

**THE IDENTIFICATION OF LEARNING ENGLISH  
AUTONOMY MEDIATED WITH YOUTUBE TO IMPROVE  
ENGLISH LANGUAGE SKILLS**

**THESIS**

Submitted to fulfill part of the duties and requirements of obtaining a  
bachelor's degree in education in English language education



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Assalamualaikum Wr.Wb

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Wassalamu'alaikum Wr. Wb.

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## **DEDICATION**

I dedicate this thesis to:

1. My beloved campus, the Walisongo State Islamic University (UIN) Semarang, especially the Education and Teacher faculty and English Education Department.
2. My beloved parents, Mr. Biyono and Mrs. Nurchayati.
3. My beloved sister, Risti Nur Isnaeni S.Pd
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5. Everyone who supports me in my hard time.



## ABSTRACT

**Title : The Identification of Learning English Autonomy Mediated with YouTube to Improve English Language Skills**

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English as the language of international communication, makes English a language that needs to be learned in the world. Unfortunately, formal learning for EFL students in Indonesia has challenges that must be faced. The challenge is in the form of learning that has limited time. Hence EFL students in Indonesia need to have the awareness to study autonomously. In this case, autonomous learning is needed to meet the needs of students. By utilizing existing technological developments, the use of technology is carried out to help achieve learning objectives. As a result, autonomous learning via YouTube can be a solution for EFL students to learn English. This study discusses about the identification of learning English autonomy mediated with youtube to improve English language skill at MTs NU 21 Banyuringin. This research is qualitative. The researcher involved 10 students as respondents and selected by purposive. Respondents were grade 12 students at MTs NU 21 Banyuringin in the first semester. Researchers used interviews to collect data. The results showed that students at MTs NU 21 Banyuringin fulfilled the criteria as independent learners. These criteria are based on 8 autonomous student stated by Chan (2013). The majority of respondents show that most of the students have 8 criteria as autonomous students. Based on interviews conducted, most of the students are motivated in learning, goal-oriented in learning, willing to ask, work hard in learning, well organized in learning, interest and enthusiast in learning, active in learning and have initiative in learning. In addition, researchers found that learning English autonomously using YouTube can improve students' English language skills.



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*Alhamdulillah*, finally the researcher completed the research for the requirements to obtain a bachelor's degree at the Department of English Education at the Walisongo State Islamic University (UIN) Semarang..

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## **MOTTO**

**“AKU TIDAK TAKUT MELANGKAH KARENA AKU  
MEMILIKI DOA IBUKU**

**DAN**

**AKU TIDAK TAKUT UNTUK JATUH KARENA AKU  
BELAJAR CARA BANGKIT DARI AYAHKU”**



## TABLE OF CONTENT

THE IDENTIFICATION OF LEARNING ENGLISH AUTONOMY MEDIATED WITH YOUTUBE TO IMPROVE ENGLISH LANGUAGE SKILLS .....	i
THESIS STATEMENT.....	ii
The Identification of Learning English Autonomy Mediated with Youtube to Improve English Language Skills.....	ii
RATIFICATION .....	iii
ADVISOR NOTE.....	iv
DEDICATION .....	v
ABSTRACT .....	vi
ANCKNOWLEDGMENT .....	vii
MOTTO.....	x
CHAPTER 1 .....	1
INTRODUCTION .....	1
A. Background of the study.....	1
B. Research Problem.....	9
C. The objective of the study .....	10
D. Significance of the study .....	10
E. Scope and limitation .....	11
F. Definition the key of term .....	12
CHAPTER II .....	14
A. Previous Research .....	14
B. Review of Related Literature.....	22

1). English as a Foreign Language .....	22
2). Autonomous Learning.....	25
3). English Language Skill .....	41
CHAPTER III.....	48
A. Research design .....	48
B. Research Participant .....	49
C. Research Setting .....	49
D. Source of the Data .....	50
E. The technique of Data Collection.....	51
F. Research Instrument .....	51
G. Data Analysis.....	53
BAB IV.....	55
A. Findings .....	55
1) EFL students experience learning autonomously through YouTube.....	55
2). Improving EFL students' language skill in autonomously learning through YouTube.....	77
Discussing.....	87
BAB V .....	93
A. Conclusion.....	93
B. Suggestion .....	94
BIBLIOGRAPHY .....	96
APPENDIX .....	103
Curriculum Vitae .....	202

# CHAPTER 1

## INTRODUCTION

### A. Background of the study.

Language is a tool to communicate with others. In our language, we can reveal an idea, feelings, emotions, or even an opinion between humans. Every country has its national language or even any area has local languages that are used to communicate with each other so that only people in the same neighborhood can communicate with each other. This is an obstacle because each nation has a distinct language, so an international language is needed as a way to communicate. Crystal (1997) explains that the utilization of English is evolving in comparison to other languages, he explained that English is spoken by more than a quarter of the world's population beyond the use of Chinese.<sup>1</sup>English is the official language in 67 nations, and English is taught as a second language in 27 nations. Because English is an international language, it is required for the student to study it.

The worldwide globe pushes each country where English is not the first language to adapt to connect

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<sup>1</sup>Crystal. David, *English as a Global Language, Second Edition, English as a Global Language, Second Edition* (New York: Cambridge University Press, 2003) <<https://doi.org/10.1017/CBO9780511486999>>.

internationally with other nations. The usage of English has an impact on the growth of English learning in Indonesia; hence English is one of the formal learning topics in Indonesia. Indonesian EFL students have challenges in mastering English since English is a foreign language for Indonesian students, therefore there are some hurdles that students and teachers must overcome when studying. The obstacles faced are very diverse, this is due to very clear differences in the pronunciation of a word or differences in meaning and order of language or a sentence. However, other than that, EFL students still have difficulties in learning due to inadequate learning resources and limited opportunities for students to practice what they have learned. In addition, other obstacles faced in the teaching and learning process are the lack of use of interesting media for students in teaching and learning English, lack of access to learning resources, limited time in teaching and learning, and the lack of precise learning strategies used.<sup>2</sup>The barriers faced by EFL make learning English difficult for pupils, resulting in inefficient learning. Therefore, it is necessary to change the learning method for EFL students following the development of the era. Learning using the right media and

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<sup>2</sup>Boy Jon Roi and others, 'The Challenges of English Language Teaching in Indonesia', *International Journal of English and Applied Linguistics (IJEAL)*, 1.3 (2021), 158–68 <<https://doi.org/10.47709/ijeal.v1i3.1157>>.

the right strategy can attract students' attention and help students increase their desire to learn English. Especially in the current era, where the development of the times has become very fast and sophisticated, the learning process also requires changes following the times and interests of students.

The development of the current era certainly cannot be separated from the increasingly rapid technological developments which have even entered every field or aspect of human activity. Changes in technology today attract a lot of public attention, especially from the younger generation in the 4.0 era. The rapid development of technology also carries out hope for developments in the world of education to be even better and more relevant to the needs and interests of students. The development of technology in the world of education is expected to be the answer to the problems that exist in the digital era as it is today. The growth of new technology affects the learning method. One of the results of technological developments in the world of education is the existence of E-Learning or online learning. E-learning or online learning is a flexible teaching and learning process that can be done anywhere even at home by using the internet. The application of technology in education can also be used as a method of learning so that learning is fun and not boring. The utilization of online media or internet

technology can become one of the most relevant learning methods when students in the current era enjoy and are interested in the results of technological developments.

The use of technology in education can make it easier for students and teachers to get more information. Teachers can bring technological sophistication into the English learning process for EFL students. One of them is by bringing the YouTube application into the student learning process. YouTube provides a wide selection of videos where students can access learning materials that match what they want whenever and wherever. By utilizing technology such as YouTube, students can search for or access thousands of English language materials in the form of videos and watch them. By utilizing the way of learning through YouTube, students can learn English independently only by using advanced technology through mobile phones or computers. Students can access material that is following what they want to learn anywhere and anytime.

Improving students' English skills (writing, reading, speaking, and listening) can be achieved through the learning process. But on the other hand, formal learning in class which is limited by time results in the ineffectiveness of the student learning process in mastering English skills, therefore students need to study outside the classroom independently. Independent learning helps develop students'



sense of responsibility in the process and learning outcomes. The use of technology in learning can have a positive impact on student behavior learning as Hwang & Liu (2018) said in their research which investigated the use of mobile multimedia in the learning process for EFL students to improve autonomous learning in authentic contexts.<sup>3</sup> Using YouTube as a learning media is one of the new ideas that can be applied to effectively facilitate the learning process in the classroom.<sup>4</sup>

The use of YouTube is one example of online learning that can be used. But contrary to previous studies that stated the positive impact of the use of YouTube in learning, in a journal written by Dwi, B.C., online learning is less effective than conventional learning. He added that the cause is the lack of facilities or infrastructure that supports online learning.<sup>5</sup> Then Anggraini (2021), according to the results of his research, agrees that YouTube has advantages and disadvantages. Among the advantages is that students

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<sup>3</sup>Rustam Shadieff, Wu-Yuin Hwang, and Tzu-Yu Liu, 'A Study of the Use of Wearable Devices for Healthy and Enjoyable English as a Foreign Language Learning in Authentic Contexts.', *Journal of Educational Technology & Society*, 21 (2018), 217–31.

<sup>4</sup>Azurawati Zaidi and others, 'University Students's Perceptions of YouTube Usage in (ESL) Classrooms', *International Journal of Academic Research in Business and Social Sciences*, 8.1 (2018), 534–45 <<https://doi.org/10.6007/ijarbss/v8-i1/3826>>.

<sup>5</sup>Briliannur Dwi C and others, 'Analisis Keefektifan Pembelajaran Online Di Masa Pandemi Covid-19', *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1.2 (2020), 28–37 <<https://doi.org/10.33487/mgr.v1i2.559>>.

can avoid boredom; YouTube can be used where and when, and students can repeat video material over and over again. But YouTube can be a bad learning medium for students if the video material provided is too long; accessing YouTube is considered expensive without the help of Wi-Fi and signal constraints that affect access to YouTube.<sup>6</sup>In line with Sistadewi (2021), YouTube's weakness is also found in the signal or network that affects access to YouTube, and the next obstacle is the internet quota, which is also one of the important factors in accessing YouTube. But in her journal, she added that the obstacle is not a big obstacle to using YouTube because it can be overcome with the right solution.<sup>7</sup>

However, the use of YouTube as a learning medium has a positive impact, as stated by Abdul Khaliq (2019), who stated that YouTube used in EFL classes can have a positive impact on cognitive and affective development by providing

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<sup>6</sup>Natalia Anggrarini and Ikhbal Faturokhman, 'STUDENTS' PERCEPTION ON THE USE OF YOUTUBE IN ENGLISH LANGUAGE LEARNING DURING PANDEMIC IN WIRALODRA UNIVERSITY', *JELLT (Journal of English Language and Language Teaching)*, 5.1 (2021), 86–99 <<https://doi.org/10.36597/jellt.v5i1.10029>>.

<sup>7</sup>MA Sistadewi, 'Penggunaan Media Youtube Dalam Pembelajaran Bahasa Indonesia Pada Masa Sekolah Tatap Muka Terbatas', *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 10.2 (2019), 186–94 <[https://ejournal2.undiksha.ac.id/index.php/jurnal\\_bahasa/article/view/693/416](https://ejournal2.undiksha.ac.id/index.php/jurnal_bahasa/article/view/693/416)>.

different learning styles and motivating students.<sup>8</sup>In another study, it was found that the use of information and communication technology can change how students learn and can build social networking by sharing and learning independently.<sup>9</sup> The relationship between technology and autonomous learning is very dynamic. Technology can be used in the language learning process and affect students' autonomous learning. Meanwhile, according to Hao (2019), using technology can help students learn languages inside and outside the classroom.<sup>10</sup>Furthermore, research conducted by Setya (2020) found that language learning through video was very popular with students for use in autonomous learning.

Moreover, in his research, he added that videos offer several benefits such as vocabulary enrichment, improved

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<sup>8</sup>Abdul Khaliq R. Nasution, 'YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text', *Utamax: Journal of Ultimate Research and Trends in Education*, 1.1 (2019), 29–33 <<https://doi.org/10.31849/utamax.v1i1.2788>>.

<sup>9</sup>Langgeng Budianto, 'PROMOTING STUDENTS' AUTONOMOUS LEARNING THROUGH ICT BASED LEARNING IN ICP: A CASE STUDY', *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 9.2 (2014) <<https://doi.org/10.18860/ling.v9i2.2734>>.

<sup>10</sup>Yungwei Hao and others, 'An Evaluative Study Of A Mobile Application For Middle School Students Struggling With English Vocabulary Learning.', *Computers in Human Behavior*, 95 (2018), 208–16.

listening skills, and also being able to help practice speaking.<sup>11</sup>

Based on the explanation above, the researcher is interested in investigating further autonomous learning for EFL students using YouTube to improve their English skills. The researcher is interested in proving the effectiveness of the use of YouTube in autonomous learning. This is based on the author's opinion that learning English for EFL students requires a new style and following the present time, and YouTube is one of the applications that provide various types of videos, the author feels. This study aims to determine the experience of EFL students in learning English independently using YouTube to improve students English skills. This study focuses on EFL students who are in grade 12 at MTs Nu 21 Banyuringin. The reason the researcher chose to conduct research on the location and subject is that the 12th-grade students of MTs Nu 21 Banyuringin have never really done independent learning, they learn traditionally. So that students do not have the opportunity to choose the material they want to learn. EFL students at MTs Nu 21 Banyuringin state that learning using YouTube is

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<sup>11</sup>Setya Putri Rahayu, 'WATCHING VIDEOS TO IMPROVE AUTONOMOUS LEARNING BEHAVIOR FOR UNIVERSITY STUDENTS AS GENERATION Z', *SAGA: Journal of English Language Teaching and Applied Linguistics*, 1.1 (2020), 53–58 <<https://doi.org/10.21460/saga.2020.11.25>>.

rarely done and most students also do not understand independent learning because the teacher is the center of learning.

So based on the statement of reasons above, the researcher is expected to promote autonomous learning to students of MTs Nu 21 Banyuringin grade 12. In a conclusion, the researcher wishes to conduct a study titled EFL student's experience in learning English autonomously using YouTube to improve students' English skills.

## **B. Research Problem.**

In this study, researchers are curious about how the experience of EFL students in learning English using YouTube autonomously and how the resulting internal impact on improving English skills. Therefore, the researcher wants to investigate the experience of EFL students in learning English autonomously using YouTube to improve their English skills. The research questions are as follows:

1. What are EFL students' experiences in learning English autonomously using YouTube to improve their English Language skills?
2. How do EFL students improve in English Language Skill using YouTube for their autonomous learning?

### **C. The objective of the study**

Based on the research statement, this research aims to:

1. To find out the experience of EFL students in learning English autonomously using YouTube to improve their English Language Skill.
2. To find out how to improve the English Language Skill of EFL students in learning English autonomously using YouTube.

### **D. Significance of the study**

There are theoretical and practical benefits from this study as follows:

1. Theoretical benefits

The theoretical significance of this research is that the researcher hopes that this research can contribute knowledge to develop the implementation of independent learning through the use of online media such as YouTube to improve the English skills of EFL students today.

2. Practical benefits

- a. For the teacher

The researcher hopes that this research will be able to provide new knowledge or ideas regarding how to learn methods for EFL students so that students can

master English with autonomous learning techniques. The researcher also hopes that this study will be able to provide new and relevant colors and techniques for teachers in teaching English in the current era.

b. For the learners

Researchers hope that this study can provide new knowledge in utilizing the sophistication of existing technology in the world of education for the progress of students.

c. For the researcher

The results of this study are expected to be used as a basis for further research, especially those related to autonomous learning and the use of technology such as YouTube in student learning.

### **E. Scope and limitation**

In this study, the researcher involved information about the experience of EFL students in learning English autonomously through YouTube to improve their English skills. The respondents of this study were grade 12 students at MTs Nu 21 Banyuringin with a total of 25 students.

With this aim, the first limitation of this study focuses on the use of YouTube by EFL students in autonomously learning English. EFL students will be

interviewed by researchers with several questions to find out students' experiences in using YouTube as an autonomous learning medium for English as a foreign language for students. The second is to find out the use of YouTube as their learning media to improve the English skills of EFL students.

## **F. Definition the key of term**

### **a. EFL students**

EFL (English as a foreign language) means that learning and teaching English is carried out in areas or places where English is replaced by the native language of the area. English foreign language is an English language learner where English is their mother tongue, but they learn English as a foreign language.

### **b. YouTube**

YouTube is a social network that provides a variety of videos that can be accessed via mobile phones or computers by connecting them to the internet. The YouTube site provides opportunities and convenience for users to watch, upload or share videos. In this study, YouTube was used as a learning medium to facilitate students in realizing student self-study.



**c. Autonomous learning**

Autonomous learning is a student's effort to find opportunities to learn foreign languages outside and inside the classroom. In this study, autonomous learning can be interpreted as learning carried out by students independently inside or outside the classroom. In autonomous learning, students are given full responsibility in the learning process. In this study, students can develop autonomous learning through YouTube by using it as a medium of learning to improve student's English skills.

**d. English Skill**

English has four aspects, namely writing, listening, reading, and speaking. Every skill must be mastered by students to achieve good mastery of English. In this study, the increase in English skills can be improved through autonomous learning through YouTube media.



## CHAPTER II

In this chapter, researchers describe related studies and a review of related literature regarding the experiences of EFL students in learning English autonomously using YouTube.

### A. Previous Research

The first study was written by Salima Ben Abaida, and published in 2021. This research is entitled “*Towards Enhancing E-learning: Using Digital Literacy, YouTube and Facebook, to Encourage EFL students’ Learning Autonomy*”<sup>12</sup>. This study aims to explain how youtube and Facebook have been used in independent learning. Salima explained that technology, may assist students to develop autonomous learning and how students can learn independently utilizing technology.

Salima Ben Abida involved 65 EFL students at Mohamed el-Bachir Elibrahimi University located in Arréridj, Algeria, and also involved 5 university lectures. The 65 students are EFL students in the second year and are divided into 35 female and 30 male participants. Participants in this study were selected randomly, while teacher participants volunteered to participate in this study.

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<sup>12</sup>Salima Ben Abida, ‘Towards Enhancing E-Learning: Using Digital Literacy, YouTube and Facebook, to Encourage EFL Students’ Learning Autonomy’, *DIDASKEIN Revue Internationale Des Sciences Du Langage, de Didactique et de Littérature*, 2.1 (2021), 189–204.

In this journal, Salima selected to use qualitative methods and participant observation techniques to collect data. Salima conducted interviews and distributed questionnaires to gather information for the journal. In addition, Salima also revised the assignment that was assigned to the students. The main findings in this study are based on observations of actions, reactions, communication, portfolio notes, and interviews. The results of the interviews showed that 45 students used YouTube, Facebook, and Skype only for entertainment purposes. Then the remaining 20 students stated that YouTube could be used for entertainment and also to learn pronunciation, but the Facebook application and other social media were only suitable for amusement, not learning. Researchers also found that most students spend between 7 and 9 hours each day playing Facebook and YouTube.

The conclusion from Salimas' question about which application between youtube and Facebook is more useful in learning, indicated that youtube is more beneficial because youtube combines language learning with audiovisual. Other findings suggest that students have challenges developing autonomous learners due to time management and internet issues.

The results of interviews conducted with the lecturer found that the teacher used YouTube or Facebook to share learning materials. In addition, the teacher stated that browsing YouTube or Facebook encouraged students in becoming independent learners. The results of this study show that YouTube and Facebook have a

positive impact on students' confidence when discussing, talking, or sharing ideas. additionally, accessing YouTube and Facebook is considered to assist students to become autonomous learners and help students to improve their language performance, and develop productive and respectful behaviors.

The similarity between the journal written by Salima and the research conducted by the researcher is the use of social media YouTube as a learning medium to increase students' autonomous learning. This equation is found in the learning material used and the research target. The difference between the researcher's and Salima's journal is the selection of research participants. Salima selected second-level students in university, meanwhile, the researcher recruited 12th graders as research participants.

The second journal released in 2021, was written by Bella Maharani Bhestari and Roghibatull Luthfiyyah. This research is entitled “*EFL Students’ Perception Towards the Use of MALL to Promote Students’ Learning Autonomy*”.<sup>13</sup> This journal was written by involving participation in a private university, Cirebon. The purpose of this journal is to determine students' perceptions of the implementation of MALL in developing students' autonomous learning. Bella and Roghibatul chose to use qualitative methods in

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<sup>13</sup>Bella Maharani Bhestari and Roghibatul Luthfiyyah, ‘EFL Students’ Perceptions towards the Use of MALL to Promote Students’ Learning Autonomy’, *Academic Journal Perspective: Education, Language, and Literature*, 9.2 (2021), 77 <<https://doi.org/10.33603/perspective.v9i2.6012>>.

collecting data. This journal, written by Bella and Roghibatul, was designed with a case study design involving four students majoring in English. The sample was selected using the purposive sampling method. The samples were selected after graduating or completing a set of requirements. The four participants were students who had a good perception of accepting technology and students who had high autonomous learning based on tests or surveys that had been conducted previously.

