

**STUDENT PERCEPTION ON YOUTUBE FOR ENGLISH
LANGUAGE LEARNING**



A Thesis

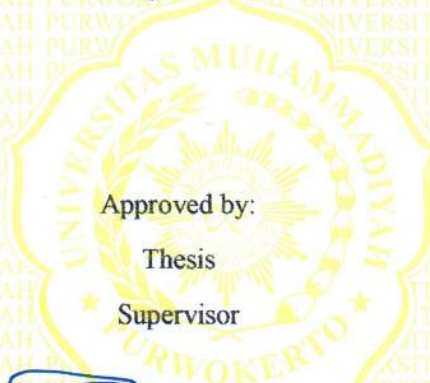
**Submitted to English Language Education Study Program as a
Partial Fulfillment of the Requirement for an S.Pd. Degree**

**Submitted By:
Mohammad Khalid Hassan
1901050092**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PURWOKERTO
2023**

APPROVAL

Title : STUDENT PERCEPTION ON YOUTUBE FOR ENGLISH LANGUAGE LEARNING
Name : Mohammad khalid Hassan
Student Number : 1901050092
Program Study : English Language Education
Program Faculty : Faculty of Teacher Training and Education
Email : khalidemail2019@gmail.com
Supervisor : Drs. Bambang Suroso, M.Hum.



Approved by:
Thesis
Supervisor

Drs. Bambang Suroso, M.Hum.
NIK. 2160102

Skripsi Berjudul :

**STUDENT PERCEPTION ON YOUTUBE FOR ENGLISH LANGUAGE
LEARNING**

Dipersiapkan dan disusun oleh :

MOHAMMAD KHALID HASSAN
1901050092

Telah dipertahankan di depan Dewan Penguji pada tanggal 5 Agustus 2023 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan persyaratan untuk mendapatkan gelar Sarjana Pendidikan Program Studi Pendidikan Bahasa Inggris

Pembimbing

1. Drs. Bambang Suroso, M.Hum.
NIK. 2160102


Penguji

1. Miftahul Furqon, S.S., M.Pd.
NIK. 2161008
2. Faisal, S.S., M.Pd., Ph.D.
NIK. 2160441

Purwokerto, 8 Agustus 2023

Universitas Muhammadiyah Purwokerto,
Fakultas Keguruan dan Ilmu Pendidikan

Dekan,


Drs. Eko Suroso, M.Pd.
NIK. 2160103

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini,

Nama: : Mohammad Khalid Hassan
Tempat/Tanggal Lahir: : Dhaka, 16 Desember 1996
NIM: : 1901050092
Prgram Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu pendidikan

Menyatakan bahwa skripsi ini yang berjudul,

“STUDENT PERCEPTION ON YOUTUBE FOR ENGLISH LANGUAGE LEARNING”

Merupakan hasil karya ilmiah sendiri, bukan merupakan hasil karya tulis orang lain baik sebagian maupun keseluruhan, kecuali dalam bentuk kutipan dan referensi yang telah ditulis sesuai ketentuan yang berlaku.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya dan apabila terdapat ketidaksesuaian pada pernyataan yang saya sampaikan atau terbukti melakukan plagiasi, saya bersedia menerima sanksi yang berlaku.

Purwokerto, 8 Agustus 2023

Yang menyatakan



Khalid Hassan

(Mohammad Khalid Hassan)

Mengetahui,

Pembimbing

(Drs. Bambang Suroso, M.Hum)

NIK. 2160102

HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI SKRIPSI UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Muhammadiyah Purwokerto dan demi pengembangan ilmu pengetahuan, saya yang bertanda tangan dibawah ini:

Nama : Mohammad Khalid Hassan
NIM : 1901050092
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan ilmu pendidikan
Perguruan Tinggi : Universitas Muhammadiyah Purwokerto
Jeniskarya : Skripsi

Menyetujui untuk memberikan Hak Bebas Royalti Noneksklusif (*Non-exclusive Royalty-Free Right*) kepada Universitas Muhammadiyah Purwokerto atas karya ilmiah saya yang berjudul:

STUDENT PERCEPTION ON YOUTUBE FOR ENGLISH LANGUAGE LEARNING

Beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti Non eksklusif ini Universitas Muhammadiyah Purwokerto berhak menyimpan, mengalih media/ mengalih formatkan, mengelola dalam bentuk pangkalan data(*database*), merawat, dan mempublikasikan tugas akhir saya dengan tetap mencantumkan nama saya sebagai penulis/ pencipta dan sebagai pemilik Hak Cipta.

