

**STUDENTS' PERSPECTIVES ON USING YOUTUBE VIDEOS AS
E-RESOURCES IN LEARNING ENGLISH**

THESIS

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It Has Been Defend In Sidang Mumpakat di front of The Council of
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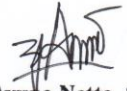
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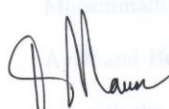
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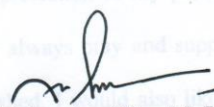

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Zeni Zulaikha

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ABSTRACT

This study is entitled "*Students' perspectives on using YouTube videos as e-resources in learning English.*" This study aims at knowing the students perspective on using YouTube videos as e-resources in learning English and finding out the effect of using YouTube as a media for learning English. The method used were a descriptive qualitative method. The researcher took 10 English department students as a participants. A closed questionnaire and an open questionnaire were used as instruments of this research and the researcher gave 20 questionnaire for the participants. Based on the result of research, that Youtube were a medium that very usefull for students in learning.

Key Words : Students'perspectives, Youtube and Learning English

CHAPTER I

INTRODUCTION

This chapter provides background of study, terminology, research question, the purpose of study, significance of study, and the method of study.

A. Background of study

Language is a communication tool between community members in the form of sound symbols produced by human speech tools.¹ This is one of the important aspects to build social interaction with people at home and abroad. But to communicate with foreigners, people do not need to master all the languages that come from their countries, people can interact using the language of the world, namely English. It is used intensively in international communication. In Indonesia, English is a foreign language that is taught from the basic level to the University level.

Learning a language has been done by humans since birth. It starts from learning mother tongue, which is a natural and natural thing. English is one of the important foreign languages that must be mastered by the students because English has a very strategic position, which is not only as a communication tool but also as a language of communication between nations. In Indonesia, learning English at various levels of education ranging from secondary to higher. This implies that the ability of English is a must to be mastered by all levels of

¹Rina Devianty, Juli 2017. "*Bahasa Sebagai Cerminan Kebudayaan*". Jurnal Tarbiyah, Vol.24. No.2

students. Therefore, the Indonesian government makes English as a compulsory subject at the education unit level.²

English is one of the needs of students at this time. Students need to learn English to improve their abilities in it to make them ready to face the era of globalization in the future. Through English, they can get good jobs at companies and feel confident when they can speak English fluently. Indeed, when students learn English, students need to learn about four English skills such as listening, speaking, reading and writing. The purpose of foreign language study is to learn languages to read literature or to benefit from mental discipline and intellectual development resulting from the study of foreign languages.³

To improve students' learning skills, a teacher must have a good method for making their students feel that English is fun and easy to learn. A teacher is one of component that has an important role in the teaching-learning process because the teacher is the subject of these activities. In doing the role of the teacher, a good teacher needs effective methods to make language teaching successful. The should use various method to make enjoyable class. Also, teacher can apply some media, so that students are motivated in learning.

Media is the method most widely used by educators at this time. Media is a tool that is physically used to convey the contents of the material. It can be a book, video recorder, tape recorder, cassette, video camera, pictures, graphics,

² Baharuddin dan Esa Nur Wahyuni, *Teori belajar & Pembelajaran* (Jogjakarta: Ar-Ruzz Media, 2012), hlm. 11-12

³ Richard, (2010) *Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom*. International Journal of Technology in Teaching and Learning.

television or computer. In addition, the media can also be interpreted as anything that is used as an intermediary of the delivery of a message. In this modern era, media is often and even very many users throughout the world.⁴

Based on the explanation above, it could be explained that the media is one of the important tools that can be used in the teaching and learning process. With the presence of media in learning, student achievement and insight will be further increased. Media has become one of the fastest growing variants of the internet.

One of media that is often used is YouTube. YouTube is a video sharing service provided by Google for its users to load, watch and share video clips for free. YouTube is a manifestation of the shift in internet technology (world wide web) from "read only web" to "read write web" (Wilson, 2015: 10). YouTube is one of the many social networking sites that are being used today. The inclusion of YouTube in the field of education is an easy way to improve collaboration skills and integrate technology into teaching activities. Based on a study that discusses learning by using YouTube, it is proven to facilitate students in learning especially in learning English. Students will be easier to practice a foreign language after watching videos from YouTube and they are able to make it easier for students to increase new vocabulary from the video being watched. Talking of technology, in this modern era's many things can be accessed easily and quickly, one of that is uses e-resources.

⁴ Nana Sudjana dan Ahmad Rivai. (2002). *Media Pembelajaran*. (Bandung: Sinar Baru Algensindo) Hal.7

Electronic resources refer to materials that require computer access, whether through personal computers, mainframes, or mobile devices. They can be accessed remotely via the Internet or locally. Based on the definition above, it could be explained that electronic resources are one part of the elements that support digital libraries whose functions may be a reflection that now exists in traditional libraries. It can be concluded that to help learning to be easier and more effective, the writer is interested in encouraging lecturers to use YouTube as e-resources in learning.

Realizing the importance of learning media in the development of student learning, the researcher is interested in knowing students' perceptions about YouTube videos as e-resources in learning English, with the title "Students' perspectives on using YouTube videos as e-resources in learning English".

B. Terminology

For the clearer understanding, there are three terms that would be explained in this part as follows:

1. Perspective

According to Nelson and Quick, "Perception is the process of interpreting information about another person".⁵ In this thesis, the point of examining their perspective is to find out student's perception regarding the using of YouTube video in learning process. Meaning that, whether the YouTube video in learning process.