The results of the research conducted by Bella and Roghibatul show that in general, participants engage applications to learn English, although each participant has different applications as a learning resource. Participants find it easy to use the application to learn English because it can be accessed anytime and anywhere. Then, the conclusion drawn by Bella and Roghibatul in their journal states that the use of MALL has a positive impact on student learning. EFL states the application is simple to use. For starters, the application is available at any time, is simple to use, and provides a variety of learning resources. Secondly, it includes activities and creates learning enjoyable, which certainly affects their ability to improve their English. Other results show the application of MALL in autonomous learning produces beneficial results.

The similarity between the journal and researcher study is in the main target of the research, which is to increase student autonomous learning. This similarity is based on the goal of introducing and enhancing self-directed learning. The difference

between this journal and the study conducted by the researcher is the role of media in learning. Bella and Roghibatul's journal focuses on MALL or the use of electronics or hardware technologies (mobile, mp3, or mp4) in autonomous learning. The researcher focused on YouTube social media, which is a software device that includes electronic objects. Meanwhile, Bella and Roghibatull's journal is concerned with hardware instead of the programs that students utilize as learning media.

The third journal was written by Hj. Fadhilah Harhab, Slamet Supriyadi, and Agus Wijayanto. This research is entitled "*Strengths and Weaknesses of Self-Regulated Learning through YouTube: Indonesian EFL Students' Perceptions*".<sup>14</sup> This study aims to determine the perceptions of EFL students regarding the limitations and strengths of self-regulated learning through YouTube. This study utilized a qualitative method with a descriptive case study design and collected data through interviews. The main purpose of adopting this method is to describe the data obtained from questionnaires and interviews with participants who explain their perceptions of self-regulated learning through YouTube, and also their limitations and strengths.

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<sup>14</sup>Hj. Fadhilah Harahab Putri, Agus Wijayanto, and Slamet Supriyadi, 'Strengths and Weaknesses of Self-Regulated Learning through YouTube: Indonesian EFL Students' Perceptions', *ELS Journal on Interdisciplinary Studies in Humanities*, 3.4 (2020), 531–42 <<https://doi.org/10.34050/elsjish.v3i4.11749>>.

The participants involved in this study were selected purposively. Four students majoring in English at a university in Indonesia were selected as participants. The reason for selecting these participants is that they are aware of YouTube and they also utilize youtube to learn outside of the classroom.

The result of this study indicates a positive response from students in accessing YouTube for self-regulated learning outside the classroom. Furthermore, related to cognitive, students also believe that using YouTube help them in managing and improving their English outside the classroom. In addition, the opinion of the participants said that learning to use YouTube was able to overcome problems such as boredom and lack of interest in learning because YouTube provides many choices of interesting material that can increase their interest in learning. Meanwhile, based on the affective aspect, the students showed a sense of pleasure and enjoyed learning English more using YouTube. For the conative aspect, students show a positive attitude in the autonomous learning process utilizing YouTube because they can organize, monitor, and evaluate their learning process. The advantages of being self-regulated through YouTube include the availability of interesting learning, providing a varied choice of material, and youtube can be accessed by students anywhere and anytime, even though the existing weakness is related to the internet network used to access YouTube.

The similarity between this journal and research conducted by the researcher relates to the focus on youtube as a way of



autonomous learning outside the classroom, where students learn autonomously under teacher supervision as in the classroom, but they are responsible for the complete answer regarding the learning process with youtube that they do. The difference is the objects in the study varied significantly; the journal chose English students in university as participants, whereas the researcher chose students from senior high school grade twelve as participants.

The fourth Journal was written by Ahmad Nur Syafiq ET, al. and published in 2021. This journal is entitled “*Increasing Speaking Skills through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19*”.<sup>15</sup> According to this journal, the use of YouTube is one of the alternatives that can be employed in online learning. The purpose of this study is to describe the results of the use of YouTube to improve speaking skills and how the learning and teaching process by implementing YouTube into classroom learning.

This journal employed action research, to explain the influence of YouTube to improve students ' speaking skills during the pandemic. The participants were non-English Department students in first grade at the university of Muhammadiyah Kudus in the academic years 2019-2020. The sample included 205 students, meanwhile, 85 students were taken purposively. To obtain the data

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<sup>15</sup>Ahmad Nur Syafiq and others, ‘Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19’, *Elsya: Journal of English Language Studies*, 3.1 (2021), 50–55 <<https://doi.org/10.31849/elsya.v3i1.6206>>.

conducted an assessment of speaking and interviews were and the data was analyzed using quantitative and qualitative methods.

Ahmad ET, al. used a post-test and pretest to determine students speaking skills as an answer and evidence of the contribution of YouTube in improving students ' speaking skills. The average score obtained by students was 58.8 in the pretest of 85 students with the highest score being 68. The first post-test showed students' scores were 67.5 out of 85 and the highest score was 72. The average score in the second post-test showed 78.7, while the third post-test shows the average score of students is 89.8 and the highest value is 92. The result from the pretest and post-test can be used to conclude that utilizing youtube for online learning help students to improve their speaking abilities.

Research conducted by Ahmad et al. and research conducted by others has similarities and differences. The similarity is the use of YouTube as learning media, The differences are that Ahmad et al. did not discuss autonomous learning in their journal, while the researcher discusses it as a topic of research. In addition, there are differences in the sample or population. Ahmad et al. chose students of universities as participants, and the researcher selected junior high school students as the research population.

## **B. Review of Related Literature**

### **1). English as a Foreign Language**

Harmer in his book describes how EFL is a situation where students learn English intending to communicate with English speakers in the world—this is when students become tourists or business people (2007: 19).<sup>16</sup> EFL students are those who do not have English as their native language. However, EFL students study English for various reasons. According to Camenson (2007), the purpose of EFL students is to study English for use on trips, as an international communication tool, or use in business activities.<sup>17</sup> English as a foreign language is a difficult thing to learn, therefore, studying English for EFL students requires time and extensive opportunities to master English. Unfortunately, according to Camenson, EFL students have limited time to learn English, they also have limited opportunities to practice English outside the classroom and they have a mother language background in learning English (Camenson, 2007). English is difficult to learn for EFL students due to limited chances and time. As a consequence, students require new learning which is not constrained by time and chances to learn.

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<sup>16</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Essex, England: Longman, 2001).

<sup>17</sup>Blythe Camenson, *Opportunities in Teaching English to Speakers of Other Languages (Revised Edition)*, 2007.

English is a foreign language in Indonesia because it is not the Indonesian mother language. However, English is a foreign language that is widely studied and spoken by the people of Indonesia, and it is regarded as a more significant foreign language to learn than other foreign languages. This is demonstrated by schooling in Indonesia, where English is included as a topic in Indonesian education. This is also supported by the opinion of Juanidi from Braine (2005: 71) who stated that to complement the ability of Indonesian people in international communication, English is the first foreign language that is officially taught to students from the junior high school level.<sup>18</sup> As the result, English cannot be separated from the Indonesian education system and the daily lives of people.

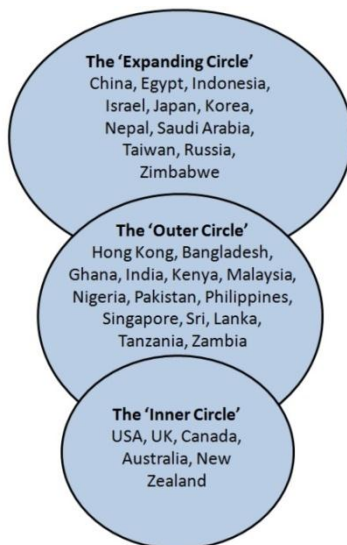
Then Lauder in his essay entitled “The Status and Function of English in Indonesia: A Review of Key Factors“ (2008) states that English is important for Indonesia and the reason that is often expressed is that English is an international language because a large number of users and it is used in almost the whole world.<sup>19</sup> The large spread of the use of English gives rise to a variety of variations that are used in different places. There is a method for organizing the

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<sup>18</sup>George Braine, *Teaching English to the World: History, Curriculum, and Practice* (Taylor and Francis, 2014) <<https://doi.org/10.4324/9781410612861>>.

<sup>19</sup>Allan Lauder, ‘THE STATUS AND FUNCTION OF ENGLISH IN INDONESIA: A REVIEW OF KEY FACTORS’, *Makara Human Behavior Studies in Asia*, 12.1 (2008), 9–20 <<https://doi.org/10.7454/mssh.v12i1.128>>.

diversity of complicated variants. Kachru's conceptualization of geography and language learning in English as three strands were quite beneficial. Kachru explains the spread of English throughout the world through a three-circle model.



Sociolinguistically, the EFL category in the Kachru pattern explains that the inner circle is dominated by native speakers or ENL (English Native Language), who set and maintain the English norm. The inner circle includes countries that use English as their first language. Then the outer circle represents a country or region that develops English by their standards. The outer circle contains countries where English is not the primary language, but English is transmitted through schools and becomes part of community communication. while to expanding circle is countries that are included in foreign languages. The expanding circle contains

countries that do not discuss English in administrative matters, but English is recognized as a legal language and is widely studied as a foreign language.

Learning and teaching a foreign language has never been easier; requires time and a long and complex process. Moreover, the process of teaching and learning English in Indonesia as a foreign language occurs more in the classroom than outside the classroom. As a result, students do not practice their English skills independently outside of the classroom. In addition, Indonesia does not provide adequate exposure for students to study. That's why English still needs to improve in learning for EFL students in Indonesia.

## **2). Autonomous Learning**

Autonomous learning has been a critical topic in foreign language teaching for more than 30 years.<sup>20</sup> Autonomous learning refers to the student's ability to control their learning and to take responsibility for what they have learned. According to Holec as described by Cotteral (2008), autonomous learning is a capacity that relates to the ability of students to determine their learning and accept accountability for what they learn. Then Holec stated that autonomous learning is a potential capacity that needs to be

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<sup>20</sup>Simon Borg and Saleh Al-busaidi, *Learner Autonomy: English Language Teachers' Beliefs and Practices* (London: British Council ELT Research Paper, 2012) <[www.britishcouncil.org](http://www.britishcouncil.org)>.

developed in students. Then, in Cotterall (2008), Holec explains his perspective of autonomy as the ability of students to be responsible for making decisions to determine learning objectives, learning content and learning progress, methods and techniques to be used in learning, monitoring acquisition procedures, and evaluating results learning.<sup>21</sup> The ability of students to become autonomous learners can support increasing students' innovation and creativity in learning. Since students have the chance to choose learning materials based on their interests, autonomous learning can also help students to increase motivation and student learning initiatives. The autonomous learning paradigm emphasizes students' abilities in learning processes and empowers students to take responsibility for their learning. The autonomous learning method makes teaching-learning become the student center.

Littlewood (1996) states the idea of autonomy as "learners' ability and willingness to make choices independently" (p. 247). He adds to the idea that "this capacity depends on two main components: abilities and willingness." (p. 428). According to Littlewood, the student must have four subcomponents to be able to succeed in acting autonomously: knowledge, skills, motivation, and self-confidence.<sup>22</sup>Autonomous learning also encourages students to have

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<sup>21</sup>Sara Cotterall, 'Autonomy and Good Language Learners', *Lessons from Good Language Learners*, 2008, 110–20.

<sup>22</sup>William Littlewood, "'Autonomy': An Anatomy and a Framework", *System*, 24.4 (1996), 427–35 <[https://doi.org/https://doi.org/10.1016/S0346-251X\(96\)00039-5](https://doi.org/https://doi.org/10.1016/S0346-251X(96)00039-5)>.

a conscious attitude toward the importance of learning. An autonomous learner must have the desire and awareness to learn without pressure from others. Autonomous learning also develops the attitude of students to be responsible for their learning process. Students can manage time and learning techniques, and students can identify and solve weaknesses.

According to Chitashvili (2007) autonomy is a complex socio-cognitive system that is manifested in various levels of independence and control of an independent learning process that involves various aspects of capacity, ability, attitude, decision-making, choice, planning, action, and judgment, both as a language learner or as a communicator inside or outside the classroom.<sup>23</sup> Autonomous refers to how students can process and organize themselves in the learning process independently. Students are required to have motivation and initiative, and be able to take responsibility for the learning they choose according to their wishes. This learning involves sufficient self-confidence and independence; determining learning strategies, which require students' willingness to accept responsibility for learning outcomes; this is very similar to meta-cognitive strategies; planning, decision-making, monitoring, and evaluation.

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<sup>23</sup>Nanuli Chitashvili, *The Concept of Autonomy in Second Language Learning*, *Georgian Electronic Scientific Journal: Education Science and Psychology*, 2007.



According to Chan (2013), Autonomous learners have eight characteristics, such as<sup>24</sup>:

a. be motivated to learn

Students who have the desire and are motivated to study are more likely to be active and willing to learn without force from anyone. Motivated students tend to have a high enthusiasm for learning even though academically the students are not very smart.

b. Have goal-oriented in learning.

Goal-oriented is a goal or expectation that will be obtained by students when learning something. Goal-oriented students will be more organized in learning.

c. Willing to ask

Students who have a high level of learning awareness tend to be active students to find out new things that they do not know. Students will have great curiosity and will try to find out information until students find the answers that they feel are satisfactory.

d. Well-organized in learning

Autonomous learners can effectively organize students' learning. In addition, students are capable of

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<sup>24</sup>Victoria Chan, 'Readiness for Learner Autonomy: What Do Our Learners Tell Us?', *Teaching in Higher Education*, 6.4 (2001), 505–18 <<https://doi.org/10.1080/13562510120078045>>.

managing all aspects of learning. This can help students learn more efficiently and effectively.

- e. Work hard in learning the language.

Students will work hard to do everything possible to achieve the goal. They have unyielding nature and do not easily discourage. Also, they do not argue for investing more time and energy in learning English, such as by taking tutoring as extra study.

- f. Interested and enthusiastic about learning

Students who have a high interest in a lesson, are more likely to continue learning and seeking out new things. So that students do not feel burdened or forced to learn.

- g. Have activeness in learning

Students must participate actively in their learning, both outside and inside the classroom. Students actively try to get new knowledge whether through books or electronic media. In addition, students can be active in asking the teacher or learning on their own to improve their English skills.

- h. Have initiative in language learning

Students have taken the initiative to begin learning. Besides that, students can take the initiative to participate in their learning, such as taking notes on important topics. In addition, students with initiative in learning do not require

coercion or encouragement from others to start learning, they have the awareness to do so.

Furthermore, the levels and variations in autonomous learning, as stated by Nunan quoted by Chitashvili (2007), stated that there are five levels of autonomous learning. According to Nunan, there are several steps of self-learning in self-skill development from the lowest level to the highest level.<sup>25</sup>

Table 1. David Nunan’s autonomous learning level as cited in Chitashvili (2007)

Level	Learners Action	Content	Process
Level 1	Awareness	Students care about their learning goals and materials	Students recognize how engaging instructional task strategies are and identify their assignments in the style they desire
Level 2	Involvement	Students are involved in determining goals of various options	Students make choices from a variety of available options.

<sup>25</sup>Nanuli Chitashvili, ‘The Concept of Autonomy in Second Language Learning’, *Georgian Electronic Scientific Journal: Education Science and Psychology*, 2, 2007, 17–22.

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		available.	
Level 3	Intervention	In addition to students having to be involved in setting goals, students are active in changing and adjusting learning goals and objectives.	Students modify and adapt existing assignments.
Level 4	Creation	Students determine or create their own learning goals	Students determine their assignments
Level 5	Transcendence	Students go beyond the classroom and make connections between how their learning content is inside and outside the classroom as a	Students become teachers and researchers.

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function of truly

autonomous

learners

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In autonomous learning, students are also required to be active in determining goals, learning materials, strategies, methods, and even learning outcomes that have been carried out. In other words, independent learners are also reflective learners because students are required to be responsible for the management of their learning and the cognitive aspects of their learning. Students are also required to be able to make conscious efforts about what, why, and how they learn by themselves. It can be said that in autonomous learning, students are also fully responsible for their motivation and consistency in learning.

However, there are often misunderstandings about the concept of autonomous learning. Autonomous learning is often considered independent learning outside the classroom, with all control being on the learner (Hafner and Miller, 2011). They also expressed that autonomous learners are individuals who can learn without the assistance or guidance of a teacher or instructor.<sup>26</sup> According to Little (1991), a common misunderstanding is that autonomous learning is often equated with self-instruction. The concept of autonomous learning indicates a high dependence

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<sup>26</sup>Christoph A Hafner and Lindsay Miller, 'Fostering Learner Autonomy in English for Science', *Language Learning & Technology*, 15.3 (2011), 68–86.

between teachers and students in autonomous learning (Little, 1995).<sup>27</sup> It can be concluded that no student can learn autonomously without a teacher. The function of the teacher is not as a transmitter of knowledge, but rather the teacher acts as an organizer, guide, and motivator. This demonstrates the existence of a substitute between students and teachers in autonomous learning.

Autonomous learning is not common in Indonesia. Autonomous learning in Indonesia is still not listed as an objective teaching and learning process and most teachers do not understand what autonomous learners are.<sup>28</sup> Then Lengkanawati (2014a) stated that the literature in Indonesia still rarely discusses autonomous learners.<sup>29</sup> Introducing autonomous learning to students is very important so that students can become autonomous learners and not depend on learning in the classroom. Moreover, English is taught from elementary school to high school, where students are expected to be able to achieve a satisfactory level of English proficiency. But unfortunately, as reported by Hamied (2011), quoted from Lengkanawati (2017), almost 95% of students from secondary schools were categorized in the first and elementary levels assessed by the TOEIC (Test of English for International Communication)

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<sup>27</sup>David Little, 'Learning as Dialogue: The Dependence of Learner Autonomy on Teacher Autonomy', *System*, 23.2 (1995), 175–81.

<sup>28</sup>Nenden Sri Lengkanawati, 'Learner Autonomy in the Indonesian Efl Settings', *Indonesian Journal of Applied Linguistics*, 6.2 (2017), 222–31.

<sup>29</sup>Nenden Sri Lengkanawati, 'Making EFL Learners Autonomous: Can Language Learning Strategies Help', *ALAK International Conference on Applied Linguistics in the Era of Multiculturalism*, 27 (2014).

conducted at ITC Jakarta. The PISA (Program for International Students Assessment) stated that in mathematics, language, and science, Indonesian students only entered level 3, while in other countries in the same grade, students were able to reach level 4.5 or 6. In 2008, PISA stated that Indonesia was ranked 2nd lowest, while in 2009, PISA showed that Indonesia was at level 57. This shows that the education system in Indonesia requires significant development.<sup>30</sup>

Autonomous learning is considered capable of being a solution in student learning so that they can learn responsibly and not only be limited to hours in class. in the journal Marita (2018), it is stated that English skills can improve by implementing autonomous learning with various media chosen by students.<sup>31</sup> Then Xiang L (2021) stated in his journal that experimental students who learned to use autonomous learning showed an increase in their ability to speak English effectively.<sup>32</sup> This explains that autonomous learning is needed in students learning process to improve students capacity to master English. Autonomous students can identify their learning requirements and be responsible for students learning and evaluate

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<sup>30</sup>Nenden Sri Lengkanawati, 'Learner Autonomy in the Indonesian Efl Settings', *Indonesian Journal of Applied Linguistics*, 6.2 (2017), 222–31 <<https://doi.org/10.17509/ijal.v6i2.4847>>.

<sup>31</sup>Marita Nurharjanti AKBA SINEMA Yogyakarta, 'The Autonomous Learning in Improving the Four Language Skills Done By the Best Students of Stmik Amikom and Akba Sinema Yogyakarta', *Journal of English Education Literature and Linguistics*, 1.2 (2018), 70–78.

<sup>32</sup>Leyuan Xiang, 'Lifelong Learning: A Study of College English Autonomous Learning', *Engineering Intelligent Systems*, 2.2 (2021), 103–8.

learning outcomes. Those characteristics are needed by all students to achieve a high learning awareness attitude and have an impact on increasing skills and knowledge. Therefore, the importance of autonomous learning for EFL students is very important to improve the quality and student learning outcomes.

### 1) **YouTube**

YouTube is an application platform that is used to share videos and watch videos. Youtube is utilized and accessed by 82% of internet users globally as of October 2015.<sup>33</sup>This shows that YouTube has a large of users that are interested in watching videos or also uploading videos. In addition, the existence of YouTube shows that YouTube is a media or source of information that is in high demand by the world's population. The ability of users to choose and watch and search for videos offers the possibility for students to use youtube as a source of information in autonomous learning.

