Next position of the reason is ‘YouTube represents platform that can be used in globalization era’ with percentage range 8 (12,3%) respondents. As presented in chapter 2 regarding the development of YouTube, YouTube has potential to become an online learning media that can be used for additional learning. In addition, various types of videos were also available and it was also easy to access anywhere. Therefore, it made YouTube as one of alternative tool that can be used along with technological developments.

Furthermore, in the next reason is ‘YouTube can help finding materials that does not exist in books’ with percentage range 5 (7,7%) respondents. While, the last position is ‘others’ option with percentage range 2 (3%) respondents. So, it can be concluded that the most reason why YouTube is said beneficial tool because **‘YouTube can support learning with combine material in book and YouTube’**. However, all the reason is related.

i. The reason YouTube is less beneficial

After knowing the advantages of YouTube, the researcher wanted find out what the obstacles from the respondents in using YouTube as learning media for independent learning. The result is

showed below.

| Options | Frequency | Percent |
|--|------------------|----------------|
| No English subtitles. | 30 | 46,2% |
| No signal is caused from the area or the internet data. | 20 | 30,8% |
| The content was different from the material inside the book. | 8 | 12,3% |
| Untrustworthy resource. | 7 | 10,8% |
| Total | 65 | 100% |

Table 4.8 The Reason English Learning Videos on YouTube is Less Beneficial

Based on the result questionnaire, the researcher found that the most trouble when they use YouTube is because ‘no subtitle’ option with percentage range 30 (46,2%) respondents. The difference in pronunciation made it difficult for learner to understand what the speaker said. Moreover, the lack of vocabulary can also be the factors. Therefore, English subtitle became an important part for foreign language learners. These explanation was supported by the result of interview. S1 said:

“... karena beberapa videos tidak terdapat English subtitle hal itu menjadi permasalahan karena beberapa vocabulary belum saya mengerti. (... because the videos don’t have English subtitles. It becomes a problem because I don’t understand some vocabularies)”. (Data from Interview/S1/No English Subtitles).

In second place is ‘no signal is caused from the area of the internet data’ with percentage range 20 (30,8%) respondents. Furthermore, in third and fourth position are ‘the content was different from the material inside the book’ with percentage range 8 (12,3%) respondents and ‘untrustworthy resource’ with percentage range 7 (10,8%) respondents. Based on the description above, it can be

concluded that the most obstacle when using YouTube for independent learning is '**No English subtitles**'.

2. Students' perception toward English learning videos on YouTube for increase language skills and language components.

- a. The agreement of YouTube as alternative tool for increase language skills and language components.

In this question statement, 64 respondents agreed that English learning videos on YouTube is beneficial for independent learning. While, 1 respondent disagreed. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------------|------------------|----------------|
| Strongly agree | - | - |
| Agree | 64 | 98,5% |
| Disagree | 1 | 1,5% |
| Total | 65 | 100% |

Table 4.9 The Agreement of YouTube as Alternative Tool for Increase Language Skills and Language Components.

Based on questionnaire results combined with interview results, it found 64 (98,5%) respondents agreed with the existence of YouTube could improve their abilities both in skills and component language. It took an initiative and consistency from the student-self in using YouTube as learning media for independent learning where there were no rules behind. Hence, it can be said that the learner learns for themselves and from themselves. In addition to improve their skills, the most influential was because English learning videos on YouTube can increase students' self-confidence. Self-confidence meant the ability of

someone. They did not hesitate to apply and explore their abilities. This description was supported by the explanation from several sources below:

“Setuju, karena saya belajar banyak komponen bahasa dari YouTube, terutama dari channel Linguamarina. Saya lebih percaya diri karena saya rasa kemampuan saya lebih meningkat dari sebelumnya. (Agreed, because I learned a lot of the language components from English learning videos on YouTube, especially from the Linguamarina channel. I was more confident because I feel my ability was more improved than before)”. (Data from Interview/S1/The agreement of YouTube as alternative tool for increase language skills and language components/Agree).