⁵ James Campbell Quick – Debra L Nelson, *Organisational Behaviour: foundations, Realities, and Challenge* (New York: West Publishing Company, 1997) p.83-84

2. YouTube

YouTube is an application that provides information in the form of videos. In YouTube application, all of students can upload and download any video as much as anything students need if students already have a registered account.⁶ In this thesis, YouTube is applied to see the influence of YouTube in learning English.

3. E-Resource

E-Resources (electronic resources) or electronic sources are library materials used to require computer equipment and are usually more related to software that can be accessed both offline and online.⁷ In this study the researcher want to see whether e-resources can facilitate students in accessing information using online electronics.

C. Research Question

There are two research questions in this study. They are as follows:

1. What is the student's perspective of using YouTube as e-resource in learning English?
2. What is the effect of using YouTube as a media for learning?

D. The purpose of study

Based on the problem above, aim of study this research are as follows:

⁶ Alimemaj, Z., 2010. *Youtube, language learning and teaching techniques. AngloHigher*, 2 (3), pp. 10-12.

⁷ Munir. (2017). *Pembelajaran Digital*. Bandung: Alfabeta. Hlm.23

- 1) To find out student's perspective of using YouTube as e-resource in learning English.
- 2) To find out the effect of using YouTube as e-resource in learning English.

E. Significance of study

In this study, it is expected to be able to provide benefits, motivation and to makes the improvement of the students to be better in learning English by using YouTube videos as a learning resource. It also can use media as a tool in teaching, it is one of the important points to avoid boredom students towards the teaching and learning system, using video might motivate students to be more enthusiastic to achieve best results at the end of the study later. It would also provide information to the readers about the importance of media, as a learning tool in this modern era.

There are several benefits of this research study as follows:

1. For students:
 - a. Helping students to optimize the learning process
 - b. Can foster positive attitudes of students towards the material and learning process.

2. For lecturer:

To improve the quality of teaching process.

3. For readers

It is hoped that the reader can draw the conclusion that the media is an effective learning tool.

F. The method of study

1. Research Design of Study

In this study, researcher used descriptive qualitative. Descriptive qualitative is a research procedure that produces descriptive data in the form of words written or spoken from people and observable behavior.⁸ Qualitative research aims to explain the phenomenon as much as possible through in-depth data collection.⁹ Qualitative research places more emphasis on the problem of depth of data quality rather than quantity of data. In this study, the researcher applies this method to know student's perspective of using YouTube in learning English.

2. Technique of Data Collection

Data collection instrument is a method or way to get data. The data collection instrument used by the researcher in this study is questionnaire. Questionnaire is a method of collecting research data by using the list of questions that must be answered by respondents. The form of the questionnaire can be divided into three, it is namely closed questionnaire, open questionnaire, and closed-ended questionnaire. Closed questionnaire is a questionnaire that provides alternative answers to questions that are given so that respondents do not have the freedom to answer questions outside the alternative answers provided in the questionnaire. Open questionnaire is a questionnaire that does not provide answers to questions that are given, so that respondents have the freedom to give answers. Open-ended

⁸ Noeng Muhadjir, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2000), hlm. 15

⁹ Moleong, Lexy J., *metode penelitian kualitatif*, RemajaRosdakarya, Bandung: 2011.

questionnaire is a combination of closed questionnaire and open questionnaire.¹⁰

The list of questions is structured with the form of multiple choice and one essay about their explanation of their perspective on the use of YouTube videos as a learning media tool. In this study the researcher uses open-ended questionnaire, to get an appropriate data about the use of YouTube as e-resource in learning English.

3. Technique of Data analysis

Data analysis is the process of arranging data sizes, organizing them into a basic pattern, category, and description unit.¹¹ It is explained that the data analysis is to unite all the data that has been collected into an accurate conclusion according to the structure determined. In addition, after the data is collected, the researcher must examine the data that has been collected in order to get the final results of the study.

In this study the results of the questionnaire are analyzed at first, then describe into descriptive explanations related to the questions are given to students with the aim of knowing students' perspectives on YouTube as e-resources. The goals of this method is to make a systematic description of factual and accurate findings. Meanwhile, the collected questionnaires are displayed in the description based on the results of the questionnaire.

4. Population and Sample

¹⁰ Syed Muhammad Sajjad Kabir, *Basic Guidelienes for Research*, P. .12. (Bangladesh: 2016)

¹¹ Endang Mulyatiningsih. *Metode Penelitian terapan bidang pendidikan* (Bandung: Alfabeta, 2012).

According to Arikunto:" Population is a generalization area consisting of objects or subjects which become certain quantities and characteristics determined by researchers to be studied and then drawn conclusions ".¹² While, samples are part of the population that researchers want to examine. According to Sugiyono "Samples are part of the number and characteristics possessed by the population."¹³ In this study, the researcher used the purposive sampling to get a sample. The researcher chose purposive sampling because it is one of the non-random sampling techniques which is very easy to implement so that it can facilitate the researcher in freely determining specific traits according to the expected goals. So, the research participant of this study is all of sixth semester students at English Department of Muhammadiyah Aceh University.

¹² Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2009), hlm.32

¹³ Sugiyono, *Metode Penelitian Pendidikan Pendidikan Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2007), hlm. 112.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher would like to elaborate the theories related to the research being studied. The reviewed theories are about teaching and learning English, students' perspective, E-resources in learning English, media in learning English, and overview of YouTube.