YouTube is a video-sharing application that offers a variety of videos. Videos can give visual images and sounds that can entertain viewers. By using correct video, youtube may be utilized as a learning medium to attract students' attention, educate them, and prevent students from being bored. Especially for EFL students who study foreign languages, which surely makes them tired and bored,

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<sup>33</sup>Dedi Supendra and Winanda Amilia, 'The Use of Youtube to Increase the Students' Autonomous Learning in the Online Learning Situation', in *Proceedings of the 2nd Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2020)*, 2021, DLXIII.



innovation in the use of media and modernizing learning media is necessary, and YouTube is a modern application that is suitable for the use of ICT (information communication and technology).

Teachers can use the various learning videos available on YouTube to assist in selecting and presenting the material properly. By watching videos on YouTube, teachers can involve important components of learning English at one time, specifically; reading, listening, writing, and speaking. Videos can provide a creative and enjoyable learning experience for students (Yasin, Mustafa, and Permatasari, 2018).<sup>34</sup>The right and appropriate video for learning as a supporting tool can help optimize learning outcomes because the use of YouTube is the right step. It is because youtube is one of the most popular current technologies among the younger generation, that it may be utilized to enhance students' English learning.

According to Sukhani (2012), YouTube can be used as an interactive learning media in the classroom and can be used by teachers or students through online or offline presentations.<sup>35</sup> Then Nofrika (2019) provides six benefits that can be obtained from using YouTube for learning.<sup>36</sup>

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<sup>34</sup>Burhanuddin Yasin, Faisal Mustafa, and Rizki Permatasari, 'How Much Videos Win over Audios in Listening Instruction for EFL Learners', *Turkish Online Journal of Educational Technology - TOJET*, 17.1 (2018), 92–100.

<sup>35</sup>Sukani, 'Youtube Has Advantages As A Learning Medium', 2012.

<sup>36</sup>Inda Nofrika, 'EFL Students' Voices: The Role of YouTube in Developing English Competences', *Journal of Foreign Language Teaching and Learning*, 4.1 (2019).

- a. Giving flexibility to learners. Students can access YouTube whenever and wherever they need to via their cell phones or computer.
- b. Youtube helps students understand the material. Youtube through the videos watched can provide in-depth explanations on a topic that students want to understand. Liu (2010) adds that YouTube provides a good learning resource because many videos explaining a topic are uploaded by teachers.
- c. Youtube supplies fun videos. Every student has an interest in a different field, and YouTube provides millions of videos in their library, so students can choose what videos they want to watch according to their interests.
- d. Increasing pupils' macro practice. Students can access and watch videos that match their interests and use them as a macro practice to develop their English skills, such as; listening, speaking, reading, and writing. They can watch movies and analyze what they say or how their grammar or pronunciation is, and this is a form of practice that students can do through films.
- e. Assisting pupils in expanding their vocabulary list. Students can watch English videos or listen to music or even listen to a story from a video on YouTube, and this can be used to add new vocabulary.
- f. Facilitating communication in a real-life context. YouTube has a comment field facility where the comment column can be

accessed by anyone, including native speakers; this can be a way for students to learn new vocabulary.

Brook (2011) states that YouTube is a tool that can facilitate language learning and teaching, increase self-confidence, provide material and be able to attract students to participate in learning.<sup>37</sup> As a result, the usage of youtube is expected to support students' activity and enthusiasm for studying. Students are also expected to be able to use youtube videos as a source of learning. The activeness of students in learning can create a learning awareness and autonomous learners' attitude.

Watkins and Walkins share 5 ideas about the engagement between autonomous learners and the use of youtube in learning. First, students have the chance to determine the time and select the video to watch. Students can also understand the limits of their abilities in learning and students have the option of continuing or discontinuing academic attention. Second, students can identify their interests and abilities and have an awareness of learning to achieve their goals. Third, students can explore videos as learning resources on YouTube. Fourth, when students are interested in a lesson, they will independently explore videos that are similar to the subject they are interested in. finally, students can improve their learning skills by using YouTube to add information that is not available in educational

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<sup>37</sup>Jennifer Brook, *The Affordances of YouTube for Language Learning and Teaching*, Hawaii Pacific University TESOL Working Paper Series, 2011, IX.

institutions.<sup>38</sup> All of these characteristics indicate autonomous learners' behavior who can utilize YouTube in increasing their learning level.

The contribution of YouTube to education as a learning medium is crucial. Many studies have been conducted on how YouTube influences the development of students learning English. Ilyas and Putri (2020) conducted research using YouTube for learning speaking in the classroom.<sup>39</sup> The results of this study indicate that there is a positive impact from the use of YouTube. This is indicated by an increase in student scores from the initial average pretest score of 49.34, and after that, the average posttest score of students becomes 62.10. This shows an increase and a positive impact from the use of YouTube in learning.

According to Watkin & Walkins (2011, p. 25), YouTube is an application that can provide a valid resource for teachers to improve their lessons with lively typical content. Watkin & Walkins (2011, p.14) also said that there are some limitations that YouTube. The first limitation is regarding copyright, if students commit to a video that is not available on YouTube due to copyright law regulations, the consequence is that students must get the video on their own. The second limitation is the possibility of students

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<sup>38</sup>Jon Watkins and Michael Wilkins, 'Using YouTube in the EFL Classroom', *Language Education in Asia*, 2.1 (2011), 113–19.

<sup>39</sup>Muhammad Ilyas and Miranti Eka Putri, 'YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill', *J-SHMIC: Journal of English for Academic*, 7.1 (2020), 77–87 <[https://doi.org/10.25299/jshmic.2020.vol7\(1\).4141](https://doi.org/10.25299/jshmic.2020.vol7(1).4141)>.

browsing or streaming or spending time on other videos that are not productive. This is considering a large number of videos on YouTube, so teachers are advised to continue to monitor students so that they continue to watch videos that are useful in their learning. The third limitation is the large variety of videos on youtube.<sup>40</sup> Even though there is an age limit set, there are still concerns about the emergence of risky videos such as nudity videos and provocative videos, so teachers must monitor students when opening the YouTube application. Because of these limitations and considerations, several countries have banned YouTube and several other online video streaming sites.

Even so, other researchers in their studies showed the benefits and positive impacts of using YouTube; Cahyana (2020) stated that the use of YouTube in learning English as a foreign language showed positive results. Students believed that using YouTube helped them improve their English language skills. In addition, students also think that the use of videos on YouTube is very interesting and that the material presented is easier to understand.<sup>41</sup> Youtube is a very good application, with a variety of available learning videos that can be used by teachers and students in learning. Especially for autonomous students, who need media and

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<sup>40</sup>Jon Watkins and Michael Wilkins, 'Using Youtube in The EFL Classroom', *Language Education in Asia*, 2.1 (2011), 113–19.

<sup>41</sup>Agus Agung Canis Cahyana, 'THE USE OF YOUTUBE VIDEO IN TEACHING ENGLISH FOR FOREIGN LANGUAGE AT VOCATIONAL HIGH SCHOOL', *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8.2 (2020), 1–11 <<https://doi.org/10.23887/jpbi.v8i2.3399>>.

learning resources outside the classroom for their learning, YouTube can be the answer for autonomous students. Easy and flexible access allows students to access and study material on YouTube anytime and anywhere. Moreover, there are many choices of available materials, so students only need to find and adjust the selection of videos to what material they need. Furthermore, students can also repeat the learning videos as much as they want to get a clear and sufficient understanding. This is very helpful for autonomous students who need clear learning even outside the classroom. Although there are some concerns and limitations that exist on YouTube, many studies that have found the benefits of YouTube in learning make this application worthy of consideration as a medium for learning.

### **3). English Language Skill**

In English, 4 main components must be learned if someone wants to master English well, namely writing, reading, speaking, and listening. These four abilities are related to each other, meaning that these components must be mastered so that the target of learning English can be achieved. To achieve these 4 components, students must familiarize themselves with English by making English a part of their activities as students at home, school or university, or workplace, as long as they have free time.

## 1) Writing skill

Writing is an ability that must be possessed by students in writing in other languages. According to Brown (2001, p. 336), writing is a thinking process.<sup>42</sup> Writing is one method to express emotions and ideas through writing because the writing process allows students to release the ideas that are in their thoughts. Students attempt to describe their thoughts in writing. The writing process is also a process to develop the main idea into a piece of writing.

Hayland (2004:09) states that writing is a way to share personal meaning. It means that writing is one way to share opinions, ideas, or ideas with others through writing or in the form of text. Writing is also a good place for them to exchange views or ideas, but everyone's views or ideas are different. That's why writing must be accepted and understood by the wider community. Writing is also divided into two categories: writing as a product and writing as a process. People who write as products only care about the purpose and results of the writing. While writing a process, is a process where someone develops their idea, writing is also a way to communicate verbally. The ability to write is very necessary to help the writer pour all the thoughts and ideas in his mind into a piece of writing. It also helps develop students' creativity in thinking. If students have good writing skills, then it can help students more easily get a job or apply to college.

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<sup>42</sup>H douglass Brown, *Teaching by Principles* (Longman, 2001).

Using youtube to improve student writing skills can be achieved by taking notes and summarizing. Students can use youtube to find story content and listen to it while analyzing the grammar used and taking notes about important points. Student can improve their English grammar by selecting the appropriate videos. Watching videos with detailed explanations can be a way for students to learn grammar to improve their writing skills.

## 2) Speaking skill

Speaking is also one of the skills that must be mastered in English. Speaking is an activity in which a person conveys a message in the form of a verbal utterance orally to others. Brown (1994:1) states that speaking is a process for collecting information data, receiving, generating, and processing valid information data, and then delivering it in good communication. Through speaking we can express our thoughts and make connections with other people.

Speaking in English, especially for EFL students must be very difficult, they tend to think about how the grammar is correct, and also they are afraid that their pronunciation doesn't sound good because that's why speaking is more difficult for EFLs. speaking skills are important thing in everyday life to interact with other people because it is necessary to master speaking skills, especially in speaking English which is not the mother tongue.

To improve speaking skills using YouTube, students can practice conversational analysis. Students watch the selected videos and then analyze how effective conversations are carried out.



Students can also analyze how to pronounce English or can also analyze how daily expressions are expressed.

### 3) Reading skill

Reading is one of the skills that need to be mastered to master English. Reading is an activity where we obtain information through writing books or articles and the like. Reading is a process to receive messages from letters or written language from the author.

According to Finocchiaro in Cahyani (2007:12), reading is an activity to bring meaning or get meaning from the source material in physical form or print. The purpose of simple reading is to get the main idea or idea and find information from a text that has been written. Reading can also involve the human brain and emotions. For example, when students read books or texts of knowledge or education, students will involve the brain to understand what is read, while when reading a novel or text that is dominated by feelings, students will involve emotions according to what they read and when students read religious books that they adhere to then he will agree and believe what they read and what is written in the book.

Reading a text in English certainly requires qualified skills to be able to understand the meaning contained in a book, therefore it is necessary to practice and learn to improve reading skills. Because reading is not just being able to spell writing but also being able to understand what the meaning is, able to retell or be able to conclude and take information from what they read.

The role of YouTube in improving students' reading skills can be done by choosing the right video to improve it. A short tale with subtitles or a song with lyrics can be included in the video. Students can read the subtitles displayed in the video. This can help students in practicing comprehension of English sentences. In addition, students can learn how to pronounce a word and how word order is formed, for example how the sentence structure of "chicken", "princess" or "mother" is formed. Students can learn how to pronounce words by watching a video. Furthermore, learning to read a text expands students' vocabulary. Students will discover new words, which will then be analyzed and added to their knowledge. When students master vocabulary, they can understand the meaning of a text better. Students at the intermediate level select more complicated English story videos or song lyrics and try to understand the sentence in one video show.

#### 4) Listening skill

Listening is a basic skill that must be learned when learning a language. By listening we can catch a new language which will then be digested by the brain. This listening process is called receptive ability which is a process that occurs in listeners by listening to new language codes conveyed by speakers or other people. And if they have good listening and digesting skills then it will affect their understanding and skills in speaking and writing.<sup>43</sup>

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<sup>43</sup>Nurmala Hendrawaty, 'The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya', *Loquen: English*

The listening process requires active and fast brain work to respond and respond and digest the message captured by the hearing instrument (ear), if the message is not able to be captured properly by the hearing instrument or when we lose focus in listening, the message conveyed will fall apart.

Meanwhile, according to Hebert J. Walberg, listening is a very important skill in learning because by listening we can gain insight or information and make it easier to communicate with others.<sup>44</sup> Based on the definition of listening above, it can be concluded that listening skills are a very important aspect for students to have because with listening skills we can receive information or insights as well as new languages. However, listening in the context of learning English requires special skills because not all individuals can receive audio messages through hearing aids in English quickly and effectively, except for those who are English is their mother tongue. That's why students need to improve their listening skills so that students have active listening skills related to the information received and students can provide feedback on the information provided by the speaker.

The use of youtube in improving students' listening skills can be done by the way teachers or students listen to audio via youtube,

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<<https://doi.org/10.32678/loquen.v12i01.1192>>.

<sup>44</sup>Trudy Wallace, Winifred E. Stariba, and Herbert J Walberg, 'Teaching Speaking, Listening and Writing', *International Academy of Education*, May, 2004, 13 <<http://www.curtin.edu.au/curtin/dept/smec/iae>>.

this can be in the form of songs, movies, or speeches. students can make transcripts according to what they hear and then match the transcripts that students make with the original transcripts. Additionally, listening requires good learning resources, where various accents and clarity of pronunciation are needed in this aspect. Youtube, which has a large variety of videos to select from, can help students by providing good learning resources.

## CHAPTER III

This chapter describes the research that will conduct, including the following topics: research design, research setting, research participants, data sources, research focus, research data collection, and data analysis techniques.

### A. Research design

In this study, The researcher chose the descriptive qualitative method approach as a research method. This method is used to describe phenomena that occur in the field in real terms and based on facts. Qualitative research emphasizes understanding to explain a phenomenon and facts in depth and detail. Creswell (1994) describes qualitative research as a process aimed at understanding human or social problems based on a real and detailed description of the situation in the environment.<sup>45</sup> Qualitative methods are used to respond study questions verbatim. In this study, a qualitative method was chosen to explain students' experiences in autonomous learning through YouTube and to describe the influence of YouTube in improving students' English skills as a medium for autonomous learning at MTs Nu 21 Banyuringin. It can be concluded that the qualitative method is research that seeks to

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<sup>45</sup>John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches / John W. Creswell*, 4th ed. (Singapore: Sage Publication, 2014).

explain a phenomenon or an event experienced by the research subject by describing it through words. The main purpose of qualitative research is to describe and answer the research question.

## **B. Research Participant**

This research involved several grade 12 students at MTs Nu 21 Banyuringin. The total number of students is 25 people consisting of boys and girls, with an age range of 13-17 years. However, the participants in this study involved 10 students. Selection of participants selected purposively. This is because researchers choose students who are able to operate YouTube for learning.

## **C. Research Setting**

This research will be conducted at MTs NU 21 Banyuringin in Tempuran, Kendal, Central Java, Indonesia. The researcher chose this school for several reasons, the first reason being that it has been conducting online learning during the covid pandemic, either through WhatsApp, google classroom, or youtube. Therefore, a student at MTs Nu 21 Banyuringin already understands how to use youtube, this is certainly important for this research since students become more aware of how youtube works, and this understanding will minimize student errors in operating youtube. However, even though they have done online learning, the students

of MTs Nu 21 Banyuringin do not carry out learning autonomously. The second reason is that the location of the school is not too far from the researcher's residence. Considering these two reasons, the researcher decided to carry out research at MTs Nu 21 Banyuringin school. This research will be carried out in the first semester of 2022/2023 and will be carried out in an estimated time of 1 month, however, the length of the research period may vary depending on field circumstances.

#### **D. Source of the Data**

The data source is the subject from which the data is obtained. The major data source in this research is the responses of the research subjects who participated in the study. While the data sources are divided into primary data and secondary data.

##### **a. Primary data**

Primary data is the source of data obtained through the first source, such as the location or object of the research conducted. Researchers seek and collect data directly through the first source of the data. In this study, primary data came from students of MTs Nu 21 Banyuringin. In this study, the researcher collects responses from students to several questions related to the research topic, and the student's answers become the main source of data originating.

b. Secondary data

Secondary data is data that is not obtained directly from research data sources. Secondary data can pass through other people or documents. In this study, secondary data is included in journals, books, or articles that can provide related information.

### **E. The technique of Data Collection**

The interview method was utilized to collect data for this study. The interview method is involved asking several questions to get answers from respondents. The participants consisted of 10 students grade 12 students at MTs Nu 21 Banyuringin. Interviews were conducted face-to-face with each respondent in the school environment. So this study describes students' experiences in using YouTube for autonomous learning of English to improve English skills.

### **F. Research Instrument**

A research instrument is a tool used by researchers to measure and observe the phenomenon of the research environment. The interview guideline was employed by the researcher in this study.



a. Guideline interview

The interview is a method of obtaining data by asking respondents questions.<sup>46</sup> The Interview method was utilized to get answers about research topics. the method used is the guideline interview method. A guideline interview is an interview that employs guidelines in its implementation. Researchers have created questions based on the focus of the discussion. The researcher will give questions to the respondents and students' answers will be analyzed and will be displayed as research results in descriptive form.

The procedure for conducting interviews in research are:

- 1) Researchers prepare questions to be asked to respondents.
- 2) Researchers conducted interviews with respondents one by one.
- 3) Researchers will conduct interviews in Indonesian to make it easy for students to understand and answer questions so that there is no misinterpretation of the questions.
- 4) After the interview, the researcher writes the transcript.

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<sup>46</sup>j. Lexy Moleong, *Metodologi Penelitian Kualitatif*, Edisi revi (Bandung: PT Remaja Rosdakarya, 2018).

- 5) Researchers conduct data analysis which will then be presented in the next research.

## **G. Data Analysis**

After the researcher has finished collecting the required research data, the data must be processed and analyzed. Data processing is carried out in several stages, each stage has a different function and purpose. After the data has been processed and analyzed, it may be presented as the result of the research. The stages of data analysis are very important. Data analysis is separated into three stages by Miles in his different stages of Heberman's interactive analysis paradigm.

1. Data reduction

In this process, the researcher conducts selection, simplification, and abstraction. Researchers need to select the data and then create a summary and clarification in the form of a transcript. Furthermore, researchers need to be aware when gathering data since at this stage, researchers also emphasize data, simplify data, focus on key points, and write conclusions. The researcher must examine the important responses given by the respondents and categorize them according to the questions.

## 2. Data display

In this stage, the researcher gathers the data systematically and understandably to develop conclusions that may be displayed in the form of matrices, networks, charts, or graphs.

## 3. Drawing Conclusion

After completing the data processing steps of data gathering, data reduction, and data display, the final process is to conclude. Drawing conclusions is an attempt to find or understand the essence of a study. Conclusions are described briefly and concisely but must be able to describe and represent the overall results of the study. The conclusions drawn must be verified by looking back at the data obtained in the field so that the conclusions made are truly relevant and do not deviate from the research findings. The conclusions that have been made by the researcher are presented in the form of words that are easy to understand and clear so as not to raise doubts or make mistakes in interpreting the meaning of a study.



## **BAB IV**

This chapter presents the results of research conducted by the researcher. Data was collected through interviews with several respondents, which were then analyzed and processed by the researcher. The researcher presents the data findings in this chapter to answer the research questions.

### **A. Findings**

- 1) EFL students experience learning autonomously through YouTube.

In this section, the researcher will present the data gathered on students' experience's learning autonomously using YouTube. The results of the data were obtained through structured interviews with 10 randomly selected respondents. Researchers conducted research at MTs Nu 21 Banyuringin grade 12 in the first semester. The questions related to student experiences in autonomous learning through YouTube included 8 aspects of autonomous student criteria. Data findings will be presented in table form and presented in descriptive form.

#### A. Highly motivated in learning English

In this criterion the researcher gave 3 questions to the respondent. From the questions given. 8 students out of 10 respondents said that they often access or watch YouTube channels to learn English. Based on the results of interviews with student statements as follows:

*“lumayan sering, kalo dibandingkan sama pelajaran lain”* (Yes, quite frequently, if compared with other lessons).

*“Iya, karena saya minat dengan pelajaran bahasa inggris”* (Yes, because I am interested in English lessons).

*“Lumayan sering, ... saya pasti menyempatkan membuka channel bahasa inggris”* (I will definitely take the time to open an English channel).