In contrast, it found 1 respondents disagreed. Based on the interview result it found that YouTube as learning media did not sufficient when it is done without the guidance from mentor or lecturer.

As stated below:

“Saya sependapat tapi tidak terlalu, karena menurut saya pembelajaran bahasa inggris memakai YouTube memang efektif tapi untuk hasil yang maksimal usahain selalu ada mentor yang mendampingi. (I agreed but don't strongly agreed. In my opinion, learning English using YouTube is affective but for maximum results try to have a mentor who accompany you)”. (Data from Interview/S2/The agreement of YouTube as alternative tool for increase language skills and language components/Disagree).

Based on the explanation above, it can be concluded that the most respondents ‘**agreed**’ English learning videos on YouTube can increase language skills and language components.

- b. The most skill can improve through English learning videos on YouTube.

In this question statement, the respondents were asked to choose the most skill can improve by using English learning videos on

YouTube based on their experience. The result of question is presented below.

| Options | Frequency | Percent |
|------------------|-----------|--------------|
| Listening | 38 | 58,5% |
| Speaking | 22 | 33,8% |
| Reading | 4 | 6,2% |
| Writing | 1 | 1,5% |
| Total | 65 | 100% |

Table 4.10 The Most Skill Can Improve through English Learning Videos on YouTube.

Table 4.10 indicated 38 or 58,5% stated that listening skill is a particularly suitable skill English learning videos on YouTube. It is allowed with speaking skill (22 or 33,8% respondents). Next, it is reading skill (4 or 6,2% respondents). Last, it is writing skill in percentage range 1 or 1,5% respondents. So, it can be concluded that the most suitable skill using English learning videos on YouTube is **listening skill**.

Listening skill is considered as the most suitable skill to learn using English learning videos on YouTube. Based on the interview results, it found that YouTube provided videos to support listening activity. There were western songs that easily to listen, an interesting English film or movie with simple language selection, English talk show that is packed with humor, etc. Furthermore, it also found an initiative from the students to develop the existing facilities with innovation they have. Thus, it supported the learners to using YouTube for increase their listening skill and training self to listen English language. As stated by a student:

“Karena saya suka mendengarkan musik dan saya suka membuat inisiatif fill in the blank tadi untuk meningkatkan kemampuan saya. Hal ini sebenarnya juga didasarkan dari pembelajaran yang pernah dosen berikan kepada kami. Ketika itu dosen membagikan sebuah link berisi kegiatan mendengarkan monolog kemudian disitu juga disertai pertanyaan-pertanyaan yang berhubungan dengan teks monolog tersebut. Saya menjadi

enjoy dan senang belajar menggunakan YouTube. (It was because I liked listening music. I thought my initiative to create fill in the blank task can improve my skill. Furthermore, actually I chose this way because I got recommendation from my lecturer. At that time, my lecturer shared a link consist of listening monologue activity. Next, it also consisted some questions about the topic. I enjoyed learn using YouTube)". (Data from Interview/S1/The Most Skill Can Improve through English Learning Videos on YouTube/Listening).

Other students also said:

"Saya biasanya melihat beberapa channel yang saya ikuti, kemudian membiasakan diri mendengar music-musik bahasa inggris, memutar film walaupun saya tidak melihat film itu setidaknya saya mendengarnya. Dengan begitu saya merasa telinga saya lebih terbiasa menerima kalimat-kalimat berbahasa inggris. (I usually watch some channels that I follow. I accustomed myself to listening English language and play a movie even though I did not see the movie but I heard it. Therefore, I feel my ears are more accustomed to receiving English sentences)". (Data from Interview/S2/The Most Skill Can Improve through English Learning Videos on YouTube/Listening).