A. Teaching and Learning English

1. Definition of Teaching and Learning English

Teaching and learning are part of formal education. Brown stated teaching offers instruction and understanding, encourages students to learn, sets the requirements for understanding.¹ Leo added that "teaching stands for a treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate."² Based on Crawford et al., teaching is more than just a series of techniques. Teaching means addressing a group of goals for a selected set of scholars, with specific resources within a selected time-frame during a particular school and community at a specific stage of the varsity year. It is to strike a balance between direct

¹ Brown, H., *Principles of language learning and teaching* (New York: Pearson Longman, 2000), p.7

² Sutanto Leo, *A challenging Book to Practice Teaching and English* (Yogyakarta: Andi Offset, 2013), p.1

instructions and the orchestration of student activities. It means developing skills and learning strategies for students while learning the curriculum content.³

Further, Kimble & Garnezy stated that learning is a comparatively lasting behavioural improvement and the product of improved practice.⁴ If the part of the concept of learning is broken down, it may remove the research area as follows:

- a. Learning is an acquisition or "achieving."
- b. Learning means information or ability retention.
- c. Retention requires a stricter system, memory, perceptive organization.
- d. Learning contains active, concentration and reacting upon events external or internal the organism.
- e. Learning is rather lasting but issues to forgetting.
- f. Learning encompasses from practice, feasibly reinforced practice.
- g. Learning is a transformation inhabits.⁵

Teaching is an occupation that includes teachers and students in a learning experience. The teaching-learning process is characterized as an educational process through organization and direct supervision of teachers, learners, and

³ Alan E. Crawford , Wendy Saul, Nancy Perry, Serghei I. Caratsev, James Makinster, Zark VanZandt, and Samuel Mathews, *Teaching And Learning Strategies For The Thinking Classroom* (Brussels: IDEA, 2005), p.10

⁴ Gregory A. Kimble and Norman Garnezy, *Principles of General Psychology*, Second Edition. (New York: The Ronald Press, 1963), p.133

⁵ Brown, H., *Principles of language learning and teaching* (New York: Pearson Longman, 2000), p.8

classroom materials.⁶ So, education is an activity relating to teachers and pupils who seek to comprehend and develop Teaching-learning English skills.

According to Howatt, English Language Teaching (ELT) is, by definition, a dispersed occupation, and only in Britain itself after 1960, a sense of cohesion started to appear with the rapid development of EFL and ESL programs.⁷ The language teacher must understand the second language system and function and the differences between the learners' first and second languages. A teacher should talk and understand a language one more thing and understand and demonstrate the function of this language, explicitly-his phonemes & morphemes, phrases, sentences, and systems of speech. Further, the teacher should determine the teaching method appropriate to the materials during the learning process and use suitable media to teach the material. And the last, proper class management will help the teacher to control the class situation.

2. Elements of English Teaching-Learning Process

According to Richards, the teaching and learning process includes many elements in order to ensure that the procedure is efficiently applied. Those elements of the teaching and learning process are linked to each other. He classified the elements of the teaching and learning process into four elements: they are learning objective, need analysis, syllabus, and the material.⁸

⁶ J. C. Richards, & T. S. Rodgers, *Approaches and Methods in Language Teaching* (UK: Cambridge University Press, 2014)

⁷ A. Howatt, *A history of English language teaching* (Oxford: OUP, 1984)

⁸ J. C. Richards, *Curriculum Development in Language Teaching* (UK: Cambridge University Press, 2001)

a. Learning Objectives

Saeid & Maftoon stated that learning goals are often assumptions defining a students' teaching to make. The aims of learning include the areas of information, knowledge, abilities, and attitudes of the tree. They are also called emotional, psycho-psychomotor, and productive domain schooling.⁹

b. Need Analysis

Analysis as a different and necessary step in education program planning was introduced in the 1960s as part of the curriculum development system approach and formed part of the prevailing philosophy of education accountability.¹⁰ Munby gives the most common issues, for example, a list focused on the needs analysis of unruly students with discussion:

- 1) Understanding spoke English (speaking fast, mumbled, idiomatic vocabulary)
- 2) The desperate need to make a short comment (They can't evoke what to say).
- 3) The students' shyness about the value of an involvement (They might say something incorrect).
- 4) The student cannot articulate a thought in English (They cannot say it in English).

⁹ S. Saeid, and P. Maftoon, "A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT," *Brain: Broad Research in Artificial Intelligence and Neuroscience* (2012).

¹⁰ D.L. Stufflebeam, Charles H. McCormick, Robert O. Brinkerhoff, and Cheryl O. Nelson. *Conducting Educational Needs Assessments* (Netherlands: Springer, 1985)

- 5) The students understand that there are different ways a given function can be applied (they do not know how to explain it best).
- 6) The disappointment among some students that they thought are not able to communicate (some talking too much).¹¹

c. Syllabus

The syllabus is about selecting and arranging educational material. In language teaching, the syllabus has traditionalism as the starting position in planning in language programs, rather than an action that happens midway in the process.¹² The language syllabus' concept has been central to the change of language teaching practices in the twentieth. When a syllabus is available, it turns out to be useful for an opening point in seeing the existing situation. Besides, syllabus ideally as describes:

- 1) What the students should understand and the operational conclusion of the course.
- 2) The syllabus will be studied or explained in the form of an assortment of things during the course.
- 3) Where and at what point of development it will be explained, it must connect the creator of objects to various stages, processes, and the course time limits.

¹¹ J. Munby, *Communicative Syllabus Design* (Cambridge: Cambridge University Press, 1978)

¹² J. C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001)

4) Why it is practiced recommends processes, procedures, and materials.