Then the second question the researchers found that 9 students stated that learning autonomously through YouTube could increase enthusiasm and interest in learning. Then 1 show disagree answer. Based on the results of interviews with student statements as follows:

*“lumayan meningkatkan motivasi juga”*. (Yes, it's quite an increase in motivation).

*“kalau pake youtube tu ga gampang bosan”* (when you watch YouTube, it's not easy to get bored)

*“iya, karna banyak cara untuk belajar bahasa inggris lewat youtube”* (Yes, because there are many ways to learn English through YouTube).

In the third question, the researcher found that 8 students tried to raise their motivation by studying autonomously. while 2 students gave negative answers.

*“saya selalu mencoba memberikan semangat kediri saya sendiri”* (I always try to give myself encouragement)

*“saya mencoba membangkitkan semangat belajar”* (I try to raise the motivation in learning).

*“mengontrol semangat belajar itu pasti, kalau engga dikontrol malah tidak ada rasa semangat belajar”* (Controlling the motivation of learning is important, if it is not

controlled, there will be no sense of enthusiasm for learning).

Based on the interviews conducted, most of the students agreed that the use of YouTube in autonomous learning was able to increase their learning motivation. One of the respondents even gave a learning statement via YouTube giving enthusiasm for learning rather than learning through books. The results of the interviews also showed that most of the students aroused enthusiasm for independent learning. It can be concluded that students meet the criteria as autonomous learners.

#### B. Goal-oriented in learning

The researchers gave 3 questions to students in this criterion. that The first question on this aspect about the learning goals that students have when learning autonomously using YouTube, shows 9 respondents agreeing that they have learning goals when using YouTube for autonomous learning and 1 respondent giving negative answers. Based on the results of interviews with student statements as follows:

*“Saya punya tujuan lancar berbahasa inggris dan bisa memahami materi”.* (I have a goal of



fluent English and can understand the material).

*“Tujuan saya belajar sih untuk menambah pengetahuan baru”* (my learning goal is to add new knowledge).

*“saya harap saya bisa mendapat banyak pengetahuan dan menambah wawasan tentang bahasa inggris”*. (Yes, I have a goal, I hope I can get a lot of knowledge and broaden my horizons about English).

The next question, the researcher asked about students feel when they get lower grade. The researcher found that all students said that they would feel uncomfortable when receiving scores lower than the minimum standard score. this aspect shows that students have an orientation to get better learning outcomes. Based on the results of interviews with student statements as follows:

*“iya, karena itu akan membuat saya kecewa dengan diri saya yang tidak bisa lebih baik dari sebelumnya”*. (yes, because it will make me disappointed with myself who can't be better than before).

*“sangat tidak nyaman, karna setiap orang pasti menginginkan nilai yang terus meningkat”*. (uncomfortable, because everyone wants a value that continuous to grow).

*“Tidak nyaman, karna hal itu membuat saya menjadi kurang percaya diri”*. (it's not comfortable because it makes me insecure).

In addition, students are fully aware of the success of student learning goals by showing that students are uncomfortable when they get lower scores, it also shows that students are aware of the learning progress they undertake autonomously through youtube. This aspect is one of the criteria for reaching the autonomous student criteria, hence students' awareness of having learning goals is one of the indicators for achieving the autonomous student criteria.

### C. Willing to ask.

The researcher gave two questions to the respondents in this criterion. The first question is about comfort in asking the teacher when finding students' difficulties in independent learning. Based on the interviews conducted, the researcher found that 8 students felt comfortable when asking the teacher about the material they have studied autonomously. Then 2

students expressed that they felt uncomfortable asking the teacher. Based on the results of interviews with student statements as follows:

*“nyaman mbak, justru kalau gak paham dan gak nanya malah bingung sendiri”*.(It's comfortable, right, if you don't understand and don't ask, you'll be confused yourself).

*“jika memang saya tidak paham sama materi pembelajaran yang disampaikan dikelas, saya akan bertanya ke guru”*. (Yes, if I really don't understand the learning material presented in class, I will ask teacher).

*“ya nyaman mbak”*. (yes it's comfortable)

The second question concerns the willingness of students to ask the teacher. The results of the interviews showed that 8 students were willing to ask the teacher and 2 showed the opposite result. Based on the results of interviews with student statements as follows:

*“kalau saya gak paham saya tanya ke guru dulu”*.  
(Yes, sis, if I don't understand, I'll ask the teacher first)

*“ya, agar saya dapat mendapat penjelasan jika menemukan kesusahan”*. (Yes, so that I can get an explanation if I find difficulties).

*“iya, agar saya lebih faham materi yang menurut saya sulit”*. (yes, so that I can better understand the material that I think is difficult).

In the context of an autonomous learner, the teacher functions as a motivator, supervisor, and assistant in the learning process, as well as a way of establishing student autonomous learning. In other words, autonomous learning is closely linked to the function of the teacher. The decisions in the student learning process are determined by the students themselves. In this aspect, students can discuss the difficulties found in the learning process with the teacher. One of the criteria for autonomous learning is the willingness to inquire since an autonomous student must have the courage to discuss or ask questions to find the answer to students' difficulties. Since most students meet the criteria as autonomous students in this regard.

#### D. Well-organized in learning

In this criterion the researcher gave 4 questions to the respondents. The first question relates to YouTube which

makes it easy to access learning materials. Researchers found that all respondents gave answers that agreed in this case.

*“Memudahkan banget ya mbak, dibandingkan dengan aplikasi yang lain”*. (It's really easy, sis, compared to other applications).

*“Memudahkan banget, banyak pilihanya”*. (Very easy, lots of choices)

*“Iya, karena youtube adalah source learning yang mudah diakses siapapun”*. (Yes, because YouTube is a learning source that is easily accessible to anyone).

Based on the interview, it can be concluded that students believe youtube facilitates access to learning materials. They can utilize YouTube to gain access to more learning resources. Students can explore learning resources without relying on teachers or books. This certainly has a positive impact on student learning resources that are more extensive and not constrained. In addition, students can explore new things without being restricted in class.

The second question is related to the flexibility of learning through YouTube. The researcher found the fact that all respondents

agreed that learning English autonomously through YouTube is flexible learning.

*“Iya, fleksibel karena saya gak terikat waktu buat belajar, dan saya mudah menyesuaikan waktu saya buat belajar diyoutube”.* (Yes, it's flexible because I'm not bound by time to study, and it's easy for me to adjust my time to study on YouTube.)

*“Fleksibel, karena menurut aku sendiri belajar itu tergantung mood, jadi bisa dilakuin kapanpun”.* (Flexible, because in my opinion, learning depends on the mood, so you can do it anytime)

*“iya, karna memudahkan kita untuk dapat tetap belajar dimanapun dan kapanpun”.* (Yes, because it makes it easier for us to be able to keep learning wherever and whenever)

Based on the interview, Students stated that by utilizing YouTube, the student can learn anywhere and at any time without being constrained by space and time. In addition, they said that by utilizing YouTube, they could learn by adjusting the mood or schedule of students' activities.

The next question, the researcher asked about students making lesson plans in their autonomous learning. The researcher found that

7 Students gave answers in agreement that they made a lesson plan in the process of learning English autonomously. While 3 children gave the opposite response, they indicated that they did not make lesson plans. this shows that 7 students meet one of the criteria for independent students.

*“Iya mbak, biar terarah belajarnya”*. (Yes, sis, so I can focus on learning)

*“iya, dengan tujuan bahwa memiliki rencana akan membantu saya untuk langsung fokus belajar dan mengurangi kesempatan saya untuk menonton tontonan yang lain”*. (YES, with the aim that having a plan will help me to focus on studying right away and reduce my chances of watching other videos).

*“saya membuat rencana singkat mengenai apa yang harus saya lakukan dan tujuan saya belajar”*. (Yes, I made a simple plan of what I had to do and what I was studying for).

For the next question, the researcher asked about the readiness of students in preparing learning facilities. the researcher found that 8 students said they prepared learning facilities and 3 students gave unconvincing information.

*“aku sih emang memastikan kalau kuota dan sinyal hp bagus, dan lingkungan belajar saya nyaman”*. (I make sure the quota and signal are good, and make sure my learning environment is comfortable).

*“Saya selalu memastikan bahwa hp saya terkoneksi dengan internet”*. (I always make sure that my cellphone is connected to the internet).

*“Saya selalu memastikan bahwa hp saya terkoneksi dengan internet”*. (I always make sure that my cellphone is connected to the internet).

The preparation of supporting facilities in the learning process shows positive actions taken by autonomous students. They must make preparations in the form of preparing signals, quotas, or learning environments since they are very crucial in facilitating a successful learning process. Meanwhile, 2 students stated that they did not properly arrange facilities to support the learning process. They stated that the internet quota for accessing youtube was an inconvenience. The awareness that students must prepare supporting facilities as the key to fluency in learning English autonomously is one of the criteria for independent students that should not be missed.



Based on the results of these interviews, it can be concluded that 10 students stated that YouTube makes it easier for students to access learning. Meanwhile, 10 students out of 10 respondents answered that in their opinion learning through YouTube was flexible. In addition, 7 students stated that they made learning lesson plans and as many as 8 students stated that students prepared all the needs in learning. It can be concluded that students have met the standards of the four autonomous students for the well-organized criteria.

#### E. Hard-working in learning English

In this criterion the researcher gave 2 questions related to students' hard work in learning. The questions given are related to the willingness of students to study independently to study and the willingness of students to carry out self-examination after learning. This is related to the hard work of students in learning while at the same time enriching themselves as a form of effort from students in achieving learning goals. based this study the researchers found that 8 students stated that they studied independently.

*“Ya, saya belajar bahasa inggris secara mandiri saat jam luang agar saya lebih paham tentang bahasa inggris”.* (Yes, I study English

independently during my free time so that I understand more about English).

*"Yes, so that I understand and get good grades in lessons."* (Yes, so that I understand and get good grades in lessons).

*"iya, Agar materi yang belum saya fahami bisa lebih faham lagi"*. (yes, so that the material that I don't understand can be understood better).

However, students agreed that they took an effort to learn English properly. While 2 students gave negative answers. They don't invest the time to study, whether it's for English lessons or another subject.

Meanwhile the questioned about students' initiative in completing self-checking in their learning, the researcher found that 7 students did self-checking and 3 students answered that they rarely did self-checking.

*"Ya mbak, biar aku tau mana yang udah paham mana yang belum"*. (Yes, so i know which ones have understood which ones have not)

*"self checkin biar tahu sejauh mana tujuan belajar dan pemahaman belajar sudah tercapai"*. (self

checkin so that you know how far the learning objectives and learning understanding have been achieved).

*“biasanya saya mengerjakan latihan soal yang sesuai dengan materi yang saya pelajari dan hasil latihan sebagai tanda apakah saya sudah memahami materi atau belum”*. (Usually I do practice questions that are in accordance with the material I am studying and the results of the exercise are a sign of whether I have understood the material or not).

The self-checking is intended to allow students to autonomously assess their learning ability. Students who gave positive answers stated that self-checking was carried out to achieve learning targets, know their ability to understand the material, and also to find out weaknesses in learning. Students with good self-checking abilities can better regulate and direct their learning. This shows that most students have been able to take responsibility for their learning. So based on the interview about this criteria can conclude that students show autonomous learner in this criteria.

F. Interested and enthusiastic about learning English.

This criterion the researcher found that as many as 9 indicated that they preferred learning through YouTube. Various reasons were given by students, such as they prefer to study via YouTube since it is more efficient, pleasant, practical, and flexible.

*“Iya, karna lebih enak dan lebih mudah dipahami”.* (Yes, because it's better and easier to understand).

*“kalau menurut saya belajar bahasa inggris menggunakan video memang enak mbak, langsung tau bagaimana cara prakteknya”.* (In my opinion, learning English using videos is really good, sis, I immediately know how to practice it).

*“iya. Karen bisa dilakukan dirumah dan saya bisa menyesuaikan waktu belajar”.* yes. Karen can be done at home and I can adjust my study time).

Meanwhile, in the second question the researcher gave a question in the form of Do you feel interested in finding information or English material autonomously through YouTube?. Based on these interviews, it was found that all respondents agreed that they felt interested in finding

information or material via YouTube. Students give various reasons in answering this question.

*“Iya saya tertarik karena disana lebih banyak materi2 dan penjelasannya jelas terus bisa dipelajari kapanpun”*. (Yes, I'm interested because there are more materials and clear explanations that can be studied at any time)

*“Ya, saya tertarik karena dengan mencari materi sendiri di youtube dapat menambah pengetahuan selain di buku”*. (Yes, I'm interested because by looking for my own material on YouTube, I can increase my knowledge other than in books).

*“iya, lebih gampang, apalgi dibantu dengan fitur terjemahan”*. (yes, it's easier, especially with the help of the translation feature).

In addition, there is 1 student who indicated that he did not enjoy studying on youtube. The reason given is the absence of a mentor during the learning process. This explains that autonomous students can choose and are accountable. This emphasizes that autonomous students may select and be responsible for their learning. But, the teacher's responsibility is to help students when they have difficulty comprehending.

However, students must also have a passion for learning a topic without relying on teachers' explanations.

Based the interviews conducted, it was found that students felt interested in learning through YouTube and students felt interested in finding information or learning materials. Therefore the researcher's conclusion is that students meet the criteria as autonomous learners in this criterion.

#### G. The activeness in learning English.

In this criterion the researcher gave 2 questions to the respondent. The first question shows that 8 students stated that they had discussions about learning English. Furthermore, 2 students stated that they did not have discussions with their study groups or a classmate.

*“Biasanya cukup aktif buat diskusi mbak, buat membahasa pr atau tugas”.* (Usually quite active for discussion sis, to discuss homework or assignments).

*“Saya punya kelompok belajar mbak, jadi saya bisa sharing pemahaman gitu”.* (I have a study group, sis, so I can share my understanding).

*“ya, saya sering mendiskusikan dengn teman teman untuk memecahkan masalah jika ada hal yg saya kurang paham”*. (Yes, I often discuss with friends to solve problems if there are things that I don't understand).

Furthermore, all respondent stated that they take advantage of existing features on YouTube to assist in their learning process. The answer illustrates that access to the YouTube feature has a good impact on students learning English autonomously through YouTube. However, most of the students stated that the subtitle feature was used most often.

*“Iya mbak, semua fitur yang aku gunain, tapi paling sering fitur subtitle”*. (Yes, sis, I use all the features, but most often the subtitle feature).

*“Iya, Saya menonton video nya dengan terjemahannya”*. (Yes, I watched the video with the subtitles).

*“Paling menggunakan subtitle, terjemahan dan kadang ikut komen”*. (Most use subtitles, translations and sometimes follow comments).

The answers above illustrate that most students play an active role in their learning process, such as learning in groups

and using all of youtube's capabilities. The benefits that students derive from their active participation are equally varied. Students find study group discussions beneficial, some said that discussions can make them understand various conceptions of material, and they can also clarify errors in understanding each other. The usage of the youtube feature also has a positive impact on students, most students find it helpful, for example in interpreting dialogues from videos such as a video conversation or a movie. Another benefit is that you may use the subtitle tool to assist people to comprehend what the video is speaking.

Students' willingness to study in groups, as well as their usage of the youtube features, demonstrates that they are engaged in autonomous learning. Students who respond positively to questions 1 and 2 in this aspect satisfy one of the requirements for autonomous learners.

#### H. Having the initiative to learn English

In this criterion the researcher gave 2 questions. The first question is related to student initiatives to learn without coercion from others. The results showed that 9 students indicated that they studied according to their decision.



*“Untuk belajar dirumah, saya memang melakukannya setiap hari tanpa disuruh”.* (when studying at home, I do it every day without being asked)

*“Saya sering buka materi bahasa inggris diyoutube atau di buku paket atau digoogle tanpa diperintah, karena saya memang tertarik dengan bahasa inggris”.* (I often open English material on YouTube or in textbooks or google without being instructed, because I am really interested in English).

*“Tidak ada yang memaksa saya belajar mandiri menggunakan youtube, karena saya sadar kalau gak belajar akan tertinggal dengan teman lain.”*  
(No one forced me to study autonomously using YouTube, because I realized that if I didn't study, I would be left behind with other friends.)

Student answers illustrate that they are the ones who determine the decision to study. On the other hand, some students believe that learning is their responsibility as students. This shows that 9 students are autonomous learners. However, 1 student stated otherwise. He said that he studied for a reason.

The next question is about the student initiative to practice their English. The researcher found that 9 practice the English they learned on youtube. While just 1 student stated that he rarely practiced the English he had learned unless there was a specific reason, such as a practice assessment from the teacher. This proves that most of the respondents have one of the characteristics of autonomous students.

*"Iya mbak, kan aku sering belajar sama temenku jadi kita praktik sering dialog atau praktek menjawab soal bahasa inggris".* (Yes, sis. I often study with my friends, so we often practice dialogues or practice answering English questions).

*"Iya, saya praktek mengerjakan soal tujuanya Agar saya tau sejauh mana kemampuan saya dalam memahami pelajaran dari youtube".* (Yes, I do practice questions, so I know my ability to understand lessons from YouTube).

*"Iya, aksen inggris memang butuh praktek tidak cuma teori".* (Yes, because English really needs practice, not just theory).

Based on the result of the interview the researcher found that students can conclude that they are autonomous learners.

2). Improving EFL students' language skill in autonomously learning through YouTube.

Researchers will present research results relating to improving EFL students' English in autonomously learning through YouTube. Researchers utilize the interview method to obtain data and present it in descriptive form.

#### A. Speaking skill

The researcher questioned respondents about how they may improve their speaking abilities in autonomous learning through YouTube. Based on the interview, researcher found that all respondents to the first question agreed that learning English on YouTube helped them become more competent speakers. Several students stated the following statements:

*“Betul, belajar mandiri menggunakan YouTube meningkatkan speaking skill saya, karena saat mendengarkan kalimat atau kata berbahasa Inggris, saya bisa langsung mempraktikkannya”.*

(That's right, self-study using YouTube improves my speaking skills, because when I listen to

English sentences or words, I can immediately put them into practice).

*“Ya, karena bisa mendengarkan materi secara berulang ulang jadi itu berpengaruh kapada speaking, seperti kita bisa belajar cara menyapa orang dalam bahasa inggris”.* (Yes, because you can listen to the material repeatedly so it affects speaking, like we can learn how to greet people in English).

*“Ya, karena dengan belajar mandiri menggunakan youtube kita bisa bebas mencari dan memilih video yang pembicaranya itu adalah native speaker dari negara lain atau orang yang mahir dalam bidang bahasa Inggris tersebut”.*( Yes, because by self-study using YouTube, we can freely search and choose videos whose speakers are native speakers from other countries or people who are proficient in the English language).

The next question the researcher asked was related to the increase in students' pronunciation in independent learning through YouTube. Researchers found that all respondents gave the expected answers. Several students stated the following statements:

*“belajar mandiri menggunakan YouTube dapat meningkatkan pronunciation saya karena saya dapat mengulang kata atau kalimat yang sudah diputar jadi saya bisa mencerna kata atau kalimat dengan baik”.* (Yes, self-study using YouTube can improve my pronunciation because I can repeat the words/sentences that have been played so that I can digest the words/sentences well).

*“Ya, karena dalam video youtube terdapat contoh pronunciation yang jelas”.* (Yes, because in the youtube video there are examples of clear pronunciation).

*“Iya, saya merasa konten native speaker membantu saya dalam mengetahui pronunciation kata”.* (Yes, I feel that native speaker content helps me know the pronunciation of words).

Based on the results of the interviews conducted, the researchers found that students experienced an increase in speaking skills. Most students stated that the reason was because they could immediately practice what they said. In addition, students also experienced an increase in pronunciation. The reason put forward is because students can immediately practice the pronunciation of a word. So that it can be said that students' speaking skills have increased by independent learning through YouTube.

## B. Listening Skill

Researchers provide 2 questions in this aspect. It was found in the first question that all respondents stated that they experienced an increase in listening skills in autonomous learning through YouTube. Several students stated the following statements:

*“Ya, karena dapat mendengarkan dan berlatih secara berulang ulang”.* (Yes, because you can listen and practice it over and over again)

*“Oh iya benar, bisa belajar lewat lagu di youtube juga”.*  
(Oh that's right, you can learn through songs on YouTube).

*“belajar dengan cara mendengar khususnya ada visual juga di dalamnya jadi lebih mudah dipahami”.* (learning by listening especially with visuals in it so it's easier to understand).

Then for the second question on the aspect of listening skills, all respondents gave answers agreeing that YouTube is a great resource for learning and listening.

*“Ya bagus. Karena di youtube banyak sekali video atau materi pelajaran. jadi kita bisa mempelajarinya kapan saja dan dimana saja secara mandiri”.* (Yes, good. Because on YouTube there are lots of videos or subject

matter. so we can study it anytime and anywhere autonomously).