Furthermore, this perception is also supported by the result of listening score from the informants below:

| No | Name of Informant | Subejct | Semester | Nilai Simbol | Nilai Angka |
|----|-------------------|-------------------------------------|----------|--------------|-------------|
| 1 | Student 1 | Extensive Listening Comprehension | 2 | A | 4 |
| | | Referential Listening Comprehension | 3 | A | 4 |
| | | Inferential Listening Comprehension | 4 | A- | 3.7 |
| | | Critical Listening Comprehension | 5 | A | 4 |
| 2 | Student 2 | Extensive Listening Comprehension | 2 | A- | 3.7 |

| | | | | | |
|---|-----------|---|---|----|-----|
| | | Referential Listening Comprehension | 3 | A | 4 |
| | | Inferential Listening Comprehension | 4 | A | 4 |
| | | Critical Listening Comprehension | 5 | A | 4 |
| 3 | Student 3 | The Informant was still in first semester (she does not have <i>KHS</i>) | | | |
| | | Extensive Listening Comprehension | 2 | A | 4 |
| | | Referential Listening Comprehension | 3 | A | 4 |
| | | Inferential Listening Comprehension | 4 | A- | 3.7 |
| | | Critical Listening Comprehension | 5 | A | 4 |

Figure 4.2 Listening Score of the Informants

Figure 4.2 displayed scores that was consistent or stable. It showed that the claim they gave is appropriate with the score they got. Although the score was up and down, however it has passed the minimum score to pass the course. Because of this, it showed that their ability in English skill is not too bad.

- c. The most activity can improve listening skill through English learning videos on YouTube.

In this question and up to three questions ahead, the respondents are questioned about what is the most activity can improve skill through English learning videos on YouTube for independent learning.

The following table showed the result for listening skill:

| Options | Frequency | Percent |
|--|-----------|------------|
| Listening English song through YouTube | 52 | 80% |
| Watching English movie without Indonesian subtitle | 22 | 33,8% |
| Listening English talk show through YouTube | 19 | 29,2% |
| Others: Watching tutorials. Watching travel vlog with seeing the subtitle. | 6 | 9% |

Table 4.11 The Most Activity Can Improve Listening Skill through English Learning Videos on YouTube

Table 4.11 above indicated 52 or 80% respondents chose improve their listening skill through the option 'listening English song'. Second, 22 or 33,8% respondents chose 'watching English movie without Indonesian subtitle'. Next, 19 or 29,2% respondents chose 'listening English talk show'. Last, the rest respondents chose the 'others' options or they have their own reason. So, it can be said that the most respondent do to improve their listening skill through English learning videos on YouTube is **listening English song**.

As previously explained, music got the most dominant votes from the respondents. It is followed by listening skill which are considered as the most suitable capabilities for use with YouTube. From the two results, it is found a harmonious relationship. It is also supported by a statement from the interview results. S4 said:

"... Dari kebiasaan suka mendengarkan lagu bahasa inggris bisa melatih diri untuk mendengar kalimat-kalimat bahasa inggris. Selain itu juga bisa menambah kosa kata dan pengetahuan mengenai cara membacanya. (... The habit of listening English

song can train self to hear English words. In addition, it can also increase vocabulary and knowledge about how to pronounce it)". (Data from Interview/S4/Listening English Song).

- d. The most activity can improve reading skill through English learning videos on YouTube.

| Options | Frequency | Percent |
|---|-----------|--------------|
| I read English subtitle in a movie. | 46 | 70,8% |
| Understanding a story who is read by presenter which is displayed in the form of a written through videos on YouTube. | 22 | 33,8% |
| Imitating and practicing reading passages after the presenters says. | 15 | 23,1% |
| Others. | 1 | 1,3% |

Table 4.12 The Most Activity Can Improve Reading Skill through English Learning Videos on YouTube.

Table 4.12 above indicated that the most respondents (46 or 70,8% students) chose improve reading skill by ‘read English subtitle movie’. Second place, in 22 or 33,8% respondents chose ‘understanding a story who is read by presenter which is displayed in the form of a written videos on YouTube’. Next, in 15 or 23,1% respondents ‘imitating and practicing reading passages or sentences after the presenter says’. Last, the rest of the respondents (1 or 1,5% respondent) ‘chose reading English comments in any videos that they watched’. While the others have their own reason. So, it can be said that the most respondent do to improve their reading skill through English learning videos on YouTube is **read English subtitle movie**.