5) How to assess, suggest a method for assessment and measurement.¹³

d. Material

Material has an essential role in the teaching-learning process. The teacher has the responsibility to take the material which is containing the mass of information about the fact, principles, and concepts needed to reach the goal. The material used in the process of teaching and learning should be suitable for the subject being learned and also the students' knowledge. The English teaching material must be exciting and enjoyable; the form of material sustenance for language teaching comes from textbooks. According to Girard et al., there is some reason why the textbook is used in teaching-learning; it is a useful learning aid for the students, it can recognize what should be taught or learned, it can indicate what method should be used, it can offer attractively and economically, all or most material needed. With an exciting and fun learning atmosphere, the student will be more motivated to study.¹⁴

¹³ Elite Olshtain and Fraida Dubin, *Developing Programs and Materials for Language Learning* (Cambridge: Cambridge University Press, 1986).

¹⁴ Denis Girard, Gail Ellis, and Jean Brewster, *The Primary English Teacher's Guide* (London: Longman, 2002)

B. Students' Perspective

According to Angell, " perception is the conscious sense."¹⁵ In other words, perception is the way people think of something in their surroundings. Perception is formed starting from the eyes, then the eyes catch the encouragement, and it produces a physiological process to bring our perception. As stated by Gibson et al., perception is a process of recognizing information, and it is matched with previous memory stored in a person's brain.¹⁶ So, we have new information about this perception. Meanwhile, Jacobs et al. introduce to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to the stimulus, and each person is shown daily to a variety of stimulus that affects the different senses.¹⁷

In addition, Hamachek said perception is characterized as how people from the world around them perceive encouragement by the sensory receptors.¹⁸ Consciously experienced, it is not necessarily the same as auditing, physically, or tactically observed. The way they perceive the world around them impacts people's thinking. The perception of visual sensations by people would also be

¹⁵ James R. Angell. "Perception", *Chapter 6 in Psychology: An Introductory Study of the Structure and Function of Human Conscious, third edition, revised.* (New York: Henry Holt and Company, 1906), p.122

¹⁶ James L. Gibson, John M. Ivancevich, and James H. Donnelly, *Organizations: Structure, Processes, Behavior.* (Michigan: Business Publications, 1973)

¹⁷ Janis E. Jacobs and Martha Bleeker, "Achievement in Math and Science: Do Mothers' Beliefs Matter 12 Years Later?" *Journal of Educational Psychology* 96, no.1 (March 2004), p.97

¹⁸ D. Hamachek, "Self-concept and school achievement: Interaction dynamics and a tool for assessing the self-concept component," *Journal of Counselling and Development* 73, no.4 (1995), p.419

influenced by their own views.¹⁹ The manner in which information is transmitted often relies on the pre-conceivable views of the participants.²⁰

In this study, the perception used is the student's perspective. This point of view is expected to help people to process large amounts of data. If the information is not by the views of the previous person, usually removed or ignored during information processing. Information is actively processed as much as possible, and valuation tends to remain consistent. Only when something extraordinary happens, students might reflect their previous views. It is the perception of the characteristics of the learning environment that influences students' approaches to learning and the quality of learning outcomes.²¹ Onward of that, teaching-learning not only need a teacher perspective of something that happens in the class, but students also need to. And, if a teacher should know well about the classrooms' condition, it is possible to ask students about their perception of the learning environment.²²

In conclusion, it can be related to the process of learning English, where the students gain information through experience and become part of one's storage of facts. In other words, students can have a perception towards something if they

¹⁹ D. Hamachek, "Self-concept and school achievement: Interaction dynamics and a tool for assessing the self-concept component," *Journal of Counselling and Development* 73, no.4 (1995), p.419

²⁰ P.M. Muchinsky, H.J. Kriek, and A.M. Schreuder, *Personnel psychology* (3rd edn). (Cape Town: Oxford University Press, 2005)

²¹ Noel Entwistle and Hilary Tait, "Approaches to learning, evaluations of teaching, and preferences for contrasting academic environments," *Higher Education* 19, (1990), p.169

²² Walter Doyle, "Learning the Classroom Environment: An Ecological Analysis." *Journal of Teacher Education* 28, no. 6 (November 1977), p.51

have experienced the process as mentioned above. Thus, the way the students perceive YouTube as one of the media that may significantly affect their learning.

C. Media in Learning English

1. The definition of media

The word media comes from the Latin language and is a plural form of the word medium, which literally means an intermediary or introduction. In the large Indonesian dictionary, the media are communication tools such as newspapers, magazines, radio, television, films, posters, and banners.²³

While Arief argues that educational media is a set of tools or supplements that are used by teachers or educators in order to communicate with students or students.²⁴ Meanwhile, according to Ahmad, the media is everything that can be sensed that functions as an intermediary for the teaching and learning process.²⁵

Based on explanations from the experts mentioned above, people can know that the media is a tool or a medium as an intermediary to deliver learning materials from teachers to students. Moreover, Latuheru gives the limitation of the media as a form of intermediary used by humans to convey or spread ideas, ideas or opinions so that the ideas, ideas, or opinions expressed up to the intended recipient.²⁶

²³ KBBI. Media. <https://kbbi.kemdikbud.go.id/entri/media>

²⁴ Arief S. Sadiman, et.al, *Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: raja Grafindo Persada, 2008).