Pernyataan ini saya buat dengan sebenarnya.

Purwokerto, 16 August 2023

Yang menyatakan,



Khalid Hassan

Mohammad Khalid Hassan

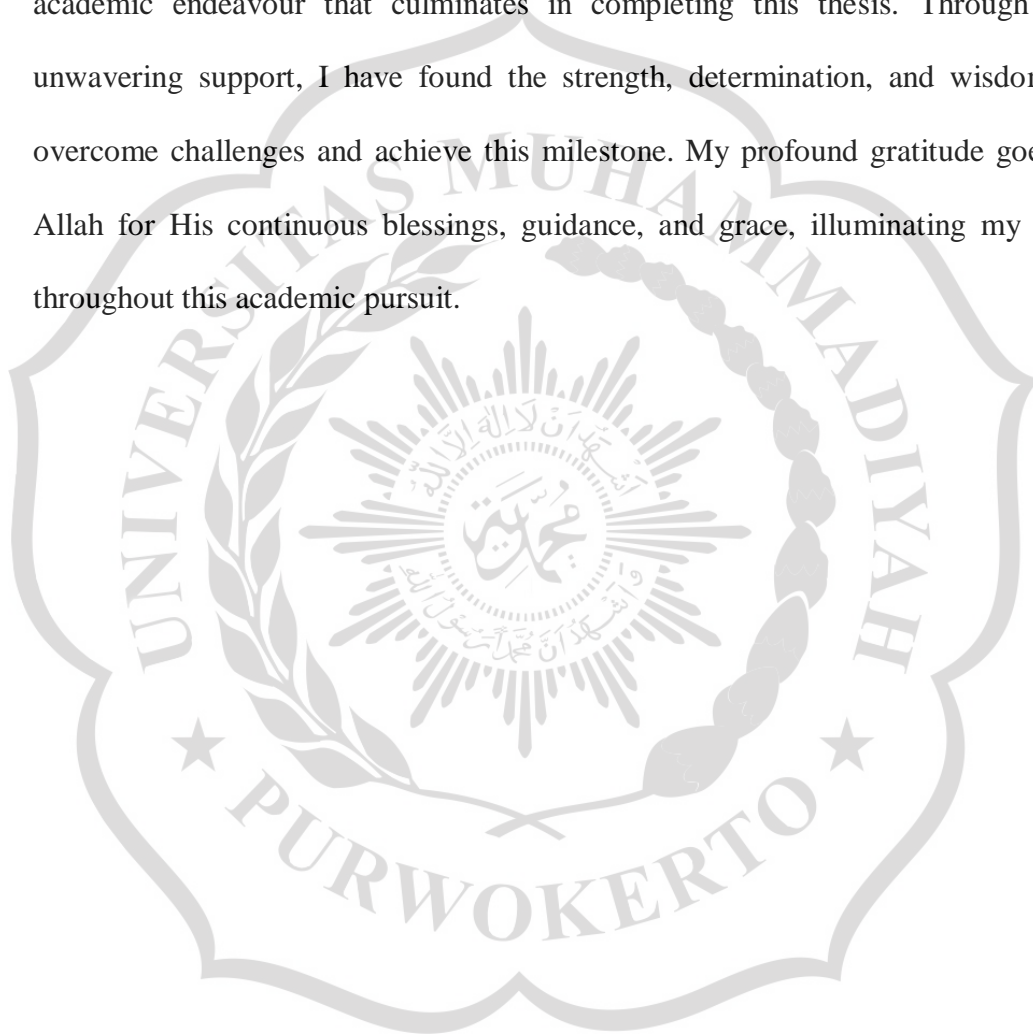
MOTTO

In al-Bukhaari (55) and Muslim (1002) it is narrated from Abu Sa'eed al-Khudri (may Allaah be pleased with him) that the Prophet (peace and blessings of Allaah be upon him) said: "When a man spends on his family, hoping for reward, that is (counted as) an act of charity for him."