*“Ya, karena banyak referensi serta sumber terpercaya”*. (Yes, because there are many reliable references and sources).

*“Iya, cukup bagus. Karena kita bisa memilih konten langsung dari native speaker”*. (Yeah, pretty good. Because we can choose content directly from native speakers).

Based interviews with respondents, the researcher found that students agree that YouTube is a great resource for learning and listening. Audio is a major learning resource for listening skills, and YouTube provides a variety of content for students to use as learning materials. In addition, the reason given by students is that YouTube show visuals and translations that support and facilitate students' understanding in learning. As a result, the researcher concluded that learning English autonomously using YouTube got a good response in improving students' listening skills.

### C. Reading Skill

The researcher gave 2 questions to respondents about increasing reading skills through YouTube in self-learning. The first question, the researcher found that 7 students stated that they experienced an

increase in reading skills, while 3 students indicated the opposite answer. Some of the reasons given by students include:

*“Menurut saya, YouTube bagus kok buat ngasih pengaruh buat meningkatkan reading skill, karena pas kita sudah membuka YouTube, maka fokus saya mengacu ke kegiatan berbicara, mendengar, melihat sama membaca, karna kalau diyoutube hal itu satu komponen”.* (In my opinion, YouTube is also good for giving influence in improving reading skills, because when I open YouTube, then my focus refers to speaking, listening and viewing and reading activities, because on YouTube it is a component).

*“untuk reading skill cukup membantu, saya menonton video cerita yang memiliki teks dan saya akan menirukan bagaimana cara membaca yang benar, selain pronoun meningkat kecepatan dalam membaca jga meningkat dalam diri saya”.* (for reading skills it is quite helpful, I watch video stories that have text and I will imitate how to read correctly, in addition to pronouns increasing speed in reading also increases in me).



*“Yes, reading tidak selalu harus di buku, namun saya juga bisa menggunakan youtube sebagai aplikasi yg cocok untuk membantu meningkatkan reading skill, karna saya dapat membaca dan mendengarkan sekaligus menonton”*  
. (Yes, reading doesn't always have to be in books, but I can also use YouTube as a suitable application to help improve reading skills, because I can read and listen while watching)

Based on student interviews, it was stated that reading skills can also be done through YouTube, because YouTube provides text which also has audio in it so that for some students this actually makes it easier for them to learn.

To the next question, the researcher found that all respondents agree that YouTube helps them to improve their vocabulary. Some of the reasons given by students include:

*“Dalam mendengarkan video Berbahasa Inggris, entah itu video berita atau vlog, kosa kata yang dipakai sama mereka itu bisa buat menambah kosa kata baru buat saya mbak”*. (When listening to videos in English, whether it's news videos or vlogs, the vocabulary they use can add to my new vocabulary, sis).

*“Membantu meningkatkan banget. Karena banyak materi vocab yang bisa ditonton dan sering saya menemukan vocab baru yang tidak pernah saya denger”*. (Helped to improve a lot. Because there's a lot of vocab material to watch and often I find new vocabs that I've never heard of before).

*“Iya, banyak kosa kata baru yang saya temui saat menonton YouTube berbahasa inggris”*. (Yes, I found a lot of new vocabulary while watching English YouTube).

Reading and vocabulary are interrelated, the more vocabulary mastered by students, the easier it will be for students to understand a text or story in English. As a result, the researcher concluded that the use of YouTube in independent English learning can improve students' reading skills.

#### D. Writing skill

The aspect of writing skills the researcher gave 2 questions related to improving writing skills and improving grammar. The researcher found that 9 students agreed that YouTube helped them in improving their writing skills in learning English autonomously.

*“iya. Karena dengan youtube secara gak langsung dibiasakan untuk melihat atau membaca suatu*

*kalimat. Sehingga kita bisa memahami bagaimana penulisan suatu kata".* (yes. Because with YouTube, you are indirectly accustomed to seeing or reading a sentence. So that we will understand how to write a word).

*"Untuk writing skill saya bisa belajar bareng dengan listening skill. Saya bisa menulis transkrip audio yang saya dengar".* (For writing skills, I can learn together with listening skills. I can write audio transcripts of what I hear).

*"Ya, kita bisa mengembangkan atau menulis ulang teks yang saya pelajari."* (Yes, we can develop or rewrite the text which I learn).

Meanwhile for the second question, the While 8 students answered that they experienced an increase in their understanding of grammar in writing skills.

*"YouTube yang benar- benar membahas tentang Grammar atau writing skills, tentu bisa ngebanu buat belajar grammar atau nulis"*( YouTube channels that really talk about Grammar or writing skills, of course, can help you learn grammar or writing).

*“Ya, karena kita dapat belajar grammar melalui video yang berbentuk percakapan sehingga kita secara langsung dapat belajar menganalisis grammar yang digunakan”.* (Yes, because we can learn grammar through videos in the form of conversations so that we can directly learn to analyze the grammar used).

*“Iya, karena youtube memiliki banyak materi bahasa Inggris tentang belajar grammar dan dengan penjelasan yang rinci”.* (Yes, because youtube has a lot of English material about learning grammar and with detailed explanations).

Writing and grammar are interrelated things because one aspect of writing that is considered is accurate grammar. The researcher concluded that the use of YouTube in independent English learning can improve students' writing skills.

## **Discussing**

In this section, the researcher presents a discussion of the research findings. Researchers acquire data directly through structured interviews. This study focuses on two questions: how EFL students experience learning English autonomously through YouTube and the increase of EFL English skills in learning autonomously through YouTube. Based on the description above, this study discusses eight aspects of student autonomy. These characteristics include: having high motivation in learning English, being goal-oriented in learning English, being willing to ask, being organized well in learning, hard work in learning English,

Enthusiast and interested in learning English, the activeness in learning, and having the initiative in learning English (Chan, 2013). In the results of the study, the researchers found that the students of Mts NU 21 Banyuringin showed several characteristics of autonomous learners during the process of learning English autonomously through YouTube.

- a. Experience of EFL students in learning English autonomously through youtube.

According to the results of the researcher's interviews, most students have high motivation in learning English autonomously. This is indicated by the students' awareness of watching English material through YouTube. Moreover, students experience a positive impact in increasing their passion for learning, and most students have a sense of responsibility in building or raising their passion for

learning English. Awareness of these three factors shows the character of autonomous students since students can be responsible for increasing the spirit of learning. As a result, the researcher concludes that student motivation in learning English autonomously through YouTube is good.

The next criteria that must be completed to learn English are goal orientation. The students of MTs NU 21 Banyuringin indicated that they achieved these criteria, including indications that most of the students had a goal of learning English, had an awareness of the importance of learning English and they did not feel comfortable when they got low grades. This has a significant impact on the orientation of student learning objectives. As a result, the researcher concludes that the students have completed the criteria for goal-oriented learning of English autonomously through youtube.

Students who are called autonomous learners have a willing-to-ask character. According to the results of the interview, the researcher stated that not all students felt comfortable and wanted to ask the teacher when they found difficulties. This is quite terrible since autonomous students should not be afraid to ask the teacher. Nonetheless, many of the students were willing to ask questions when they found difficulties in learning. This willingness to ask questions is crucial in autonomous learning because it can be one of the supporting sources of learning information. Therefore, the researcher concludes that the students of MTs NU 21 Banyuringin

have the character willing to ask in learning English autonomously through YouTube.

Another characteristic is that it is well organized in learning English. In this study, these characteristics are divided into the ease of youtube as a medium and source of learning information for students as well as the preparations made by students to learn autonomously through youtube. from the results of interviews, it can be concluded that youtube makes it easier for students to access learning materials, and learning autonomously through youtube is flexible learning. Another conclusion is that most students prepare well for learning, students make study plans and prepare to learn support facilities. Therefore, the researcher concluded that the students of MTs NU 21 Banyuringin had the criteria of being well organized in learning English through YouTube at a good level.

Most of the students also showed positive results on the criteria of hard-working in learning English autonomously through youtube. The researcher found that students have the awareness of the importance of learning. They can try their best to get good learning outcomes. Most of the students stated that they studied outside of the classroom and did self-check-in. Self-checking is carried out as a form of responsibility for evaluating learning from the start of learning planning to the final results of learning. Therefore, it can be concluded that students attempt to achieve their learning goals during the learning process. This is in line with the fact, that a goal must be

accompanied by hard work to achieve the goal. Therefore, the student is considered to have the criteria of an autonomous student.

Furthermore, the results show that students at MTs NU 21 Banyuringin have autonomous learner criteria. This is shown by the attitude of students who have enthusiastic and interested in learning English autonomously through YouTube. According to the study's findings, most students like and are interested in exploring English information autonomously through YouTube.

Another characteristic of MTs NU 21 Banyuringin students is their activeness in learning English. This characteristic is related to students' willingness to participate actively in the autonomous learning process. According to the findings of the interviews, student activity was classified into group learning activities and student activity in utilizing the youtube feature to facilitate the learning process.

According to Chan's theory, the last characteristic of autonomic students is having initiative in learning English. The researcher found that students have the awareness of learning autonomously without commands from others, and they may practice their English skills autonomously. So the researcher concludes that students can be said they completed the criteria of having initiative in learning English.

- b. improving English language skills of EFL students in learning independently through youtube

The results of interviews conducted by researchers aim to find the answer about improving students' English skills in learning



autonomously through YouTube. The researcher found that YouTube helped students by providing various materials as a source of student learning. Diverse learning materials certainly make it easier for students to adjust to the needs of student learning materials.

Then, in the aspect of speaking skills, the results of the interviews stated that students gave positive answers. All students stated that using YouTube in learning English autonomously helps them to improve their speaking skills and improve pronunciation.

In addition, in the aspect of listening skills, the researcher found that utilizing YouTube to learn English autonomously helped students in improving listening skills. Then, all of the students stated that youtube is a good learning resource for listening. This is because YouTube provides various audio materials for listening skills. The availability of good learning resources certainly encourages students to be able to learn from various creators from around the world, so that students can understand various accents in the world.

The next aspect is reading skills, which the results of the interview show a positive impact from utilizing YouTube to learn English autonomously. In addition, accessing YouTube also increases students' vocabulary. Reading learning through YouTube also involves audio (listening skills) and visuals (reading skills), so learning reading through Youtube is more effective.

Positive results from the utilizing of youtube in learning English autonomously are also shown in the aspect of writing skills. Students stated that they were able to improve their writing skills and improve

their grammar. Students can find a variety of content that explains grammar well. As a result, it helps students in improving their writing skills.

## **BAB V**

This chapter is the last part of the research conducted. In this section, the researcher explains the conclusions and suggestions based on this research.

### **A. Conclusion**

Based on the results of research conducted at MTs NU 21 Banyuringin, it can be concluded:

To master the English language, especially EFL, many challenges must be faced by students. English as a foreign language necessitates more study time for EFL students to master the target language. Since students can do autonomous learning by utilizing existing technology that they are familiar with. One method or strategy for conducting modern learning is to use the YouTube application. As a result, autonomous learning via YouTube may provide an opportunity for EFL students to learn more freely without being constrained by space, time, or learning resources.

The researcher found positive results from this study. The study's findings indicate that students have criteria as autonomous students. The criteria shown are; high motivation in learning English, a goal orientation in learning English, students are aware and willing to ask questions

about learning, students can organize learning well, students work hard in learning, students have an in enthusiasm and interest in learning, students are active in learning, students have the initiative in learning. Based on interviews, most of the respondents showed positive results in each criterion. Therefore, students of MTs NU 21 Banyuringin can be said to be autonomous students in learning English using YouTube.

The results also demonstrate that utilizing YouTube can improve students' English skills in learning English autonomously. Students agree that YouTube helps them to increase their speaking and pronunciation skills, listening skills, and reading and master vocabulary, writing, and grammar skills. The reasons cited are various, but one that is frequently advanced is that YouTube allows students to access various materials required to make studying from various sources easier. Besides that, YouTube also provides various materials and facilities that help students understand English learning. Therefore, students feel comfortable and helped by using YouTube in learning English autonomously.

## **B. Suggestion**

In this study the researcher would like to convey that this research is still not perfect and there are some limitations. Researchers focus on using one social media application,

while this research can still be explored. Due to the various limitations of the research that the researcher did, the researcher hopes that further research can be further explored. In this study the suggestions given by researchers are as follows:

1. 1. Advice for English teachers

Teachers should provide more innovative and modern learning. One approach is to give students more opportunities to be more active in making learning decisions based on student's interests. So that the student's learning is not always boring and can develop a sense of responsibility for students in learning English.

2. Suggestions for further research

For further researchers, they can develop similar more complex, and perfect research. Since autonomous learning is still an unfamiliar concept in Indonesian education, future research can provide new insight into the world of education.



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## APPENDIX

### I. Interview about student's experience in learning English autonomously through youtube.

no	question	Answer
1	<p>Apakah Anda sering membuka atau menonton saluran YouTube materi bahasa Inggris untuk belajar bahasa Inggris secara mandiri?</p> <p>(Do you frequently open or watch English material on YouTube channels to learn English autonomously?)</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Ya lumayan sering... Kalo dibandingkan sama pelajaran lain emang sering buka materi bahasa inggris sih di youtube. (Yes, quite frequently... Compared with other lessons, I often open English videos on YouTube).</li> <li>• Student 2 (E); sering, kalau pas buka youtube terus video bahasa inggris muncul diberanda, sering saya sempatin untuk nonton daripada di skip.(Often, when I open YouTube, the English video appears on the youtube home page, I frequently take the time to watch it rather than skipping it).</li> <li>• Student 3 (ES); Iya, karena saya</li> </ul>

		<p>minat dengan pelajaran bahasa inggris. (Yes, because I am interested in English lessons).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Lumayan sering, ... saya pasti menyempatkan membuka channel bahasa inggris. (I will definitely take the time to open an English channel).</li> <li>• Student 5 (K); Ya. (YES)</li> <li>• Student 6 (S); Iya, saya sering membukanya. (Yes, I open it often).</li> <li>• Student 7 (RH); Tidak. Saya lebih sering membuka youtube untuk menonton video hiburan. (No. I used youtube more often to watch entertainment videos)</li> <li>• Student 8 (MDF); Iya, sering sekali. (Yes, very often).</li> <li>• Student 9 (AD); Ya,saya lumayan sering membuka youtube untuk belajar bahasa inggris. (Yes, I quite often used YouTube to learn</li> </ul>
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		<p>English).</p> <ul style="list-style-type: none"> <li>• Student 10 (N); tidak, aku malah sering buka youtube untuk nonton vlog atau video yang lain. (No, I often used YouTube to watch other vlogs or videos)</li> </ul>
2	<p>Apakah menurut anda belajar bahasa inggris menggunakan youtube mampu meningkatkan semangat anda dalam belajar bahasa inggris secara mandiri? (Do you think that learning English using YouTube can increase your enthusiasm for learning English autonomously?)</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); heem mbak, lumayan meningkatkan motivasi juga. (Yes, it's quite an increase in motivation).</li> <li>• Student 2 (E); Ya lumayan lah mbak, kalau pake youtube tu ga gampang bosen. (Yes, it's pretty good, sis, when you watch YouTube, it's not easy to get bored)</li> <li>• Student 3 (ES); Ya gak signifikan mbak, tapi lebih tertarik buat belajar kalau pakai youtube ketimbang pelajaran yang kaya biasanya, pakai buku paket kaya dikelas. (Yes, it's not that significant, sis, but I'm more</li> </ul>

		<p>interested in learning if I watch YouTube instead of traditional textbook-based classes).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Ya lumayan, kalau saya lebih ke tertarik,... saya lebih bersemangat belajar sendiri pakai youtube. (Yes, I'm more concerned, ... I'm more enthusiastic about learning on my own using YouTube).</li> <li>• Student 5 (K); ya. (yes).</li> <li>• Student 6 (S); iya, karna banyak cara untuk belajar bahasa inggris lewat youtube. (Yes, because there are many ways to learn English through YouTube).</li> <li>• Student 7 (RH); mending lah, daripada belajar pake buku, gaka ada yang jelasin. (it's better, instead of learning to use a book, no one will explain about the material).</li> <li>• Student 8 (MDF); Iya, belajar bahasa Inggris secara mandiri</li> </ul>
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		<p>menggunakan youtube mampu meningkatkan semangat saya dalam belajar. (Yes, learning English autonomously using YouTube can increase my enthusiasm for learning).</p> <ul style="list-style-type: none"> <li>• Students 9 (AD); Ya, menurut saya cukup lumayan mampu meningkatkan semangat belajar. (Yes, I think it's quite good enough to increase the enthusiasm for learning).</li> <li>• Student 10 (N); engga mbak, biasa aja. (no sis, not interested).</li> </ul>
3	<p>Apakah anda mencoba untuk membangkitkan rasa semangat untuk belajar bahasa inggris secara mandiri menggunakan youtube? (</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); iya kalau semangat belajar kalau tidak istirahat dulu. (yes, if I am enthusias to learn, but if not I take a break first.</li> <li>• b. improving English language skills of EFL students in learning independently through youtube</li> <li>• Student 3 (ES); mengontrol semangat belajar itu pasti, kalau</li> </ul>

		<p>engga dikontrol malah tidak ada rasa semangat belajar. (Controlling the spirit of learning is important, if it is not controlled, there will be no sense of enthusiasm for learning)</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); kalau saya selalu mencoba memberikan semangat kediri saya sendiri, seperti motivasi belajar atau membayangkan cita cita saya agar saya semnagat belajar meskipun hanya belajar sebentar. (I always try to give myself encouragement, such as motivation to study or imagine my goals so that I am excited to learn even if only for a moment).</li> <li>• Student 5 (K); iya, semangat saya turun naik mbak, saya mencoba membangkitkan semangat belajar, tapi tergantung badan pas capek atau engga. (Yes, my spirit fluctuates, sis. I try to raise the</li> </ul>
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		<p>spirit of learning, but it depends on my body is tired or not).</p> <ul style="list-style-type: none"><li>• Student 6 (S); saya selalu memaksa buat belajar mbak, tapi memang semampunya, tapi memang saya menyemangati diri untuk tetap belajar meski hanya membaca atau menonton materi diyoutube dengan rebahan. (I always force myself to study sis, but I can do my best, but indeed I push myself to keep learning even if I just read or watch material on YouTube while lying down).</li><li>• Student 7 (RH); kalau saya pribadi itu mencoba mengingat masa depan atau cita cita atau mengingat nilai yang rendah agar terpacu semnagatnya buat belajar. (Personally I try to remember my future or my goals or remember my low scores so that my enthusiasm for learning can be encouraged).</li></ul>
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		<ul style="list-style-type: none"> <li>• Student 8 (MDF); improving English language skills of EFL students in learning independently through youtube</li> <li>• Student 9 (AD); kalau saya memang pelajaran yang belum paham akan saya pelajari lagi, lewat youtube kan mudah jadi kalau saya ya semangat untuk diri sendiri biar paham, biar gak bodoh bodoh amat. (If it's a lesson that I don't understand, I'll learn it again, via YouTube it's easy, so if I'm excited for myself, I'll understand, so I'm not stupid).</li> <li>• Student 10 (N); kalau saya netral mbak, pas semangat ya belajar enggak ya gak usah dulu, nunggu ada semangat gitu, karna badan capek pikrian capek justru malah gak konsen belajar. (); If I'm neutral, sis, when I'm in the spirit of studying or not, I don't have to, I'm waiting for that enthusiasm</li> </ul>
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		because my body is tired, my mind is tired, I don't even care about studying).
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no	question	Answer
1	<p>Apakah anda memiliki tujuan dalam setiap pembelajaran bahasa inggris yang anda lakukan melalui youtube secara mandiri? (Do you have a goal in every English learning that you do through YouTube autonomously?).</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Ya ada mbak, biar bisa menguasai materi. (Yes, there is, sis, so I can master the English material).</li> <li>• Student 2 (E); Iya mbak punya, tujuannya ya biar paham pembelajarannya dan ya ningkatin bahasa inggris. (Yes, sis, the goal is to understand the learning and improve my English).</li> <li>• Student 3 (ES); tujuan belajar pasti ada, biar paham materi. (there must be a learning goal, so that you can understand the material).</li> <li>• Student 4 (NFS); Saya punya</li> </ul>