²⁵ Ahmad Rohani, and Abu. H Ahmadi, *Pengelolaan pengajaran* (Jakarta: Rineka, 1990)

²⁶ Nana Sudjana, and Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru, 1997), p.1

2. The types of media

Sola proposes three types of media in learning English, and they are as follows:

a. Visual

They are a platform that is visible. Visual media like photos, photos, flashcards, charts, comics lines, and image books may serve vocabulary skills differently. Its use attracts students and increases curiosity. Visuals have shown their effectiveness in creating a relaxed classroom environment and have shown that the vocabulary of students, especially beginners, have developed via their integration.²⁷

b. Audio

They are media that are heard. The sound and voice are used to transfer the message in audio media such as tape recorders, music, and songs. These acoustic instruments can help teachers to introduce and define a new term. Listening to stories, songs, and play can clarify more the meaning of new items as these are presented in context. These materials also provide not just the meaning but also the correct pronunciation of a word.²⁸

c. Audio-visual

It integrates audio and visuals into one source. Audio-visual content, such as film, television, machine, and OH Projector, is more accurate since two

²⁷ Alia Ben Sola, *"The Influence of Using Audio-Visual Aids in Teaching English Vocabulary,"* (Republic of Algeria: Mohamed Khider University of Biskra. 2011)

²⁸ Alia Ben Sola, *"The Influence of Using Audio-Visual Aids in Teaching English Vocabulary,"* (Republic of Algeria: Mohamed Khider University of Biskra. 2011)

essential senses are used: audio and visual. During this situation, students should be able to show and hear new words brought together or separately. Incorporating these aids will improve the expectations and enthusiasm of students and help them better learn new vocabulary.²⁹

3. The use of media

The use of media in teaching and learning English can increase new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students.³⁰

In general, the use of media in the learning process is to facilitate interactions between teachers and students so that learning will be more effective and efficient. But more specifically, there are some more detailed benefits of the media Kemp and Dayton, for example, identify some of the benefits of media in learning are as follows:

- a.** Submission of subject matter can be put together.
- b.** The learning process becomes interactive for students by supported some media.
- c.** Efficiency in time and effort.
- d.** They are improving the quality of student learning outcomes.
- e.** Media allows the learning process to be carried out anywhere and every time.

²⁹ Alia Ben Sola, *"The Influence of Using Audio-Visual Aids in Teaching English Vocabulary,"* (Republic of Algeria: Mohamed Khider University of Biskra. 2011)

³⁰ Latuheru, J. D., *Media Pembelajaran Dalam Proses Belajar-Mengajar Kini* (Ujung Pandang: Penerbit IKIP Ujung pandang, 1993), p.14.

- f. Change the role of the teacher in a more positive and productive direction.

From the explanation above, which explains that the media is an indispensable tool in a learning system. Because, in an age that is very sophisticated like today, every student must adjust themselves to the presence of something new according to the times.³¹

Based on the explanation above, it can be concluded that the media is a communication tool, which has various types. In this research, the type of media used is audio-visual, which integrates hearing and images simultaneously. Besides, it is hoped that learning to learn using audio-visual media can help increase students' interest in learning English and mastering existing skills. Therefore, by looking at the benefits of audio-visual media, it should be considered as a suitable media to support the student learning process.

D. E-Resources in Learning English

1. The definition of E-Resources

E-resources can be said as sources of information that are packaged or stored in electronic or digital form. E-Resources is a resource that is accessed to utilize computers, whether personal computers, mainframes, or mobile devices, remotely via the internet or intranet.³² Electronic information sources can be a form of transfer from another format known as reproduction or digitalization, and

³¹ Deane K. Dayton and Jerrold Kemp, *Planning and producing instructional media* (New York: Harper & Row, 1985).

³² Ulpah Andayani, "Manajemen Sumber-Sumber Informasi Elektronik (E-Resources) Di Perpustakaan Akademik," *Al-Maktabah* 13, no.1 (December 2014), p.9

can also be publications that are intentionally packaged in electronic or digital format (digital-born) as a form of publishing or e-publishing. "Electronic resources are referred to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. They may either be accessed remotely via the internet or locally."³³

E-resources have several types, such as E-journal, E-books, Database full text, Database indexing and abstracting, Reference database (biography, dictionary, directory, encyclopedia, etc.), Data and statistics, E-images, E-Audio, and Visual resource.³⁴

Further, Dhanavandan et al. defined an electronic resource as a resource which requires any electronic product that delivers a collection of data, be it text referring to full-text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time-based, as a commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, through the internet. Over the past few years, several techniques about related standards have been developed which allow documents to be created and distributed in electronic form. The e-resource on magnetic and optical media has an enormous impact on the collections of

³³ Sharon Johnson, *Key Issues for e-Resource Collect on Development: A Guide for Libraries*, (2017), p.3

³⁴ Sharon Johnson, *Key Issues for e-Resource Collect on Development: A Guide for Libraries*, (2017), p.3

university libraries.³⁵

2. Benefits of E-Resources

According to Natarajan, the use of e-resources in the learning process by students is growing very fast. some use of e-resources are as follows:

- a. Students feel more at ease using online/electronic resources
- b. Students favour using the Web for e-mail (the high percentage that uses Hotmail, Yahoo Mail, etc.). The University might review moving towards a Web-based interface for the e-mail system.
- c. Printing – All of the Windows NT workstations can now send print jobs directly to the printer. The PC beside the printer has been moved to nearer the help desk, where staff can help users who may have difficulty with the interface.
- d. Staffing – an additional staff member has to be employed, and he/she act as a training role.
- e. Training – necessary IT skills training are provided during induction week.
- f. Opening hours – weekend opening hours has to be increased.
- g. The number of machines is to be increased.³⁶

From the above explanation, it can be concluded that e-resources can also

³⁵ S. Dhanavandan, and M. Tamizhchelvan, “An Evaluation of E-Resources in Academic Libraries in Tamil Nadu”, *Journal of Emerging Trends in Computing and Information Sciences* 3, no. 3, (2012), p.421 available at: <http://www.cisjournal.org> [Accessed on 17 july 2020]

³⁶ M. Natarajan, “Exploring the E-Resources for Educational Use,” (2012), p.1

be referred to as an online library that provides a lot of information that can be accessed easily without requiring a long time and would be easier to use anywhere without having to have a specific place and time. The existence of e-resources is very helpful for students in getting information.