Abu Huraira reported that a person said: Allah's Messenger, who amongst the people is most deserving of my good treatment? He said: Your mother, again your mother, again your mother, then your father, then your nearest relatives according to the order (of nearness).

DEDICATION

Bismillahir Rahmanir Raheem. I begin this journey of gratitude by expressing my heartfelt thanks and praise to Allah, the Most Gracious and Most Merciful. With His divine guidance and blessings, I have embarked on this academic endeavour that culminates in completing this thesis. Through His unwavering support, I have found the strength, determination, and wisdom to overcome challenges and achieve this milestone. My profound gratitude goes to Allah for His continuous blessings, guidance, and grace, illuminating my path throughout this academic pursuit.



ACKNOWLEDGEMENTS

Assalamu'alaikum Wr.Wb

I extend my sincere gratitude to all those who have contributed to completing this thesis. First and foremost, I am deeply thankful to my supervisor, Drs. Bambang Suroso, M.Hum., for their invaluable guidance, unwavering support, and insightful feedback throughout the research process. Their expertise and encouragement have been instrumental in shaping the direction of this study.

I am also indebted to the faculty members of MiftahulFurqon, S.S., M.Pd., Faisal, S.S., M.Pd., Ph.D., Drs. EkoSuroso, M.Pd., whose dedication to education has enriched my academic journey. Their commitment to fostering a conducive learning environment has been an inspiration.

My heartfelt appreciation goes to my family and friends for their constant encouragement and belief in my abilities. Their words of motivation have given me the strength to persevere through challenges and reach this point.

Also, thanks to Azzam, Lukman Khan, Pak Novan, TU staff, Mutawakil, Yaul, Nur Ayu, and Isna for their support, encouragement, and motivation during the process.

I thank all the participants who willingly participated in the survey, teachers from SMK Citra Bangsa Mandiri Purwokerto, and teachers from Puhua School who contributed to collecting the survey data. Providing crucial insights and data that form the foundation of this research. Your contribution is deeply valued.

Lastly, I am grateful to the authors of the research papers and resources that have informed and enriched my study. Your work has broadened my perspective and guided me towards a deeper understanding of the subject matter.

I have been fortunate to be surrounded by a supportive and inspiring community at every step of this journey. Your collective contributions have made this thesis possible; I am truly grateful.



ABSTRACT

The advent of technology has revolutionized the way language learning takes place, with YouTube emerging as a popular platform for English language learners. This thesis explores student perceptions of YouTube as a valuable tool for learning English. The questionnaire-based survey, employing a descriptive approach with a quantitative method, collected responses from 100 students in two senior/vocational high schools. The questionnaire was constructed based on extensive research, focusing on Motivation and Engagement, Authentic Language Input and Vocabulary Acquisition, Language Skills Enhancement, Cultural Immersion and Language Learning Medium. The findings demonstrate that YouTube is an effective resource for improving listening, speaking, and vocabulary acquisition. It fosters motivation, engagement, and cultural immersion, as students found YouTube tutorials beneficial for understanding grammar and language structures but also provided real-world context for language use. Furthermore, YouTube content's interactive and visually engaging nature contributed to a more dynamic learning experience, encouraging active participation and exploration. This multifaceted approach to language learning on YouTube enhances language skills and a deeper connection to the target language and culture. The research contributes to understanding digital media's role in language education and offers practical implications for educators and learners. In conclusion, the study provides valuable insights into how YouTube positively impacts English language learning from the student's perspective.

Keywords: Perception, YouTube, Motivation, Authentic Language Input, Cultural Immersion.

