

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents discussions on the background of research, formulation of research problems, the study's purpose, significance, scope, and the definition of terms.

### **A. Background of the Research**

Autonomous learning has become quite popular and is widely discussed in several texts, especially in English language learning. This autonomous learning theory is related to what Holec (1981) expressed. He explained that autonomous learning is the learners' capacity to self-direct their learning, which means taking responsibility for the decisions concerning the different aspects of the learning process. This theory has developed a lot in Europe, is starting to enter other parts of the country, is experiencing many developments in the world of education, and is very beneficial for learners (Smith, 2017). This has even more benefits for EFL students because autonomous learning allows students to learn foreign languages with efforts that can be adjusted by themselves. In higher education, however, there is not much space to learn foreign languages as part of the subject curriculum in a discipline, and in some countries, students do not receive enough in-class language exposure to ensure their learning success (Richards, 2015; Trinder, 2017; Tsou et al., 2006). Autonomous learning can solve this problem because students can learn about their language style preferences and what suits them (Kumon Institute of Education, 2023).

In essence, students have different learning styles, especially EFL students. Some like to study in groups with other friends, and many prefer to study alone, especially after experiencing this post-pandemic period. In Education field has a huge impact because of Covid-19 (Nurhayati,2021). Student activities and habits have experienced many changes. This change occurred over three years, starting on March 16, 2020, when students had to be able to study autonomously because of the COVID-19 pandemic. Burges and Sievertsen (2020) stated that the global lockdown of education institutions would cause significant (and likely unequal) interruptions in students' learning, disruptions in internal assessments, and

cancelling public assessments for qualifications or their replacement by an inferior alternative. Concerning Indonesian education, the government has provided regulations to stop all face-to-face activities, including schools, as long as this pandemic continues (Radiatan, 2020). This rule has a tremendous impact on learning English, which requires students to learn autonomously from home.

There has been much research related to student autonomy during the pandemic. One is research conducted by Teguh Ariebowo (2021) on autonomous learning during the COVID-19 pandemic: Students' objectives and preferences. This research aims to evaluate the English teaching and learning process at a school of aerospace technology, particularly in the context of the sudden shift to online learning caused by the COVID-19 pandemic. This also aims to understand students' objectives and preferences in learning English under these circumstances. The research found that students were generally aware of their learning objectives, which were positively aligned with the curriculum developer's intentions. This suggests that students understood and recognised the goals set by their educational institution. Other research related to autonomous learning showed that students displayed a significant degree of autonomy in their online learning preferences (Siti, Tuti, 2020; Estika, 2023; Wael, 2021; Ezra, 2022; Widya, 2023; Dedi, 2020; and Gluten, 2015). Their choices and behaviours reflected their independence as English learners, highlighting their ability to self-direct their learning, make choices, and take control of their educational journey.

Apart from all that, after entering mid-2023, teaching and learning activities are returning to normal. As announced by Indonesian President Joko Widodo (Jokowi) regarding Presidential Decree of the Republic of Indonesia (Keppres) Number 17 of 2023 concerning the Determination of the End of Pandemic Status of *Coronavirus Disease* 2019 (COVID-19) in Indonesia. This Presidential Decree came into effect on June 21, 2023. Since that date, learning activities have started to return to normal, namely face-to-face. However, one of the students' habits of learning autonomously is still practised by students today by using technological media as additional material for learning English. It can be seen from the education channel on YouTube that it still has many viewers even though the students already learn actively in their school.

Technological developments are proliferating. Suppose we relate the technology to EFL learning activities. In that case, It provides foreign language learners with opportunities for autonomous learning outside the classroom through abundant programs, websites, videos, online lectures, e-books, etc. (Ahmed, 2020; Ubaedillah & Pratiwi, 2021). All those things, it turns out, can be easily obtained on an application called YouTube. Using YouTube as a learning medium also impacts student development because students can be more autonomous in choosing the material they want (Evy, 2021). In the research related to this, it was found that the use of technology such as Youtube videos for media learning has a positive perception among students (Alvi, 2021; Tuti, 2020; Estika, 2023; Teguh, 2021; Natalia, 2021; Kiki, 2023). According to other research, technology helps students learn and improve their competencies and achievement levels (Cripps, 2020; Pratiwi, 2021).

Regarding education, it turns out that using YouTube as a learning medium is very effective and can improve students' skills (Putu: 2021). This increase is marked by better student progress in the learning process. The increase occurred because students' interest in learning also increased (Styati, 2016). The things that make YouTube videos enjoyable are that the videos on YouTube provide a large variety of videos. Cahyana mentions that the variety allows students to choose which videos they find interesting. The videos on YouTube also allow its users essential freedoms in expressing and sharing information. Meanwhile, the content presented on YouTube also provides advantages, namely that YouTube videos can provide a more detailed understanding of the material, making it easier for students to do autonomous learning.

Many studies have stated that YouTube is a learning medium. It was research conducted by Wael (2016). He found that YouTube can be vital in helping pupils understand their English lessons, improve their performance, and advance their understanding of English. He also found that YouTube could be an excellent material to incorporate into English lessons and can also help with understanding the lesson. Other research related to the perception of using YouTube to learn English can also be found. From that research, it is concluded that students have a positive perception of using YouTube for media learning (Estika, 2023; Wael,

2021; Widya, 2023; Dedi, 2020; Chien, 2020; Chairil, 2022; Raniah, 2018; Ilda, 2018; Heryanto, 2015; Afshan, 2019; Rahmi, 2020; Dian, 2023; Shoborotin, 2021; Anggraini, 2021; Natalia, 2021; Ririn, 2020; Tania, 2023; Ulvah, 2022; Yosa, 2017; Lystiana, 2019; Erina, 2022; Khaliq, 2015; Putu, 2021; Resti, 2022; Jessy, 2020; Aline, 2019; Cahyana, 2020; Kiki, 2023).