E. Overview of YouTube

1. The concept of YouTube

YouTube is an online video sharing service that allows users to watch videos posted by other users and upload their videos. Holland states that "YouTube is one of the few competing services to remove technical barriers to sharing knowledge or information on video that is widespread online. This website provides a straightforward and integrated interface, where users can publish, upload, and view a streaming video without high-level technical knowledge".³⁷

The satisfaction of using YouTube has contributed to its popularity. Reports suggest over 10 to 20 hours of video footage posted to YouTube every minute.³⁸ This continuous and extensive contribution to the website provides an infinite source of information that can be used for educational purposes. Kaplan and Haenlein report that 51% of YouTube users connect with the website weekly, and 52% of individuals who are 18-34 years old post videos to YouTube

³⁷ Margaret Holland. "How YouTube Developed into a Successful Platform for User-Generated Content," *The Journal of Undergraduate Research* (2016), p.53

³⁸ C. Snelson, and R. A. Perkins, "From silent film to YouTube: Tracing the historical roots of motion picture technologies in education," *Journal of Visual Literacy* 28, no.1 (2009), p.27

frequently.³⁹ This age range covers traditional college-aged students who have been recognized as "digital natives" or the "net generation" and describes people reared in a world immersed with technology.⁴⁰ Terentino details that 93% of teenagers are considered digital natives and that 73% of those teens are active YouTube users.⁴¹ However, YouTube has also been utilized to bridge the gap between digital natives and non-traditional students.⁴²

In the world of education, YouTube could be one kind of video that be used in the teaching-learning process. YouTube videos are broadly used in EFL classrooms as one of the primary sources of teaching-learning English. As explained by Morat et al., among the plenty of video sharing sites, YouTube has been widely identified as the leading one as it offers access to a massive database of online videos. YouTube is an online service where everybody can watch, download, and produce videos for free. YouTube also presents an active social networking community of YouTube members.⁴³ According to Yoganarasimhan, YouTube members can friend other members and communicate with them

³⁹ A. M. Kaplan, and M. Haenlein, "Users of the world, unite! The challenges and opportunities of Social Media," *Business Horizons* 53, (2010), p.59

⁴⁰ S. Roodt, & D. Peier, "Using YouTube in the classroom for the net generation of students," *Issues in Informing Science and Information Technology* 10, (2013), p.473

⁴¹ J. M. Terantino, "Emerging technologies YouTube for foreign languages: You have to see this video," *Language Learning and Technology* 15, no.1 (2011), p.10

⁴² J. R. M. Cooper, J. Walker, J. Marks, and M. McNair, "Using YouTube to bridge the gap between Baby Boomers and Millennials," *Journal of Nursing Education* 50, no.5 (2011), p.299

⁴³ B. Morat, A. Shaari, M. J. Abidin, and A. Abdullah, "YouTube within ESL Classroom: Exploring an Instructor's and Her Learners' Experiences Concerning the Authenticity of Language and Technology Use," *Malaysian Journal of Learning and Instruction: Special Issues*, (2017), p.173

through tools such as comment boxes, messages, and activity feed subscriptions.⁴⁴ These features have allowed a vibrant and active social network to thrive on YouTube.

2. Types of YouTube

Based on Nurhidayah explanation, there are two types of videos that exist, fiction, and non-fiction. Untrue videos can be described as imaginative literature, including mysteries, action films, and fantasy⁴⁵. On the other side, Videos based on novels such as television news, speech tests, and educational videos can be defined as not fiction. Nurhidayah also added that three specific content types, such as online instructional guides and off-air programmers, can be readily used in schools⁴⁶.

3. The use of YouTube in Learning English

The use of YouTube as a source and media in the world of education can be essential because it is possible to involve deep and deep learning. Learning with YouTube videos results in better learning outcomes because YouTube provides high-quality, high-quality content anytime and anywhere without risk, has the opportunity to watch repeatedly, or pause the video. Therefore, this leads

⁴⁴ H. Yoganarasimhan, "Impact of social network structure on content propagation: A study using YouTube data," *Quant Mark Econ* 10, (2011), p.111

⁴⁵ Rafika Nurhidayah, "The Use of YouTube Videos in EFL Classroom," *Jurnal Ilmiah STBA* Vol.4 No.2 (June 2018)

⁴⁶ Rafika Nurhidayah, "The Use of YouTube Videos in EFL Classroom," *Jurnal Ilmiah STBA* Vol.4 No.2 (June 2018)

to improved visual teaching skills faster than reading images and graphics without logical errors.⁴⁷

YouTube also boosts teamwork activities through video sharing among the students' group, which brings fun learning and makes learning meaningful with more retention periods. Besides, YouTube can also be used as a container for E-portfolio for the student and teacher alike, where the teacher can keep students' works and provide an opportunity to evaluate students with a significant level of transparency.⁴⁸