TABLE OF CONTENTS

ENDORSEMENT PAGE	ii
DECLARATION PAGE	iv
ACKNOWLEDGEMENTS	viii
ABSTRACT	x
TABLE OF CONTENTS	xi
TABLE OF FIGURES	xiii
TABLE OF TABLES	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Research Background	1
1.2 Research Question	4
1.3 Research Aims	4
1.4 Significance of the Research.....	5
CHAPTER 2 LITERATURE REVIEW	6
2.1 Introduction.....	6
2.2 Role of YouTube Second Language Acquisition.....	6
2.3 Benefits of YouTube for Second Language Acquisition	7
2.3.1 Authentic Language Input.....	7
2.3.2 Cultural Immersion	7
2.3.3 Language Learning Resource	7
2.4 Factors Encouraging Students	8
2.4.1 Motivation and Engagement	9
2.4.2 Authentic Language Input and Vocabulary Acquisition	9
2.4.3 Language Skills Enhancement.....	10
2.4.4 Cultural Immersion and Language Learning Medium.....	10
2.5 The Use of YouTube Video in Encouraging Speaking Skill	11
2.6 The Use of YouTube as a Learning Tool in Teaching Listening Skill	12
2.7 Students’ Perceptions of Using YouTube in EFL Classrooms	13
CHAPTER 3 METHODOLOGY	15
3.1 Research Method.....	15
3.2 Sources of Data Population.....	15

3.3 Techniques of Data Collection:.....	16
3.4 Research Instrument	17
3.5 Techniques of Data Analysis	23
CHAPTER 4 FINDINGS AND DISCUSSIONS	25
4.1 Findings	25
4.1.1 Motivation and Engagement	26
4.1.2 Authentic Language Input and Vocabulary Acquisition.....	31
4.1.3 Language Skills Enhancement.....	35
4.1.4 Cultural Immersion and Language Learning Medium.....	40
4.2 Discussion.....	44
4.2.1 Motivation and Engagement	44
4.2.2 Authentic Language Input and Vocabulary Acquisition:.....	45
4.2.3 Language Skills Enhancement.....	45
4.2.4 Cultural Immersion and Language Learning Medium.....	46
CHAPTER 5 CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS .48	
5.1 Conclusions.....	48
5.2 Implications.....	49
5.2.1 Implications for Language Learners.....	49
5.2.2 Implications for Educators	49
5.3 Recommendations	50
5.3.1 Content Curation and Creation.....	50
5.3.2 Digital Literacy Education	50
5.3.3 Pedagogical Training for Educators.....	51
5.3.4 Collaborative Learning	51
5.3.5 Assessment and Feedback.....	51
5.3.6 Research and Innovation.....	51
REFERENCES.....	52
APPENDIX	56

TABLE OF FIGURES

Figure 4.1 Unlocking Language Skills: YouTube, the Gateway to Motivating English Learning.	26
Figure 4.2 Empowering Language Learning: Unleashing Motivation through YouTube's Engaging English Videos.	27
Figure 4.3 Enhanced Learning Journey: YouTube's Intriguing Features Enriching English Language Proficiency.	28
Figure 4.4 Empowering Autonomy: English YouTube Videos Foster Flexibility in Language Learning.	29
Figure 4.5 Students' Positive Perception of YouTube's Impact on English Language Learning.	30
Figure 4.6 Enhancing English Proficiency Through YouTube's Authentic Language Input	31
Figure 4.7 Strengthening English Vocabulary Through YouTube Video Consumption ..	32
Figure 4.8 Enhancing Vocabulary Literacy Through English YouTube Videos	33
Figure 4.9 Enhancing Listening and Comprehension Skills through YouTube Videos in English.....	35
Figure 4.10 Advancing Pronunciation and Speaking Abilities through YouTube Videos in English.....	36
Figure 4.11 Enhancing English Reading Skills through Watching YouTube Videos.....	37
Figure 4.12 Strengthening English Writing Skills through Watching YouTube Videos ..	38
Figure 4.13 Enhancing Language Structures and Grammar Skills through YouTube Tutorials	39
Figure 4.14 Cultural Immersion through YouTube for English Language Learning	40
Figure 4.15 Effectiveness of YouTube for English Language Learning Compared to Traditional Resources.....	41
Figure 4.16 Suitability of YouTube as an English Language Learning Medium Compared to TV, Radio, Facebook, TikTok, and Newspapers	42
Figure 4.17 advantages of YouTube as a Tool for English Language Learning	43

TABLE OF TABLES

Table 3.2 Research Instrument	21
Table 3.3 Questionnaire Sample	22