- e. The most activity can improve speaking skill through English learning videos on YouTube.

| Options | Frequency | Percent |
|---|-----------|------------|
| Saying and understanding the sound of vocabulary who use by the speaker. | 39 | 60% |
| Try to imitate what the speaker saying. | 33 | 50% |
| Training self to re-explain the material using speaking English. | 16 | 24,6% |
| Others. | 1 | 1,5% |

Table 4.13 The most activity can improve speaking skill through English learning videos on YouTube.

Table 4.13 above indicated that 39 or 60% respondents improve their speaking through ‘saying and understanding the sound of vocabulary or general word who said by the speaker’. It is allowed with ‘try to imitate what the speaker saying’ in percentage range 33 or 50% respondents. Next, 16 or 24,6% respondents chose ‘training self to re-explain the material using speaking English’. While, 1 or 1,5% respondent chose ‘other’ option or they have their own reason. So, it can be said that the most respondent do to improve their speaking skill through English learning videos on YouTube is **saying and understanding the sound of vocabulary or general word who said by the speaker.**

- f. The most activity can improve writing skill through English learning videos on YouTube.

| Options | Frequency | Percent |
|---|-----------|--------------|
| Writing new vocabulary that I did not know before. | 47 | 72,3% |
| Writing an English song lyrics. | 23 | 35,4% |
| Writing the result of learning using English. | 14 | 21,5% |

| | | |
|---------|---|------|
| Others. | 1 | 1,5% |
|---------|---|------|

Table 4.14 The Most activity can improve writing skill through English learning videos on YouTube.

Table 4.14 above indicated that the most respondents (47 or 72,3% students) improve their writing skill through English learning videos on YouTube by ‘writing new vocabulary’. It is allowed with the option of ‘writing an English song lyrics’ while listen it in percentage range 23 or 35,4% respondents. Next, ‘writing the result of learning using English’ in percentage range 14 or 21,5% respondents. While the others have their own reason. So, it can be said that the most respondent do to improve their writing skill through English learning videos on YouTube is **writing new vocabulary**.

- g. The most language component can improve through English learning videos on YouTube.

In this question statement, the respondents were asked to choose the most language component can improve by using English learning videos on YouTube based on their experience. The result of question is presented below.

| Options | Frequency | Percent |
|----------------------|------------------|----------------|
| Pronunciation | 44 | 67,7% |
| Vocabulary | 16 | 24,6% |
| Grammar | 5 | 7,7% |
| Total | 65 | 100% |

Table 4.15 The Most Language Component Can Improve through English Learning Videos on YouTube.

Table 4.15 above indicated the most respondents chose ‘pronunciation’ as the suitable language component learn by English

learning videos on YouTube in percentage range 44 or 67,7% votes. Next, it is allowed with ‘vocabulary’ in percentage range 16 or 24,6% respondents and ‘grammar’ in percentage range 5 or 7,7% respondents. So, it can be concluded that the most suitable language component using English learning videos on YouTube is **pronunciation**.

Based on the interview results, pronunciation is considered to be the most important component. While, English videos on YouTube provided videos that support pronunciation learning. S3 said:

“... Untuk pronunciation saya sering mendengar dan melihat penjelasan-penjelasan mengenai pronunciation yang disertai dengan simbolnya, sehingga saya bisa lebih memahami walaupun belum begitu dijelaskan oleh dosen pembimbing. (... For the pronunciation, I often heard and saw the explanation using phonetics, so I could better understand it even if it had not been explained clearly by the lecturer)”. (Data from Interview/S3/The Most Component Can Improve through English Learning Videos on YouTube/Pronunciation).

It is also supported by the statement from student 4. She said:

“Karena menurut saya pronunciation itu penting dan YouTube menyediakan banyak videos untuk melatih pengucapan. (It was because pronunciation is an important component and YouTube provided a lot of videos to learn pronunciation)”. (Data from Interview/S4/The Most Component Can Improve through English Learning Videos on YouTube/Pronunciation).