The previous findings have revealed the ability to use video as an educational tool in learning in all-purpose and in the achievement of particular skills and in which they can decrease the gap between theory and practice.⁴⁹ Other studies confirmed the ability to use video to motivate students' learning, approximate educational concepts, and reduce teachers' teaching loads, specifically in learning skills that require repeated videos more than once to acquire the skill. This thing allows the student to manage the video based on student learning speed and attainment skills without rising student cognitive loading.⁵⁰

⁴⁷ M. A. Ebied, S. A. Kahouf and S. A. Rahman, "Effectiveness of Using YouTube in Enhance the Learning of Computer in Education Skills in Najran University," (2016), p.620

⁴⁸ M. A. Ebied, S. A. Kahouf and S. A. Rahman, "Effectiveness of Using YouTube in Enhance the Learning of Computer in Education Skills in Najran University," (2016), p.620

⁴⁹ Maryann O. Forbes, Mary T. Hickey, "Podcasting: implementation and evaluation in an undergraduate nursing program," *Nurse Educator* 33, No.5 (2008), p.224.

⁵⁰ N. Takeda, Isao Takeuchi, and M. Haruna "Assessment of learning activities using streaming video for laboratory practice education: aiming for development of e-learning system that promote self-learning," *Yakugaku Zasshi* 127, No.12 (2007), p. 2097

Berk has shown the many video benefits as being an enchanting educational tool that brings the concern of the students, carrying many multimedia elements such as the blend of sound, image, and movement, the chance of supplying it in the time and place of students' solution, and the option of repeating the skill over and over for an immense number of times permitting students to comprehend the skill.⁵¹

Kelsey added if we are checking the quality of performance, video tutorial must be accepted as a learning device, and that the use of YouTube as the most robust database to display the video tutorial make it easier for students to distinguish and pick between learning capability presented. Also, the availability of YouTube, occasions for discussion, and viewpoints' exchange on the video, hence, facilitate communication and follow-ups.⁵²

From the explanation above, it can be concluded that YouTube is one of the most widely used media by all people from various walks of life. With YouTube, there are so many benefits that can be very helpful in teaching and learning English. Not only that, but YouTube also has a significant influence on learning, because it is easily accessible and many resources in it can be watched by students in improving their understanding and English language skills.

⁵¹ R. A. Berk, "Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom," *International Journal of Technology in Teaching and Learning* 5, No.1 (2009), p.1

⁵² T. Kelsey, "Social networking spaces: from Facebook to Twitter and everything in Between," *Springer-Verlag*, (2010)

CHAPTER III

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher would like to explain the research result related to the research method being studied. It consists of the description of the research location, research method, research finding, and discussion.

A. The Description of The Research Location

This study was conducted at Muhammadiyah Aceh University, which is located on Jln. Muhammadiyah No. 91 Lueng Bata Banda Aceh. Muhammadiyah Aceh University was established on March 11, 1987. Muhammadiyah Aceh University is the development of the Law High School, which was founded in 1969. For sure it took time to be well grown like nowadays. There are several faculties in Muhammadiyah Aceh University. One of them is the Faculty of Islamic Studies, where the researcher conducted her research. There are five programs that belongs to this faculty. They are Mathematics, Biology, Islamic Religion, English Department, and Islamic Banking. This research took the English Department students as the participants, particularly the sixth-semester students of English Department of Muhammadiyah Aceh University.

B. Research Method

This research is conducted to describe the perspectives on using YouTube videos as e-resources in learning English by students. Thus, in this study, the researcher used descriptive qualitative method. The method were used to gain information about current conditions and has been widely used in educational

research. The data of this research was obtained from two kinds of questionnaires, a closed questionnaire, and an open questionnaire to get the validity of data.

The questionnaires were used to achieve more accurate data. It aimed at finding the information on students' perspectives of using YouTube as an e-resource in learning English. The researcher gave the closed questionnaire to be answered by 10 students. The questionnaires consisted of twenty questions, and the open questionnaire consisted of one question to be answered by the students based on their experience.

The open questionnaire was delivered only four students of the representative of the sample. To keep the confidentiality of participant identities, the researcher gave them the initials SN-01 as the first participant, until SN-04 as the last participant.

The closed questionnaire was distributed to ten students who are in the sixth semester. In data processing, the researcher used the simple statistic formula. It is the statistical method applied by frequency distribution. The data would be presented in percentage by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Students

100 % = Constant Value

C. Research Finding

This part are discusses about the result that the researcher has examined. The data obtained is based on the results after the researcher collected the data by asking several students to fill in according to their perspective.

1. YouTube videos for learning gives the students control over their studies

Table 3.1 Using YouTube videos for learning gives me control over my studies

Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	4	40%
Disagree	3	30%
Strongly Disagree	2	20%
Total	10	100%

From the table above, it can be seen that some students got benefit from using YouTube videos for learning, it gives them more control over their studies. The presentation shows that 40% of students agree, and 10% of students strongly agree. On the other hand, the other half of the students did not feel the same way. Therefore, it can be concluded that using YouTube videos as learning could give them more control over their studies.

2. YouTube videos improve the students' learning productivity

Table 3.2 Using YouTube videos for learning improves my learning productivity

Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	6	60%
Disagree	2	20%

Strongly Disagree	0	0%
Total	10	100%

Based on the table, it can be seen that most students responded that YouTube videos as learning could increase the students' learning productivity. The data provide information that 60% of students agree, and 20% of students strongly agree. The rest, only 20% disagree with the statement above. It can be concluded that most students feel that YouTube videos as learning can increase their learning productivity.