Concerning autonomous learning media using YouTube, there is one YouTube channel, "MANGSULI TV," which became a channel that student uses for their autonomous learning. The channel has a role in helping students understand the material in English. This can be seen from the rapid growth of the MANGSULI TV channel, especially regarding the number of viewers and positive comments from the audience. MANGSULI TV Channel, a unique YouTube platform, has emerged for online learning, especially in English language education in Indonesia. The journey of this channel continues to develop, which is marked by exponential growth. Even after the pandemic, this channel continues to grow and has received much positive feedback from its viewers. This phenomenon raises interesting questions about the students utilizing this channel for their learning.

The uniqueness of the MANGSULI TV Channel is its specific focus and video tutorial format on teaching English to senior and junior high school students in Indonesia. "MANGSULI TV" is an educational channel offering comprehensive English tutorials explicitly designed for junior and senior high school students in Indonesia. This tutorial aligns with the 2013 curriculum and English textbooks published by the Ministry of Research, Technology, and Higher Education. Another exciting thing is that delivering this channel's content through an engaging video can increase students' understanding and involvement during learning.

The background to making MANGSULI TV is interesting because MANGSULI TV was created during the COVID-19 pandemic to help students learn English during their online classes. During the COVID pandemic, more than 3000 subscribers were collected for MANGSULI TV, but this channel continued to grow after the COVID pandemic passed. More than 11,200 subscribers have been accumulated, and we have more than 500 videos that can be easily accessed from anywhere. MANGSULI TV users are increasing, and this YouTube channel has many good comments. In fact, after this pandemic, students have actively returned

to face-to-face learning. This is interesting because it turns out that even after the pandemic, students are still actively using MANGSULI TV.

Based on the results of positive comments given by students and the growth of the audience, which is growing every day, preliminary research was carried out on November 4, 2023, with the subscribers of MANGSULI TV. This research aims to find out which students use videos from MANGSULI TV with autonomous learning. This research was carried out by surveying students who actively used videos from MANGSULI TV for autonomous learning. The question was answered by 34 participants who are MANGSULI TV's viewers. The survey results show that 92.4% of students use videos from MANGSULI TV for their autonomous learning. The result indicates that MANGSULI TV can be used as a learning medium for students.

From this data, it was found that MANGSULI TV has become one of the media for students' autonomous learning. Nevertheless, this preliminary discussion still explicitly discusses the strategies used by students to utilize the MANGSULI TV YouTube channel for autonomous learning. These results still need to be weighed regarding the extent to which the content helps students utilize MANGSULI TV videos, especially for those who are character-autonomous learners. The research can help teachers and other students, who can also use this channel to improve their English skills. It can also explore how these viewers use MANGSULI TV and their autonomous learning strategies from this channel. From this, the researcher conducted in-depth research on autonomous learners' strategies in utilizing MANGSULI TV as media platform for learning English.

## **B. Research Problem**

Based on the background of the study above, the researcher formulates the research problems as follows:

1. What learning strategies are employed by autonomous learners in utilizing MANGSULI TV to learn English autonomously?
2. To what extent does MANGSULI TV as a platform for learning stimulate the autonomous learners in learning English autonomously?

### **C. Objectives of the Research**

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### **D. Significance of The Research**

The following parties can contribute to the findings of this research:

1. For Learners: The findings empower students with the knowledge that practical learning resources are accessible through YouTube, potentially motivating them to engage more actively in language education and their autonomous learning process.
2. For Teachers: This research can help teachers gain deeper insights into students' strategies in utilizing YouTube to learn English autonomously.
3. For the Academic Community: The study contributes to the ongoing discourse regarding the efficacy of online platforms in language education, shedding light on the continued relevance of YouTube channels like MANGSULI TV.

### **E. Scope and Limitations of the Research**

This research includes strategies used by students to utilize content from MANGSULI TV for their autonomous learning. Apart from that, this research also reveals the extent to which this channel helps students utilize videos from MANGSULI TV. This research is only limited to autonomous learners who use MANGSULI TV as a learning medium. Due to time constraints, researchers can only do a study on three senior high school students who had used it for quite a long time, namely five months to 3 years. From these three students, data was found related to the strategies they used in autonomous learning by using MANGSULI TV. Apart from that, other data related to the extent to which they can utilize MANGSULI TV videos can also be found by observing and analyzing them. The following research can still dig deeper into other strategies that students might use to utilize videos from MANGSULI TV.

## **F. Definition of Key Terms**

1. YouTube is a social media site with an official address: [www.YouTube.com](http://www.YouTube.com). It is a well-known video-sharing website where users can upload, view, and share video clips (Duffy, 2008).
2. Utilization refers to making practical or effective use of something. It involves putting a resource, tool, or opportunity to use in a way that maximises its potential or achieves a specific purpose or goal.
3. MANGSULI TV is a YouTube channel that provides an English tutorial for high school students. It has 11,2K subscribers and 350 videos.
4. Autonomous learning is the learners' capacity to self-direct their learning, which means taking responsibility for the decisions concerning the different aspects of the learning process.
5. Autonomous learning characters refer to indicators that show an excellent autonomous learner.
6. Autonomous learners are individuals who take control of their own learning journey