Furthermore, the claimed was also strengthened from the informants scores in pronunciation course, as follows:

| No | Name of Informants | Subject | Semester | Nilai | |
|----|--------------------|------------------------|----------|--------|-------|
| | | | | Simbol | Angka |
| 1 | Student 1 | Pronunciation Practice | 1 | B+ | 3.4 |
| | | English Phonology | 1 | B+ | 3.4 |

| | | | | | |
|---|-----------|---|---|----|-----|
| 2 | Student 2 | Pronunciation Practice English Phonology | 1 | B+ | 3.4 |
| 3 | Student 3 | The informant was still in first semester (she does not have <i>KHS</i>) | | | |
| 4 | Student 4 | Extensive Listening Comprehension | 1 | B | 3 |
| | | Referential Listening Comprehension | 1 | B+ | 3.4 |

Figure 4.3 Pronunciation Score of the Informants

Figure 4.3 displayed a score that is consistent or stable. It showed that the claim he gave is in appropriate with the score he got. In addition, it can be interpreted that English learning videos on YouTube can be a good tool in his learning English process, especially in pronunciation.

- h. YouTube provides pronunciation learning through explanation by speaker and combine it with the phonetic and how to pronounce.

In this question statement, the respondents asked about their perception about pronunciation learning through English language videos on YouTube. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 14 | 21,5% |
| Agree | 51 | 78,5% |
| Disagree | - | - |
| Total | 65 | 100 |

Table 4.16 Students' Perception toward Pronunciation Learning in YouTube

Diagram 4.16 above indicated 51 or 78,5% respondents agreed. Next, it is allowed with 14 or 21,5% respondents chose strongly agree.

While none did not agree. So, it can be said that the most respondents **agreed** that the explanation of pronunciation was useful and easy to understand. It is supported by the interview results. S3 said:

“Karena saya sering melihat video-video dari Language Center, dari situ saya belajar cara pronounciationnya yang diajarkan dengan memakai phonetic. Selain itu mengajari saya acara presentasi menggunakan bahasa inggris dengan baik. (I often see Language Center channels’ videos. From this channel, I learned pronunciation with the phonetic. In addition, Language Centers’ channel taught me how to be good in English presentation). (Data from Interview/S3/Students’ Perception toward Pronunciation Learning in YouTube).

- i. YouTube provides goods speaker who explain language components (such as: grammar, morphology, syntax, etc.). The videos are useful and easy to understand.

In this question statement, the respondents asked about their perception about grammar learning through English language videos on YouTube. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------------|-----------|--------------|
| Strongly Agree | 13 | 20% |
| Agree | 47 | 72,3% |
| Disagree | 5 | 7,7% |
| Total | 65 | 100% |

Table 4.17 Students’ perception toward grammar learning in YouTube.

Table 4.17 above indicated 47 or 72,3% respondents agreed. Next, it is allowed with 14 or 21,5% of respondents said strongly agree. While the others stated disagree. So, it can be said that the most respondents **agreed** that the explanation of grammar was easy to understand.

- j. YouTube provides trick and tip videos for remembering vocabulary easily ways. The videos are useful and easy to understand.

In this question statement, the respondent asked about their perception about vocabulary learning through English language videos on YouTube. The detailed result showed in the table below.

| Options | Frequency | Percent |
|----------------|------------------|----------------|
| Strongly Agree | 13 | 20% |
| Agree | 50 | 76,9% |
| Disagree | 2 | 3,1% |
| Total | 65 | 100% |

Table 4.18 Students' perception toward vocabulary learning in YouTube

Table 4.18 above indicated 50 or 76,9% respondents agreed. Next, it is allowed with 13 or 20% respondents said strongly agreed. While, the others stated disagreed. So, it can be said most of the respondents **agreed** that YouTube provides trick and tip videos for remembering vocabulary easily ways.