		<p>tujuan lancar berbahasa inggris dan bisa memahami materi. (I have a goal of fluent English and can understand the material),</p> <ul style="list-style-type: none"> <li>• Student 5 (K); YA, karena setiap saya belajar saya akan mendapatkan hal yang saya ingin ketahui. (YES, because every time I study I will get what I want to know).</li> <li>• Student 6 (S); iya, saya belajar bahasa inggris agar lancar berbicara bahasa inggris. (Yes, I am learning English so that I can speak English fluently).</li> <li>• Student 7 (RH); Tujuan saya belajar sih untuk menambah pengetahuan baru. (my learning goal is to add new knowledge).</li> <li>• Student 8 (MDF); enggak ada tujuan khusus,kecuali pas ulangan atau tes semester. (There is no special purpose, except for the exam or semester test)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Student 9 (AD); Ya, saya memiliki tujuan,... saya harap saya bisa mendapat banyak pengetahuan dan menambah wawasan tentang bahasa inggris. (Yes, I have a goal,... I hope I can gain a lot of knowledge and broaden my horizons about English).</li> <li>• Student 10 ( N); Sadar atau enggak, pasti ada lah tujuan belajar, menurut aku paling utama yang biar paham materi. (Consciously or not, there must be a learning goal, I think the main thing is to understand the material)</li> </ul>
2	Apakah menurut anda belajar dan menguasai bahasa inggris dengan belajar autonomously melewati youtube	<ul style="list-style-type: none"> <li>• Student 1 (FA); bahasa inggris itu penting, udah kaya jadi lifestyle (English is important, it's like a lifestyle)</li> <li>• Student 2 (E); Penting banget mbak, buat melanjutkan belajar diluar negeri. (It's very important,</li> </ul>

	<p>adalah hal penting? (Do you think learning and mastering English by learning autonomously through YouTube is important?).</p>	<p>sis, to continue studying abroad)</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); belajar bahasa inggris tu penting banget biar gak ketinggalan perkembangan zaman yang semakin modern. (Learning English is very important so you don't miss the development of an increasingly modern era).</li> <li>• Student 4 (NFS); Ya. Jika ingin mendapat pekerjaan yang bagus biasanya memerlukan kemampuan berbahasa inggris. (Yes. If you want to get a good job, you usually need English skills).</li> <li>• Student 5 (K); IYA, karena Bahasa inggris kedepannya akan sangat penting baik untuk pekerjaan atau untuk pendidikan. YES, because English in the future will be very important either for work or for education).</li> <li>• Student 6 (S); iya, karna bahasa</li> </ul>
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		<p>inggris merupakan bahasa internasional. (Yes, because English is an international language).</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); penting mbak, apalagi nanti pas kerja, pasti dibutuhkan banget. (It's important, is, especially when you're at work, you'll need it).</li> <li>• Student 8 (MDF); Sangat penting sekali untuk masa depan. (Very important for the future).</li> <li>• Student 9 (AD); iya, Karena kita ketahui bahwa kebanyakan life style disekitar kita menggunakan bahasa inggris. (Yes, because we know that most of the life styles around us use English).</li> <li>• Students 10 (N);iya, karena Diera globalisasi sangat penting, persaingan pendidikan ataupun kerja sudah sangat luar biasa. (yes, this important in globalization era, competition for</li> </ul>
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		education or work is extraordinary).
3	<p>Apakah anda merasa nyaman saat anda mendapatkan nilai bahasa inggris lebih rendah dari nilai sebelumnya? (Do you feel comfortable when you get lower grades in English than before?).</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); takutnya kalau harus remidi, kalau masih diatas kkm masih bisa diterima. (if I have to remedia, I'm concerned it will still be approved if its over the standar minimum score).</li> <li>• Student 2 (E); Lumayan khawatir, terlebih kalau saya doang yang nilainya jelek. (Pretty worried, especially if I'm the only one with bad grades).</li> <li>• Student 3 (ES); yang penting buat aku udah lulus KKM aja. (the most significant thing for me is I passed the standard minimum score)</li> <li>• Student 4 (NFS); tapi kalau dibawah kkm atau selisihnya terlalu jauh itu yang mengganggu. (it disturbs me if the score less than standar</li> </ul>

		<p>minimum score or the score gap is too far).</p> <ul style="list-style-type: none"> <li>• Student 5 (K); iya, karena itu akan membuat saya kecewa dengan diri saya yang tidak bisa lebih baik dari sebelumnya. (yes, because it will make me disappointed with myself who can't be better than before).</li> <li>• Student 6 (S); sangat tidak nyaman, karna setiap orang pasti menginginkan nilai yang terus meningkat. (uncomfortable, because everyine wants a value tha continous to grow).</li> <li>• Student 7 (RH); pasti tidak senang. (absolutely not happy)</li> <li>• Student 8 (MDF); Saya merasa tidak nyaman. (I feel uncomfortable)</li> <li>• Student 9 (AD); Tidak. (no)</li> <li>• Student 10 (N); Tidak nyaman, karna hal itu membuat saya menjadi kurang percaya diri. (it's</li> </ul>
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		not comfortable because it makes me insecure)
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no	question	Answer
1	Apakah anda merasa nyaman saat anda bertanya kepada guru mengenai materi yang anda pelajari secara mandiri melalui youtube? (Do you feel comfortable when you ask to the teacher about material you have independently studied on YouTube?)	<ul style="list-style-type: none"> <li>• Student 1 (FA); ya nyaman mbak. (yes it's comfortable)</li> <li>• Student 2 (E); agak malu sih mbak, jadi gak nyaman. (I'm a bit embarrassed, sis, so it's not comfortable).</li> <li>• Student 3 (ES); biasa saja sih, nyaman juga. (it's okay, it's comfortable).</li> <li>• Student 4 (NFS); nyaman mbak, justru kalau gak paham dan gak nanya malah bingung sendiri. (It's comfortable, right, if you don't understand and don't ask, you'll be confused yourself).</li> <li>• Student 5 (K); iya, saya ingin memahami materi lebih baik, jadi saat saya tidak memahami materi akan langsung bertanya. (I want to</li> </ul>

		<p>understand the material better, so when I do, because I don't understand the material, I will immediately ask questions).</p> <ul style="list-style-type: none"> <li>• Student 6 (S); nyaman. (comfortable, sis)</li> <li>• Student 7 (RH); Iya, jika memang saya tidak paham sama materi pembelajaran yang disampaikan dikelas, saya akan bertanya ke teman atau guru. (Yes, if I really don't understand the learning material presented in class, I will ask my friends or teacher).</li> <li>• Student 8 (MDF); aku merasa biasa saja, tidak takut atau tidak merasa gimanapun. (I feel normal, not afraid or not feeling anything).</li> <li>• Student 9 (AD); saya merasa kurang nyaman bertanya ke guru syaa lebih nyaman tanya ke teman. (I don't feel comfortable asking the teacher, I'm more comfortable asking friends).</li> </ul>
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		<ul style="list-style-type: none"> <li>• Student 10 (N); Iya, apalagi sekarang kan keaktifan bertanya dinilai jadi saya suka bertanya. (Yes, especially now that asking questions is assessed, so I like to ask questions).</li> </ul>
2	<p>Apakah anda akan bertanya kepada guru apabila anda menemukan Kesusahan dalam belajar mandiri dengan menggunakan youtube. (Would you ask the teacher if you found Difficulty in self-study using YouTube).</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); tanya sih, nyaman soalnya. Tapi kadang nanya ke temen juga. (I ask, it's convenient. But sometimes I ask my friends too).</li> <li>• Student 2 (E); nyari materi dulu di buku apa diyoutube mbak, agak malu nanya ke guru. (Look for the material in a book or on YouTube, sis, I'm a bit embarrassed to ask the teacher).</li> <li>• Student 3 (ES); ...kalau pas belajar sendiri dirumah kalau pas gak paham biasanya langsung tanya temen tapi kalau pas di sekolah ya nanya guru... (when I study alone at home, if I don't understand, I usually ask my friends right away,</li> </ul>



		<p>but when I'm at school, I ask the teacher).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Iya mbak, kalau saya gak paham saya tanya ke guru dulu. (Yes, sis, if I don't understand, I'll ask the teacher first)</li> <li>• Student 5 (K); iya, agar saya lebih faham tentang hal hal yang menurut saya sulit. (yes, so that I may learn more about something that I believe are difficult).</li> <li>• Student 6 (S); iya, karna menurut saya jika saya tidak bertanya itu aka lebih menyusahkan saya. (yes, because if I don't ask, it will be more difficult for me)</li> <li>• Student 7 (RH); Ya. Jika harus memahami suatu materi yang sulit dan memungkinkan untuk bertanya. (yes, if I needed to understand difficult material and it is possible to ask.</li> <li>• Student 8 (MDF); ya, agar saya</li> </ul>
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		<p>dapat mendapat penjelasan jika menemukan kesusahan. (Yes, so that I can get an explanation if I find difficulties).</p> <ul style="list-style-type: none"> <li>• Student 9 (AD); Tidak, saya cenderung akan mencarinya melalui youtube, google atau sumber lainnya. Saya lebih nyaman saat berusaha mencari jawaban sendiri... (No, I tend to look for it via youtube, google or other sources. I'm more comfortable trying to find answers myself..).</li> <li>• Student 10 (N); Saat saya tidak mengerti dengan materi yang saya pelajari, saya akan tanya. (when I don't get the topics, I will ask to someone).</li> </ul>
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no	question	Answer
1	Apakah anda merasa youtube memudahkan anda dalam mengakses materi pembelajaran bahasa inggris yang di butuhkan?	<ul style="list-style-type: none"> <li>• Student 1 (FA); Memudahkan banget ya mbak, dibandingkan dengan aplikasi yang lain sih kaya google gitu. (It's really easy, sis, compared to other applications like Google).</li> <li>• Student 2 (E); Ya mbak, karena kan diakses lewat hp ya kebetulan aku juga suka maen hp jadi enak mbak tinggal buka hp gak perlu nyari buku paket. (Yes, sis, because it's accessed via cellphone, I like playing on cellphones, so it's good, sis, just open the cellphone, you don't have to look for books).</li> <li>• Student 3 (ES) Iya mbak, karena saya bisa mendapatkan materi pembelajaran tanpa harus mengandalkan guru saja atau dari buku, tapi juga bisa dari yang lain. (Yes, sis, because I can get</li> </ul>

		<p>learning materials without having to rely on teachers alone or from books, but it can also come from others).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Memudahkan banget, banyak pilihanya. (Very easy, lots of choices)</li> <li>• Student 5 (K); iya, karena di youtube sangat banyak sekali materi materi yang menurut saya mempermudah saya dalam belajar Bahasa inggris. ((YES, because there are a lot of material on YouTube which makes it easier for me to learn English)</li> <li>• Student 6 (S); iya, karna wawasan yang ada di youtube sangatlah luas. (Yes, because the insight on YouTube is very broad).</li> <li>• Student 7 (RH); ya. (yes)</li> <li>• Student 8 (MDF); Iya, karena youtube adalah source learning yang mudah diakses siapapun.</li> </ul>
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		<p>(Yes, because YouTube is a learning source that is easily accessible to anyone).</p> <ul style="list-style-type: none"> <li>• Student 9 (AD); Ya, sangat memudahkan sekali. (Yes, it's very easy)</li> <li>• Student 10 (N); Mudah, karena youtube kan ada dihp, jadi saya tinggal buka youtube di hp dan mencari materinya lalu saya bisa mengkases dan belajar dengan mudah. (It's easy, because youtube is on my cellphone, so I just open YouTube on my cellphone and look for the material then I can access and learn easily).</li> </ul>
2	<p>Apakah menurut anda belajar bahasa inggris melalui youtube merupakan sebuah pembelajaran yang fleksibel? (Do you think learning</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Fleksibel, Kita bisa belajar dimana terus mau belajar pake vidio yang mana (Flexible, we can learn where we want to learn which video to use).</li> <li>• Student 2 (E); Iyaa, kan durasinya kita yang nentuin, mau diulang apa engga. (Yes, we decide the</li> </ul>

	<p>English through YouTube is a flexible learning process?)</p>	<p>duration, do you want to repeat it or not).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); Iya, fleksibel karena saya gak terikat waktu buat belajar, dan saya mudah menyesuaikan waktu saya buat belajar diyoutube. (Yes, it's flexible because I'm not bound by time to study, and it's easy for me to adjust my time to study on YouTube.)</li> <li>• Student 4 (NFS); Fleksibel, karena menurut aku sendiri belajar itu mtegantung mood, jadi bisa dilakuin kapanpun. (Flexible, because in my opinion, learning depends on the mood, so you can do it anytime)</li> <li>• Student 5 (K); IYA, karena bisa dilakukan diluar kelas dan tidak terikat oleh jadwal. (YES, because it can be done outside of class and is not bound by a schedule).</li> <li>• Student 6 (S); iya, karna</li> </ul>
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		<p>memudahkan kita untuk dapat tetap belajar dimanapun dan kapanpun. (Yes, because it makes it easier for us to be able to keep learning wherever and whenever)</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); Ya. Saya bisa membuka youtube kapan saja dan dimana saja. Hanya perlu membawa handphone yang ukurannya kecil, tidak perlu repot membawa buku yang berat. (Yes. I can open youtube anytime and anywhere. You only need to bring a small cellphone, no need to bother carrying heavy books).</li> <li>• Student 8 (MDF);iya, benar. (that's right)</li> <li>• Student 9 (AD); Ya, sangat fleksibel sekali karna memudahkan saya dalam melakukan pembelajaran. (Yes, it's very flexible because it makes it easier for me to do learning)</li> <li>• Student 10 (N); Fleksibel, bisa</li> </ul>
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		dilakukan sesuai keinginan kita kapan dan dimana. (Flexible, can be done according to our wishes when and where).
3	Apakah anda selalu membuat rencana tentang apa yang harus anda lakukan dalam proses belajar bahasa Inggris secara mandiri menggunakan youtube? (Do you always make a plan about what you should do in the process of learning English independently using youtube)	<ul style="list-style-type: none"> <li>• Student 1 (FA); Engga sih mbak, ngalir aja, paling buka materi yang sesuai sama pr atau tugas gitu. (No, sis, just flow it, at least open the material that fits your homework or assignment).</li> <li>• Student 2 (E); Iya mbak, biar terarah belajarnya. (Yes, sis, so I can focus on learning).</li> <li>• Student 3 (ES); rencannya kaya nentuin materi yang mau dipelajari, terus setelah itu mau lanjut latihan apa enggak, dan waktunya kapan. (The plan is like determining the material to be studied, then after that decides to continue the practice or not, and determines the time).</li> <li>• Student 4 (NFS); Buat tapi Rencana simple. (Create but</li> </ul>



		<p>simple plan).</p> <ul style="list-style-type: none"> <li>• Student 5 (K); iya, dengan tujuan bahwa memiliki rencana akan membantu saya untuk langsung fokus belajar dan mengurangi kesempatan saya untuk menonton tontonan yang lain. (YES, with the aim that having a plan will help me to focus on studying right away and reduce my chances of watching other videos).</li> <li>• Student 6 (S); tidak juga sih. (not really).</li> <li>• Student 7 (RH); Iya, saya membuat rencana singkat mengenai apa yang harus saya lakukan dan tujuan saya belajar. (Yes, I made a simple plan of what I had to do and what I was studying for).</li> <li>• Student 8 (MDF); Iya, saya selalu merencanakan terlebih dahulu skill apa yang ingin saya pelajari saat itu. (Yes, I always made plan</li> </ul>
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		<p>first, what skills I want to learn at that time)</p> <ul style="list-style-type: none"> <li>• Student 9 (AD); Tidak, saya belajar sesuai dengan keinginan disaat itu, jadi tidak pernah membuat rencana. (No, I studied according to the needs of the time, so never made plans).</li> <li>• Student 10 (N); Iya, dengan membuat tujuan belajar. (Yes, make study goals).</li> </ul>
4	<p>Apakah anda menyiapkan fasilitas pendukung dalam belajar bahasa Inggris seperti kuota, sinyal yang baik, dan lingkungan belajar yang nyaman dalam belajar autonomously menggunakan youtube? (Do you</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya mbak, kalau gak ada kuota ya gak bisa diakses. (Yes, sis, if i don't have a quota, I can't access it).</li> <li>• Student 2 (E); Nyiapin sih, ya kalau emang ada niat belajar pasti disiapkan. (Prepare it, if you really have the intention to learn, you will prepare it)</li> <li>• Student 3 (ES); aku sih emang memastikan kalau kuota dan sinyal hp bagus, dan lingkungan belajar saya nyaman. (I make sure</li> </ul>

	<p>provide supporting facilities in learning English such as quotas, good signals, and a comfortable learning environment for self-study using YouTube?)</p>	<p>the quota and signal are good, and make sure my learning environment is comfortable).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Kalau saya tidak ada masalah dengan hal itu, semua aman. Jadi mau belajar kapanpun semuanya sudah siap. (I have no problem with that, everything is safe. So if I want to learn everything is ready).</li> <li>• Student 5 (K); Saya selalu memastikan bahwa hp saya terkoneksi dengan internet. (I always make sure that my cellphone is connected to the internet).</li> <li>• Student 6 (S); Pasti nyiapin mbak, terutama lingkungan belajar,... sinyal dan kuota buat saya pribadi gak ada masalah. (Definitely set it up. especially the learning environment, the signal and quota for me personally don't matter).</li> <li>• Student 7 (RH); saya belajar kalau</li> </ul>
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		<p>ada kuota internet, kalau pas habis saya engga belajar. (I study when I have internet quota, when the quota runs out I don't study).</p> <ul style="list-style-type: none"> <li>• Student 8 (MDF); Iya, untuk mendukung kelancaran belajar. )yes, to support learning process).</li> <li>• Student 9 (AD); saya sudah mendapatkan faislitas itu. (I've prepared the facility)</li> <li>• Student 10 (N); Enggak, kalau kuota habis atau sinyal jelek saya tidak belajar. (no, if the internet quota runs out or the signal is bad, I did not study).</li> </ul>
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no	question	Answer
1	<p>Apakah anda selalu menyempatkan diri untuk belajar bahasa inggris semaksimal mungkin secara mandiri melalui youtube diluar jam kelas? (Do you always take the time to learn as much English as possible autonomously through YouTube outside of class hours?).</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Belajar semaksimal mungkin semampu saya. (Learn as much as I can).</li> <li>• Student 2 (E); Menyempatkan diri meskipun sejam atau dua jam atau buat beberapa menit. (take time to study even in an hour or two or a few minutes).</li> <li>• Student 3 (ES); pasti maksimal banget mbak, buat semua mapel juga. (must be really maximum, sis, for all subjects too)</li> <li>• Student 4 (NFS); Ya kalau saya belajar memang saya usahakan semaksimal mungkin. (Yes, when I study, I will try my best).</li> <li>• Student 5 (K); iya, Agar materi yang belum saya fahami bisa lebih faham lagi. (yes, so that the material that I don't understand can be understood better)</li> <li>• Student 6 (S); Saya Menyempatkan</li> </ul>

		<p>untuk belajar bahasa inggris sesuai dengan jadwal mapel atau kebutuhan (I have time to learn English according to the subject schedule or needs).</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); ); Ya, saya selalu menyempatkan diri untuk belajar bahasa inggris secara mandiri saat jam luang agar saya lebih paham tentang bahasa inggris. (Yes, I always take the time to study English independently during my spare time so that I can understand more about English)</li> <li>• Student 8 (MDF); Iya, agar saya memahami dan mendapatkan nilai yang bagus dalam pelajaran. (Yes, so that I understand and get good grades in lessons).</li> <li>• Student 9 (AD; Enggak, belajar kalau pas ada ulangan. (No, I learn when there is a test).</li> <li>• Student 10 (N); Iya, belajar untuk semua mapel, termasuk b. inggris,</li> </ul>
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		sesuai jadwal mapel.
2	Apakah anda selalu melakukan self checkin setelah melakukan pembelajaran secara mandiri melalui youtube?	<ul style="list-style-type: none"> <li>• Student 1 (FA); Pokoknya sih kalo aku belum paham aku ngulang nonton materi aja, gitu mbak, sampe aku paham, kalo gak paham ya ditanyain ke guru. (Anyway, if I don't understand, I'll just repeat watching the material, sis, until I understand, if I don't understand, I will ask the teacher).</li> <li>• Student 2 (E); Ya kadang mbak, biar aku tau mana yang udah paham mana yang belum. (Yes, sometimes sis, so i know which ones have understood which ones have not).</li> <li>• Student 3 (ES); Self chekin sih lebih ke target sudah tercapai belum, kalau belum ya mengulang materi lagi, belajar lagi. (self-check to find out whether the target has been achieved or not if it has not been achieved according to the target, repeat the material).</li> </ul>

		<ul style="list-style-type: none"> <li>• Student 4 (NFS); biasanya saya mengerjakan latihan soal yang sesuai dengan materi yang saya pelajari dan hasil latihan sebagai tanda apakah saya sudah memahami materi atau belum. (Usually I do practice questions that are in accordance with the material I am studying and the results of the exercise are a sign of whether I have understood the material or not).</li> <li>• Student 5 (K); Tidak selalu. (not always).</li> <li>• Student 6 (S); Iya, karena dengan mengevaluasi saya ta kekurangan saya dimana. (Yes, because by evaluating I know what I'm lacking).</li> <li>• Student 7 (RH); Iya, karena penting bagi saya untuk mengetahui kemampuan saya memahami materi. (Yes, because it is important for me to know my ability to understand the material)</li> <li>• Student 8 (MDF); Kadang mbak,</li> </ul>
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		<p>saya evaluasi dengan mengerjakan soal. (Sometimes, sis, I evaluate by doing questions).</p> <ul style="list-style-type: none"> <li>• Student 9 (AD t); Iya, karena dengan self chekin membuat saya percaya diri dengan pemahaman belajar saya. (Yes, because self-checking makes me confident with my learning understanding).</li> <li>• Student 10 (N); Buat saya yang terpenting adalah tujuan saya belajar sudah tercapai. (For me, the most important thing is that my learning goals have been achieved).</li> </ul>
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no	question	answer
1	Apakah anda lebih menyukai belajar bahasa inggris secara mandiri menggunakan youtube?	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya, karna lebih enak dan lebih mudah dipahami. (Yes, because it's better and easier to understand).</li> <li>• Student 2 (E); Ya karena menurut aku pribadi penjelasanya mudah dipahami.</li> </ul>

		<p>(Yes, because I personally think the explanation is easy to understand).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); kalau menurut saya belajar bahasa inggris menggunakan video memang enak mbak, langsung tau bagaimana cara prakteknya. (In my opinion, learning English using videos is really good, sis, I immediately know how to practice it).</li> <li>• Student 4 (NFS); Iya, karna lebih nyaman, pilihan materi banyak dan lebih luas. (Yes, because it is more comfortable, the learning materials are many and wider).</li> <li>• Student 5 (K); ya, karna menurut saya lebih efisien. (yes, it's more efficient).</li> <li>• Student 6 (S); iya, karena lebih praktis tidak perlu buku yang banyak. (Yes, because it's more practical, you don't need a lot of</li> </ul>
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		<p>books.).</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); iya. Karen bisa dilakukan dirumah dan saya bisa menyesuaikan waktu belajar. yes. Karen can be done at home and I can adjust my study time).</li> <li>• Student 8 (MDF); Iya, saya lebih menyukai. (yes, I prefer)</li> <li>• Student 9 (AD); TIDAK, Karena tidak ada yang membimbing dalam belajar kalau salah. (NO, because there is no one to guide you in learning if you are wrong).</li> <li>• Student 10 (N); Iya, karena lebih enjoy, gak bosan di kelas terus. (Yes, because I enjoy it more, I don't get bored in a class all the time).</li> </ul>
2	Apakah anda merasa tertarik untuk mencari informasi atau materi bahasa inggris secara	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya saya tertarik karena banyak sumber belajarnya, sangat efisien dan murah. (Yes, I am interested because there are many learning</li> </ul>

<p>mandiri melalui youtube?. (Do you feel interested in finding information or English material autonomously through YouTube?)</p>	<p>resources, very efficient and cheap).</p> <ul style="list-style-type: none"> <li>• Student 2 (E); Iya saya merasa tertarik untuk mencari informasi /materi bahasa inggris secara mandiri melalui youtube karena itu sangat efektif dan efisien. (Yes, I am interested in finding English information/materials independently through YouTube because it is very effective and efficient).</li> <li>• Student 3 (ES); Iya saya tertarik karena disana lebih banyak materi2 dan penjelasannya jelas terus bisa dipelajari kapanpun. (Yes, I'm interested because there are more materials and clear explanations that can be studied at any time).</li> <li>• Student 4 (NFS); Ya, saya tertarik karena dengan mencari materi sendiri di youtube dapat menambah pengetahuan selain</li> </ul>
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		<p>di buku. (Yes, I'm interested because by looking for my own material on YouTube, I can increase my knowledge other than in books).</p> <ul style="list-style-type: none"> <li>• Student 5 (K); Iya, karena menurut saya belajar di YouTube lebih enak karena kita seperti menonton video seperti biasa, jadi enjoy. (Yes, because I think learning on YouTube is better because we like watching videos as usual, so enjoy it).</li> <li>• Student 6 (S); tertarik, karena gratis dan materi bisa dicari secara mandiri sesuai selera sehingga bisa sesuai minat. (interested, because it is free and the material can be searched according to your own interests so that it can match your interests).</li> <li>• Student 7 (RH); Ya. Daripada belajar melalui buku yang</li> </ul>
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		<p>membosankan, youtube lebih menarik dan lebih mudah dipahami. (Yes. Instead of learning through boring books, YouTube is more interesting and easier to understand).</p> <ul style="list-style-type: none"> <li>• Student 8 (MDF); tertarik sekali karena youtube itu mudah dijangkau, bisa nyari video yang diinginkan dan cara penyampaiannya bisa pilih mau yg bagaimana sehingga mudah dipahami. (I'm very interested because YouTube is easy to reach, you can search for the video you want and the delivery method, you can choose the one you want, so it's easy to understand).</li> <li>• Student 9 (AD); Ya, karena menurutku lebih mudah dipahami ssat belajar di youtube. (Yes, because I think it's easier to understand when studying on</li> </ul>
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		<p>YouTube).</p> <ul style="list-style-type: none"> <li>• Student 10 (N); iya, lebih gampang, apalagi dibantu dengan fitur terjemahan. (yes, it's easier, especially with the help of the translation feature).</li> </ul>
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no	question	answer
1	<p>Apakah anda melakukan diskusi dalam kelompok belajar anda mengenai materi bahasa inggris yang telah anda pelajari? (Do you have discussions in your study groups about the English material you have studied?)</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Cukup sering belajar bersama teman kelas .(Quite often study with classmates).</li> <li>• Student 2 (E); Biasanya cukup aktif buat diskusi mbak, buat membahasa pr atau tugas. (Usually quite active for discussion sis, to discuss homework or assignments).</li> <li>• Student 3 (ES); Iya mbak, karena menurut saya pribadi sangat membantu saat tidak paham materi, jadi ada yang bisa ngebantu jelasin materi. (Yes,</li> </ul>

		<p>sis, because I personally think it is very helpful when I don't understand the material, so can someone help explain the material).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Saya punya kelompok belajar mbak, jadi saya bisa sharing pemahaman gitu. (I have a study group, sis, so I can share my understanding).</li> <li>• Student 5 (K); IYA, agar bisa bertukar pikiran dan mengoreksi yang salah. (YES, so that we can share ideas and correct each other's mistakes).</li> <li>• Student 6 (S); Jarang, saya lebih suka belajar sendiri, lihat diyoutube. (Rarely, I prefer to study alone, learn on youtube).</li> <li>• Student 7 (RH); Iya, karena terkadang materinya sulit dan saya tidak paham jadi saya perlu bertanya pada teman saya. (Yes,</li> </ul>
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		<p>because sometimes the material is difficult and I don't understand so I need to ask my friends).</p> <ul style="list-style-type: none"> <li>• Student 8 (MDF); Saya jarang aktif di kelompok belajar saya. (I am rarely active in my study group).</li> <li>• Student 9 (AD); ya, saya sering mendiskusikan dengan teman teman untuk memecahkan masalah jika ada hal yg saya kurang paham. (Yes, I often discuss with friends to solve problems if there are things that I don't understand).</li> <li>• Student 10 (N); Iya tapi lebih sering lewat whatsapp. (Yes, but more often via whatsapp).</li> </ul>
2	<p>apakah anda mengeksplor fitur yang disediakan youtube (kolom komentar, fitur</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya mbak, semua fitur yang aku gunain, tapi paling sering fitur subtitle. (Yes, sis, I use all the features, but most often the subtitle</li> </ul>

<p>subtitles otomatis, fitur terjemahan otomatis) guna membantu proses belajar bahasa inggris secara mandiri? (did you explore the features provided by youtube (comment column, automatic subtitles feature, automatic translation feature) to help the process of learning English autonomously?)</p>	<p>feature).</p> <ul style="list-style-type: none"> <li>• Student 2 (E); Ya mbak, aku memanfaatkan fasilitas yang ada sih, kaya sering banget bacain komnetar yang berbahasa inggris, sekalian melatih pemahaman writing. (Yes, sis, I take advantage of the existing facilities, like I often read comments in English, while practicing my writing comprehension).</li> <li>• Student 3 (ES); Oh iya mbak, saya memanfaatkan fasilitas yang ada, paling sering fasilitas subtitle mbak, buat nonton video clip lagu bahasa inggris, menyanyi sambil belajar. (Oh yes, sis, I take advantage of the existing facilities, most often the subtitle facility, Ms., to watch video clips of English songs, sing while learning).</li> <li>• Student 4 (NFS); Saya</li> </ul>
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		<p>memanfaatkan fitur terjemahan dan sering subscribe channel yang menyediakan pelajaran bahasa inggris. (I take advantage of the translation feature and often subscribe to channels that provide English lessons).</p> <ul style="list-style-type: none"> <li>• Student 5 (K); IYA, dengan membuka fitur subtitle atau terjemahan untuk memudahkan proses belajar saya. (YES, by opening the subtitle or translation feature to facilitate my learning process).</li> <li>• Student 6 (S); Iya, untuk membantu memahami kalimat yang menurut saya sulit. (Yes, to help understand sentences that I find difficult).</li> <li>• Student 7 (RH); Iya, Saya menonton video nya dengan terjemahannya. (Yes, I watched the video with the subtitles).</li> <li>• Student 8 (MDF); Iya untuk</li> </ul>
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		<p>membantu memahami isi video. (Yes to help understand the content of the video).</p> <ul style="list-style-type: none"> <li>• Student 9 (Ya, saya selalu mengeksplor fasilitas yg disediakan youtube). (Yes, I always explore the facilities provided by YouTube.).</li> <li>• Ststudent 10 (N); Paling menggunakan subtitle, terjemahan san kadang ikut komen. (Most use subtitles, translations and sometimes follow comments).</li> </ul>
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no	question	answer
1	<p>Apakah anda belajar bahasa inggris secara mandiri menggunakan youtube tanpa perintah dari orang lain?</p> <p>(Do you learn English</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya mbak, inisiatif sendiri. (yes, my initiative).</li> <li>• Student 2 (E); Ya mbak karena kan kalau buka youtube sekalian belajar dan nyari hiburan gitu jadi ya gak perlu nunggu disuruh. (Yes, sis, because if I open YouTube I can</li> </ul>

	<p>autonomously using YouTube without instructions from others?)</p>	<p>learn and find entertainment, so I don't have to wait for someone to tell me).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); Untuk belajar dirumah, saya memang melakukannya setiap hari tanpa disuruh, karena itu kewajiban saya sebagai seorang murid, dan saya belajar sesuai mapel mbak. (when studying at home, I do it every day without being asked, because that is my obligation as a student, and I study according to the subject, sis).</li> <li>• Student 4 (NFS); Saya sering buka materi bahasa inggris diyoutube atau di buku paket atau digoogle tanpa diperintah, karena saya memang tertarik dengan bahasa inggris. (I often open English material on YouTube or in textbooks or google without being instructed, because I am really interested in English).</li> <li>• Student 5 (K); Lumayan Sering</li> </ul>
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		<p>mbak, tapi meski begitu orang tua masih terus mengingatkan untuk belajar. (Quite often, Sis, but even so, my parents still remind me to study).</p> <ul style="list-style-type: none"><li>• Student 6 (S); Iya, tidak ada paksaan. Karena kalau dipaksa malah merusak mood. (Yes, no coercion. Because if I get coercion from others, it spoils the mood).</li><li>• Student 7 (RH); saya belajar sesuai keinginan saya dan jadwal pelajaran setiap hari. (I study at my own pace and schedule lessons every day).</li><li>• Student 8 (MDF); Tidak ada yang memaksa saya belajar mandiri menggunakan youtube, karena saya sadar kalau gak belajar akan tertinggal dengan teman lain. (No one forced me to study autonomously using YouTube, because I realized that if I didn't study, I would be left behind with other friends.)</li></ul>
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		<ul style="list-style-type: none"> <li>• Student 9 (AD); Terkadang dipaksa keadaan, misal ada tes a ntau ulangan, jadi mau gak mau harus belajar. (Sometimes I was forced by conditions, for example there was a test, so I had no other choice and had to study)</li> <li>• Student 10 (N); Gak dipaksa siapapun, kan belajar saya yang melakukan jadi ya tergantung keputusan saya. (No one forced me, I learned that I did it, so it depends on my decision).</li> </ul>
2	<p>Apakah anda mempraktekkan bahasa inggris yang telah anda pelajari secara mandiri menggunakan youtube?</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Ya, kalau aku prakteknya lebih sering praktek sendiri. (Yes, if I practice more often I practice alone).</li> <li>• Student 2 (E); Iya mbak, kan aku sering belajar sama temenku jadi kita praktik sering dialog atau praktek menjawab soal bahasa inggris. (Yes, sis. I often study with my friends, so we often practice dialogues or practice</li> </ul>

		<p>answering English questions).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); Iya mbak, prakteknya random, kadang praktek baca kadang latihan hafalan kosa kata, kadang latihan nulis surat. (Yes, sis, the practice is random, sometimes reading practice, sometimes vocabulary memorization practice, sometimes letter writing practice).</li> <li>• Student 4 (NFS); saya memilih praktek sendiri ngomong sendiri didepan kaca. (I chose to practice speaking to myself in front of a mirror).</li> <li>• Student 5 (K); Iya, saya praktek mengerjakan soal tujuanya Agar saya tau sejauh mana kemampuan saya dalam memahami pelajaran dari youtube. (Yes, I do practice questions, so I know my ability to understand lessons from YouTube).</li> <li>• Student 6 (S); Iya, saya</li> </ul>
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		<p>mempraktekkan saat saya merasa bahwa materi yang saya pelajari perlu praktek, seperti materi speaking. (Yes, I practice when I need to do that, such as speaking or listening material).</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); Iya, akren inggris memang butuh praktek tidak cuma teori. (Yes, because English really needs practice, not just theory).</li> <li>• Student 8 (MDF); Saya sering mempraktekannya dengan cara merekam suara saya lalu saya dengarkan kembali dan saya bisa tau kesalahan saya dimana. (I often practice it by recording my voice and then I listen to it again so I know my weakness).</li> <li>• Student 9 (AD); Saya jarang mempraktekannya, kecuali memang ada ulangan atau penilaian dari guru. (I rarely practice it, unless there is indeed a test or assessment from the</li> </ul>
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		<p>teacher).</p> <ul style="list-style-type: none"> <li>• Student 10 (N); Saya lebih suka praktek secara instan gitu, contohnya saya dengerin lagu inggris sekalian saya denegrin liriknya terus saya catat liriknya dibuku terus nanti saya bandingkan dengan lirik aslinya. (I prefer to practice straight away, for example when listen to an English song, I listen to the lyrics and then I write the lyrics in a book and then I compare them with the original lyrics).</li> </ul>
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## APPENDIX

### II. Improvement student's English skill in learning autonomously through YouTube

no	Question	Answer
1	Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan speaking skill anda? (Is learning	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya, karena menurut aku akan lebih mudah dimengerti dan lebih banyak variasi untuk cara</li> </ul>

	<p>independently using YouTube able to improve your speaking skills?).</p>	<p>belajarnya sih. (Yes, because I think it will be easier to understand and there will be more variations for how to learn).</p> <ul style="list-style-type: none"> <li>• Student 2 (E); Betul, belajar mandiri menggunakan YouTube meningkatkan speaking skill saya, karena saat mendengarkan kalimat atau kata berbahasa Inggris, saya bisa langsung mempraktikkannya. (That's right, self-study using YouTube improves my speaking skills, because when I listen to English sentences or words, I can immediately put them into practice).</li> <li>• Student 3 (ES); Ya. Dengan belajar mandiri dari youtube dapat</li> </ul>
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		<p>meningkatkan speaking skill, karena bisa langsung mempratekan materi spekaing yang di tonton. (Yes. By learning independently from YouTube, I can improve my speaking skills, because I can immediately practice the specs that I watch).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Ya, karena bisa mendengarkan materi secara berulang ulang jadi itu berpengaruh kapada speaking, seperti kita bisa belajar cara menyapa orang dalam bahasa inggris. (Yes, because you can listen to the material repeatedly so it affects speaking, like we can learn how to greet people in English).</li> </ul>
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		<ul style="list-style-type: none"> <li>• Student 5 (K); Untuk belajar bicara saya lebih suka mempraktekkan secara langsung dan Youtube cukup membantu dalam meningkatkan speaking skill. (I prefer to practice speaking in person and Youtube is quite helpful in improving speaking skills).</li> <li>• Student 6 (S); ya saya menggunakan youtube untuk melatih speaking. (yes i use youtube to practice speaking)</li> <li>• Student 7 (RH); Ya, karena dengan belajar mandiri menggunakan youtube kita bisa bebas mencari dan memilih video yang pembicaraanya itu adalah native speaker dari negara lain atau orang</li> </ul>
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		<p>yang mahir dalam bidang bahasa Inggris tersebut.( Yes, because by self-study using YouTube, we can freely search and choose videos whose speakers are native speakers from other countries or people who are proficient in the English language).</p> <ul style="list-style-type: none"> <li>• Student 8 (MDF); Iya mbak, karena kan kita bisa menirukan mereka bicara, bisa mempraktekkan juga, jadi kalau di ulang terus bisa menaikkan speaking skill. (Yes, sis, because we can imitate them talking, we can practice it too, so if you repeat it, you can improve your speaking skill).</li> <li>• Student 9 (AD); Yes, selain gambar yang</li> </ul>
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		<p>membantu saya lebih tertarik untuk belajar, suara juga dapat membantu saya dalam meningkatkan speaking skill. Dengan meniru pronunciation atau pengucapan dalam bahasa inggris, dan juga dapat menambah kosa kata. (Yes, apart from pictures that make me more interested in learning, sound can also help me improve my speaking skills. By imitating pronunciation or pronunciation in English, and can also increase vocabulary).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya, biasanya saya mengulangi apa yang dikatakan pembicara. (Yes, usually I repeat what the speaker</li> </ul>
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		says).
2	Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan pronunciation anda? (Is learning independently using YouTube able to improve your pronunciation?).	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya, karena lebih mudah buat aku pahami dan bisa aku ulang jika belajar melalui youtube, jadi bisa menirukan bagaimana pronouciation dari suatu kata. (Yes, because it is easier for me to understand and I can repeat it if I study through youtube, so I can imitate the pronouciation of a word).</li> <li>• Student 2 (E); Betul, belajar mandiri menggunakan YouTube dapat meningkatkan pronunciation saya karena saya dapat mengulang kata atau kalimat yang sudah diputar jadi saya bisa</li> </ul>



		<p>mencerna kata atau kalimat dengan baik. (Yes, self-study using YouTube can improve my pronunciation because I can repeat the words/sentences that have been played so that I can digest the words/sentences well).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); Ya. Dengan belajar bahasa inggris di youtube bisa ningkatin pronoun kita, karena saya bisa mendengarkan dan mempraktekkan langsung pronounce yang saya dengar. (Yes. By learning English on YouTube, we can improve our pronouns, because I can listen and practice the pronunciation that I hear directly).</li> </ul>
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		<ul style="list-style-type: none"><li>• Student 4 (NFS); Ya, karena dalam video youtube terdapat contoh pronunciation yang benar dan jelas. (Yes, because in the youtube video there are examples of correct and clear pronunciation).</li><li>• Student 5 (K); Iya, saya merasa konten native speaker membantu saya dalam mengetahui pronunciation. Meski kadang sulit untuk menentukan apakah pronunciation saya sudah benar. (Yes, I feel that native speaker content helps me in knowing the pronunciation. Although sometimes it's hard to determine if my</li></ul>
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		<p>pronunciation is correct).</p> <ul style="list-style-type: none"> <li>• Student 6 (S); Betul sangat membantu pronunciation, karena saya terbiasa menirukan pronoun yang dipraktekkan diyoutube. (It helps pronunciation because I'm used to imitating pronouns that are practiced on YouTube).</li> <li>• Student 7 (RH); Iya, karena disaat kita akan mempelajari suatu pronunciation dari suatu kata yg ada didalam video tersebut kita bisa mendengarkan kata yang diucapkan dalam video tersebut secara berulang-ulang untuk berlatih atau menirukan, sehingga kita bisa menirukan</li> </ul>
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		<p>pronunciation yang benar. (Yes, because when we are going to learn a pronunciation of a word in the video we can listen to the words spoken in the video repeatedly to practice or imitate, so that we can imitate the correct pronunciation).</p> <ul style="list-style-type: none"> <li>• Student 8 (MDF); Jelas sekali. Karena kalau kita praktek pronoun kan kita belajar cara bunyi suatu kata yang bener dan di youtube banyak banget materi pronoun. (Obvious. Because if we practice pronouns, we learn how to sound a word correctly, and on YouTube, there is a lot of pronoun material).</li> <li>• Student 9 (AD); Yes,</li> </ul>
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		<p>membantu saya dalam memperbaiki atau meningkatkan speaking skill. (Yes, it helps me to improve or improve my speaking skill).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya, pembicara/konten yang saya tonton menunjukkan kepada saya bagaimana cara mengucapkannya dengan baik. (Yes, the the speaker/ the content that I watched show me how to pronounce well).</li> </ul>
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No	Question	Answer
1	Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan listening skill anda? (Is learning independently using	<ul style="list-style-type: none"> <li>• Student 1 (FA); Sangat, karena aku tipe orang yg lebih suka belajar dengan cara mendengar khususnya ada visual juga di</li> </ul>

	<p>YouTube able to improve your listening skills?).</p>	<p>dalamnya jadi lebih mudah dipahami. (Really, because I'm the type of person who prefers to learn by listening, especially there is also a visual in it so it's easier to understand).</p> <ul style="list-style-type: none"> <li>• Student 2 (E); Betul, menurut saya hal itu bisa ningkatkan listening skill karena di YouTube bisa memilih video bahasa Inggris yang aksennya beda-beda, kaya aksen american atau british, ataupun aksen dari negara lainnya. (That's right, I think it can improve my listening skills because on YouTube we can choose English videos with different accents, such as American or British, or accents from other</li> </ul>
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		<p>countries).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); menurut saya iya, karena tanpa di sadari jika belajar mandiri di youtube entah mendengar atau menonton video, secara gak langsung melatih pendengaran kita dan membiasakannya sehingga bisa meningkatkan listening skill. (I think yes, because without realizing it, if you study independently on YouTube, either listening or watching videos, you will indirectly train your hearing and get used to it so you can improve your listening skills).</li> <li>• Student 4 (NFS); Ya, karena dapat mendengarkan dan</li> </ul>
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		<p>berlatih secara berulang ulang jadi saya bisa mendengarkan ucapan dalam bahasa inggris yang tidak terlalu jelas sampai saya memahami apa yang dikatakan. (Yes, because I can listen and practice repeatedly so I can listen to speech in English that is not very clear until I understand what is being said).</p> <ul style="list-style-type: none"> <li>• Student 5 (K); Iya, youtube membantu saya dengan konten berbahasa Inggris yang diucapkan oleh native speaker. (Yes, youtube helps me with English content spoken by native speakers).</li> <li>• Student 6 (S); Sangat membantu karena saya bisa berlatih dengan</li> </ul>
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		<p>materi audio yang ada diyoutube. (Very helpful because I can practice with audio material on youtube).</p> <ul style="list-style-type: none"><li>• Student 7 (RH); Ya benar, karena didalam video youtube tidak hanya terdapat gambar atau teks tertulis saja, melainkan terdapat audionya yang bisa kita dengar juga. (Yes, that's right, because in youtube videos there are not only images or written text, but there is audio that we can hear too).</li><li>• Student 8 (MDF); Oh iya benar, bisa belajar lewat lagu di youtube juga, kita dengerin lagu atau audio secara terus menerus, dan bisa ningkatin listening</li></ul>
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		<p>skill. (Oh yes, that's right, we can learn through songs on YouTube too, we listen to songs or audio continuously, and we can improve our listening skills).</p> <ul style="list-style-type: none"> <li>• Student 9 (AD); Yes, saya akan lebih terbiasa mendengarkan english audio. Dan dapat membantu meningkatkan listening skill saya. (Yes, I will be more accustomed to listening to English audio. And can help improve my listening skills).</li> <li>• Student 10 (N): Ya, karena saya mendengarkan dengan seksama apa yang dikatakan pembicara di video (Yes, because I</li> </ul>
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		listen carefully what the speaker says on the video)
2	Apakah menurut anda youtube bagus untuk dijadikan sumber melatih listening skill? (Do you think YouTube is a good source for practicing listening skills?).	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya sangat bagus, karna dengan teknik listening yang juga ditayangkan secara visual akan sangat mudah untuk diserap oleh daya otakku. (It's very good, because with listening techniques that are also displayed visually, it will be very easy to be absorbed by my brain power).</li> <li>• Student 2 (E); Menurut saya YouTube bagus buat menjadi salah satu sumber untuk ngelatih listeing skill. (I think YouTube is good to be a source for training listing skills).</li> <li>• Student 3 (ES); Ya bagus. Karena di youtube banyak</li> </ul>

		<p>sekali video atau materi pelajaran. jadi kita bisa mempelajarinya kapan saja dan dimana saja secara mandiri . bisa dengan sumber materi conversation atau bahkan dengan lagu. (Yes, good. Because on YouTube there are lots of videos or subject matter. so we can learn it anytime and anywhere independently. can be a source of conversation material or even with a song).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Ya, karena banyak referensi serta sumber terpercaya. (Yes, because there are many reliable references and sources).</li> <li>• Student 5 (K); Iya, cukup bagus. Karena kita bisa</li> </ul>
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		<p>memilih konten langsung dari native speaker. (Yeah, pretty good. Because we can choose content directly from native speakers).</p> <ul style="list-style-type: none"> <li>• Student 6 (S); Sangat bagus karena disana menyediakan banyak sekali video untuk melatih listening. Very good because there are lots of videos to practice listening).</li> <li>• Student 7 (RH); Ya bagus, karena selain kita mendengarkan kita juga bisa mengamati sehingga kita bisa menebak arti dari kata atau kalimat yang diucapkan atau di ekspresikan speaker walaupun kita tidak mengetahui arti</li> </ul>
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		<p>sebenarnya. (Yes, that's good, because apart from listening we can also observe so that we can guess the meaning of the words or sentences spoken or expressed by the speakers even though we don't know the real meaning).</p> <ul style="list-style-type: none"> <li>• Student 8 (MDF); Bagus, karna banyak materi audio yang bisa dipilih, bisa menyesuaikan juga tingkatan level kemampuan kita.( Good, because there are many audio materials to choose from, we can also adjust our level of ability).</li> <li>• Student 9 (AD); Yes, youtube bisa menjadi salah satu aplikasi yang berguna untuk membantu</li> </ul>
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		<p>meningkatkan listening skill. Saya bisa memilih english video yang saya suka, entah itu musik, cerita, sampai film. (Yes, YouTube can be a useful application to help improve listening skills. I can choose the English video I like, whether it's music, stories, or movies).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya, kita bisa memilih konten mendengarkan sesuai kebutuhan. (Yes, we can choose listening content as we need).</li> </ul>
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No	Question	Answer
1	Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan reading skill anda?. (Is learning	<ul style="list-style-type: none"> <li>• Student 1 (FA); Jika untuk reading masih agak kurang buat aku sih, karena aku kurang minat baca bahasa</li> </ul>

<p>independently using YouTube able to improve your reading skills?)</p>	<p>inggris. (For reading, it's still a bit lacking for me, because I'm not interested in reading English).</p> <ul style="list-style-type: none"> <li>• Student 2 (E); Menurut saya, YouTube bagus kok buat ngasih pengaruh buat meningkatkan reading skill, karena pas kita sudah membuka YouTube, maka fokus saya mengacu ke kegiatan berbicara, mendengar, melihat sama membaca, karna kalau diyoutube hal tadi itu satu komponen. (In my opinion, YouTube is also good for giving influence in improving reading skills, because when I open YouTube, then my focus refers to speaking, listening and viewing and reading activities, because on YouTube it is a</li> </ul>
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		<p>component).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); Ya. Dengan menggunakan youtube selain dapat meingkatkan listening, speaking, juga bisa meingkatkan kemampuan dalam reading. Karna secara gak sengaja saat kita mencoba menirukan pronunciation sebenarnya kita juga sedang belajar membaca. (Yes. By using YouTube, besides being able to improve listening, speaking, it can also improve reading skills. Because by accident, when we try to imitate pronunciation, we are actually learning to read).</li> <li>• Student 4 (NFS); Tidak, karena youtube lebih mudah digunakan untuk melihat/mendengarkan</li> </ul>
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		<p>video/audio dibandingkan untuk membaca. (No, because youtube is easier to use for viewing/listening videos/audios than for reading)</p> <ul style="list-style-type: none"> <li>• Student 5 (K); Cukup bisa digunakan. (I think it's enough to use).</li> <li>• Student 6 (S); untuk reading skill cukup membantu, saya menonton video cerita yang memiliki teks dan saya akan menirukan bagaimana cara membaca yang benar, selain pronoun meningkat kecepatan dalam membaca jga meningkat dalam diri saya. (for reading skills it is quite helpful, I watch video stories that have text and I will imitate how to read correctly, in addition to pronouns increasing speed</li> </ul>
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		<p>in reading also increases in me).</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); Bagi saya tidak, karena saya lebih termotivasi dan nyaman menggunakan teks tertulis untuk meningkatkan reading skill saya. (For me no, because I am more motivated and comfortable using written texts to improve my reading skills).</li> <li>• Student 8 (MDF); Kalau reading, lumayan ya mbak, materi juga lumayan. Belajar reading di youtube itu melah 3 in 1 karena kita baca materi dalam videonya sekaligus dengerin audio sama kita kan bisa speaking juga. Jadi efesien. (If you're reading, it's okay, sis, the material is also pretty good. Learning to read on</li> </ul>
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		<p>YouTube is 3 in 1 because we read the material in the video while listening to the audio and we can speak too. So efficient).</p> <ul style="list-style-type: none"><li>• Student 9 (AD); Yes, reading tidak selalu harus di buku, namun saya juga bisa menggunakan youtube sebagai aplikasi yg cocok untuk membantu meningkatkan reading skill, karna saya dapat membaca dan mendengarkan sekaligus menonton. Dan itu dapat membuat saya semakin paham dengan konteks bacaan. (Yes, reading doesn't always have to be in books, but I can also use YouTube as a suitable application to help improve reading skills, because I can read and listen at the same time watching.</li></ul>
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		<p>And that can make me understand more about the context of the reading).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya, karena kita bisa membaca teks di video. (Yes, because we can read the text on the video).</li> </ul>
2	<p>Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan jumlah kosa kata (vocabulary) anda?. (Is learning independently using YouTube able to increase your vocabulary (vocabulary))?.</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); Iya, karna secara tidak langsung seringkali aku niruin apa yang aku liat dan dengar dari youtube. (Yes, because indirectly I often imitate what I see and hear from YouTube).</li> <li>• Student 2 (E); Menurut saya itu benar. Dalam mendengarkan video Berbahasa Inggris, entah itu video beritaatau vlog, kosa kata yang dipakaisama mereka itu bisa buat menambah</li> </ul>

		<p>kosa kata baru buat saya mbak, yang sebelumnya belum pernah saya dengar. (I think that's true. In listening to English videos, be it news videos or vlogs, the vocabulary used by them can add new vocabulary for me that I have never heard before.)</p> <ul style="list-style-type: none"><li>• Student 3 (ES); Ya. Dengan belajar bahasa inggris di youtube dapat meningkatkan kosakata kita. Karena dengan dengan belajar bahasa inggris kita akan melihat dan membaca kosa kata bahasa inggris, jadi secara gak langsung kita bisa menyerap kosa kata yang kita lihat ataupun baca. (Yes. By learning</li></ul>
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		<p>English on YouTube, we can increase our vocabulary. Because by learning English we will see and read English vocabulary, so indirectly we can absorb the vocabulary we see or read).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Ya, karena terdapat vocabulary baru dalam video youtube. (Yes, because there is a new vocabulary in the youtube video).</li> <li>• Student 5 (K); Iya, banyak kosa kata baru yang saya temui saat menonton YouTube berbahasa Inggris. 9Yes, I found a lot of new vocabulary while watching English</li> </ul>
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		<p>YouTube).</p> <ul style="list-style-type: none"> <li>• Student 6 (S); Sangat membantu banyak sekali kosa kata baru yang akan saya temukan. (Very helpful a lot of new vocabulary that I will find).</li> <li>• Student 7 (RH); Ya, tentu saja. Pada setiap video pasti ada kosa kata baru yang kita dapat. (Yes of course. In every video there must be a new vocabulary that we get).</li> <li>• Student 8 (MDF); Membantu meningkatkan banget. Karena banyak materi vocab yang bisa ditonton dan sering saya menemukan vocab baru yang tidak pernah saya</li> </ul>
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		<p>denger. (Helped to improve a lot. Because there's a lot of vocab material to watch and often I find new vocabs that I've never heard of before).</p> <ul style="list-style-type: none"><li>• Student 9 (AD); Yes, jumlah kosakata yang saya dapatkan akan lebih banyak jika saya rajin menonton video2 yang berkaitan dengan kosakata dalam bahasa inggris. Untuk contoh lain juga saya bisa menonton video klip lagu bahasa inggris dan terjemahnya. (Yes, the amount of vocabulary I get will be more if I diligently watch videos related to vocabulary in English. For another example, I can watch</li></ul>
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		<p>video clips of English songs and their translations).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya, karena di youtube banyak sekali topik yang bisa dipelajari (Yes, because in youtube there are so many topic to learn)</li> </ul>
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No	Question	Answer
1	Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan writing skill anda? (Is learning independently using YouTube able to improve your writing skills?)	<ul style="list-style-type: none"> <li>• Student 1 (FA); menurut aku kurang membantu sih mbak. (I don't think it helps).</li> <li>• Student 2 (E); Menurut saya itu bisa terjadi. Karena banyak channel yang membahas tentang hal itu ya mbak, dan saya pribadi juga sering kok nonton video tips and trick</li> </ul>

		<p>tentang nulis yang benar dalam bahasa inggris. (I think it can happen. Because many channels talk about it, and I personally also often watch tips and tricks videos about writing correctly in English).</p> <ul style="list-style-type: none"> <li>• Student 3 (ES); iya. Karena dengan youtube secara gak langsung dibiasakan untuk melihat atau membaca suatu kalimat. Sehingga kita bisa memahami bagaimana penulisan suatu kata (yes. Because with YouTube, you are indirectly accustomed to seeing or reading a sentence. So that we will understand how to write a word).</li> </ul>
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		<ul style="list-style-type: none"> <li>• Student 4 (NFS); Ya, karena dengan menggunakan youtube banyak materi contoh soal dan penjelasan bagaimana menulis dengan baik dan benar. (Yes, because by using YouTube, there are many sample questions and explanations on how to write properly).</li> <li>• Student 5 (K); Iya, saat konten video menampilkan suara saya juga belajar kadang menulis kosa katanya. (Yes, when video content displays my voice, I also learn to write vocabulary sometimes).</li> <li>• Student 6 (S); Untuk writing skill saya bisa belajar bareng dengan listening skill. Saya bisa menulis transkrip audio</li> </ul>
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		<p>yang saya dengar. (Untuk writing skill saya bisa belajar bareng dengan listening skill. Saya bisa menulis transkrip audio yang saya dengar)</p> <ul style="list-style-type: none"> <li>• Student 7 (RH); Ya, karena beraneka ragam video menarik yang ada di youtube akan memudahkan kita untuk mendapatkan pemahaman kita terhadap materi writing skill tersebut. (Yes, because the various interesting videos on YouTube will make it easier for us to get our understanding of the writing skill material).</li> <li>• Student 8 (MDF); Iya mbak. ... mmm biasanya itu pas nonton video pronoun itu kan ditampilkan tulisanya</li> </ul>
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		<p>mbak, jadi disitu sekalian belajar writing, jadi kita tau penulisan suatu huruf.( Yes, sis... mmm, usually when you watch a video of pronoun material, the structure of the words will appear, so you can learn to write there, so we know how to write words)</p> <ul style="list-style-type: none"> <li>• Student 9 (AD); Yes, writing skill salah satu skill yang susah bagi saya, namun ketika saya mencoba belajar menggunakan youtube, dengan mempelajari materi2 yang berkaitan dengan writing. Saya akan lebih mudah untuk meningkatkan pemahaman sampai writing skill saya. (Yes, writing skill is one of the most difficult skills for me, but when I try to learn</li> </ul>
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		<p>to use YouTube, I study materials related to writing. I will find it easier to improve my understanding to my writing skills).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya, kita bisa mengembangkan atau menulis ulang teks yang saya pelajari. (Yes, we can develop or rewrite the text which I learn).</li> </ul>
2	<p>Apakah belajar secara mandiri menggunakan youtube mampu meningkatkan pemahaman grammar dalam menulis? (Is learning independently using YouTube able to improve understanding of grammar in writing?)</p>	<ul style="list-style-type: none"> <li>• Student 1 (FA); menurut aku kurang efektif sih. (I don't think it's effective).</li> <li>• Student 2 (E); Mungkin iya, Menurut saya, pas belajar di channel YouTube yang benar-benar membahas tentang Grammar atau writing skills, tentu bisa ngebantu buat belajar grammar atau nulis sih</li> </ul>

		<p>mbak. (Maybe yes, maybe no. In my opinion, when studying on a YouTube channel that really discusses Grammar or writing skills, it can certainly help in learning grammar or writing).</p> <ul style="list-style-type: none"><li>• Student 3 (ES); Ya. Dengan belajar mandiri di youtube yang dilakukan secara otodidak bisa ningkatin listening, writting, speaking, sama reading skill, jadi kita kita bisa memahami grammar yang tersusun dalam kalimat. (Yes. By self-study on YouTube, which is done by self-taught, we can improve our listening, writing, speaking, and reading</li></ul>
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		<p>skills so that we can understand structured grammar in a sentence).</p> <ul style="list-style-type: none"> <li>• Student 4 (NFS); Ya, karena kita dapat belajar grammar melalui video yang berbentuk percakapan sehingga kita secara langsung dapat belajar menganalisis grammar yang digunakan. (Yes, because we can learn grammar through videos in the form of conversations so that we can directly learn to analyze the grammar used).</li> <li>• Student 5 (K); Iya, karena youtube memiliki banyak materi bahasa Inggris tentang belajar grammar dan</li> </ul>
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		<p>dengan penjelasan yang rinci. (Yes, because youtube has a lot of English material about learning grammar and with detailed explanations).</p> <ul style="list-style-type: none"> <li>• Student 6 (S); lumayan membantu meningkatkan grammar. (quite helpful to improve grammar).</li> <li>• Student 7 (RH); ya benar. (yes, that's right).</li> <li>• Student 8 (MDF); Luamayan, karena banyak videoe yang menjelaskan grammar. (It's good because many videos explain grammar).</li> <li>• Student 9 (AD); Yes, saya dapat dengan mudah mencari materi</li> </ul>
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		<p>yang saya ingin cari di youtube, dan pasti banyak video yang berkaitan dengan apa yg saya cari. Dan saya akan memilih mana yang cocok untuk saya. Dari situlah saya dapat menambah ilmu dan meningkatkan pemahaman tentang grammar. (Yes, I can easily find the material I want to find on YouTube, and there are definitely many videos related to what I'm looking for. And I will choose which one suits me. From there I can add knowledge and improve my understanding of grammar).</p> <ul style="list-style-type: none"> <li>• Student 10 (N): Ya,</li> </ul>
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		<p>karena biasanya dalam dialog ada grammar yang harus digunakan, dan itu bisa membantu kita untuk mengerti tentang grammar. (Yes, because ususally in the dialog there's grammar what should use, and it can help us to understand about grammar.)</p>
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## APPENDIX

### III. Research Letter of Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: 5841/Un.10.3/D1/TA.00.01/12/2022 Semarang, 13 Desember 2022

Lamp :-

Hal : Mohon Izin Riset

a.n. : Elma Triyani

NIM : 1803046054

Yth.

Kepala Sekolah MTs NU 21 Banyuringin  
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Elma Triyani

NIM : 1803046054

Alamat : Desa Kalidapu RT 02 RW 01 Kec Singorojo Kab. Kendal

Judul skripsi : Efl Student's Experience Learning English Autonomously Using Youtube to  
Improve Students English Skill

Pembimbing : Ma'rifatul fadhilah M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 5 hari, mulai tanggal 30 Oktober 2022 sampai dengan tanggal 15 November 2022

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

an. Dekan,  
Dan Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :

Dekan FITK UIN Walisongo (sebagai laporan)

APPENDIX

IV. Interview Photos Documentation













## Curriculum Vitae

Name : Elma Triyani  
Place and date of birth : Kendal, 28 January 2000  
Adress : Kalidapu, Singorojo, Kendal  
Educational background :  
1. Mi 22 Kalidpau (2005-2011)  
2. MTs NU 21 Banyuringin  
(2011-2014)  
3. SMA N01 Boja (2014-2017)  
4. Student of UIN Walisongo  
(2018-now)