3. YouTube videos in learning enhance the effectiveness of the students' study activities

Table 3.3 Using YouTube videos in learning enhance the effectiveness of my study activities		
Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	3	30%
Disagree	4	40%
Strongly Disagree	2	20%
Total	10	100%

The table above explains that more than half of the students responded that using YouTube videos in learning did not enhance the effectiveness of their learning activities. It is proved by the percentage of data showing that 40% of students disagree, and 20% of students strongly disagree. The rest of the sample shows that YouTube videos in learning increased the effectiveness of their learning activities, with a data percentage of 10% strongly agree, and 30% agree. It is supported by one of the students, SN-04 said:

".... Sometimes, too many sources can make someone dizzy to make a conclusion and sum up the learning material, and not all people can focus on the things that they watch, while when they have a question, they cannot get the answer directly...."

These results can be concluded that almost average students who use YouTube videos in learning do not guarantee to increase the effectiveness of their learning activities.

4. YouTube videos in learning improve the quality of assignments that the students do

Table 3.4 Using YouTube videos in learning improves the quality of assignments that I do

Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	5	50%
Disagree	3	30%
Strongly Disagree	1	10%
Total	10	100%

Based on the data above, it proves that using YouTube videos in learning improves the quality of assignments performed by students. Most of the samples in this study responded that it has a positive effect, it was indicated that 10% of students strongly agree and 50% of students agree. The rest reveals that 30% of students disagree, and 10% of students strongly disagree.

5. YouTube videos in learning enable the students to accomplish study tasks more quickly

Table 3.5 Using YouTube videos in learning enables me to accomplish study

tasks more quickly		
Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	4	40%
Disagree	3	30%
Strongly Disagree	1	10%
Total	10	100%

Regarding the table above, it shows that the majority of students responded that YouTube videos in learning allow them to complete learning tasks faster. The percentage of student data indicates that 20% strongly agree, and 40% of students agree. Only 10% of students remain, strongly disagree, and 30% of students disagree with the statement.

6. YouTube videos are another way for the students to learn the English language

Table 3.6 Using YouTube videos is another way for me to learn the English language		
Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	5	50%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

Based on the table above, it shows that how YouTube videos are another way for the students to learn English. The percentage of student data indicates that 20% of students strongly agree, and 50% of students agree that it is an alternative. The remaining sample, that is 10% strongly disagree, and 20% disagree. They felt that it was not an alternative, SN-03 said:

"I think we can find various ways of learning English according to our respective abilities. So, we can adjust our level as well in learning English."

So, it can be concluded that from the majority of the sample, they chose YouTube as another way to learn English.

7. YouTube exposes the students with a variety of videos in English

Table 3.7 YouTube exposes me with variety of videos in English		
Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	6	60%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

Based on the table above, it delivers that the variations of videos on YouTube that are exposed have an impact on learning English. It is represented by 60% agree, and 10% strongly agree with the percentage of data. The rest of the sample, namely the remaining 20% disagree and 10% strongly disagree with the statement above. SN-04 said:

".....there are thousands of videos available to watch as e-resources, but then, all people can make content, and we still need to sort out the things we need....."

The results of the data above indicate that students claim that the variations videos on YouTube that are exposed have an impact on learning English.

8. The students learn new vocabularies from YouTube videos

Table 3.8 I learn new vocabularies from YouTube videos		
Option	Frequency	Percentage (%)
Strongly Agree	3	30%
Agree	1	10%
Disagree	5	50%
Strongly Disagree	1	10%
Total	10	100%

Based on the table above, most students did not learn new vocabulary from YouTube videos. Half of them strongly disagree with the statement, and 10% of students disagree. The remains are that 30% of students strongly agree, and 10% of students agree to get new vocabulary while learning English via YouTube. It can be concluded that learning new vocabulary from YouTube videos is not suitable for all students.

9. The students learn the correct pronunciation of English words from YouTube videos

Table 3.9 I learn the correct pronunciation of English words from YouTube videos		
Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	5	50%
Disagree	4	40%
Strongly Disagree	0	0%
Total	10	100%

According to the table above, it can be seen that the data shows that 10% of students strongly agree, and 50% of students agree. Almost half of the sample disagree with the claim above, and a data percentage is only 40%. It is supported by the idea of one of the students, SN-01 said:

"Learning from YouTube is currently very effective, especially in the field of English, because you can learn directly from native speakers, and there are many choices of English lessons that we need on YouTube and usually what native speakers explain on YouTube is easier to understand."

Thus, it can be concluded that from YouTube videos, some students can learn the correct pronunciation of the English word

10. YouTube videos help the students to improve their listening skill

Table 3.10 Watching YouTube videos help me to improve my listening skill

Option	Frequency	Percentage (%)
Strongly Agree	3	30%
Agree	3	30%
Disagree	3	30%
Strongly Disagree	1	10%
Total	10	100%

Based on the table above, YouTube videos help students to improve their listening skills to be accurate. Because the percentage of data shows a positive direction, which is 30% strongly agree, and 30% agree. The rest of the sample stated that they did not get the same thing as others. It is s proven by their answers, 30% disagree, and 10% strongly disagree.

11. YouTube videos help the students to improve their speaking skill

Table 3.11 Watching YouTube videos help me to improve my speaking skill

Option	Frequency	Percentage (%)
Strongly Agree	5	50%
Agree	3	30%
Disagree	2	20%
Strongly Disagree	0	0%
Total	10	100%

Along the line of the table above, it shows that watching YouTube videos help students to improve their speaking skill. The results of the data above indicate that students have a good impact on their learning from YouTube. The data is represented by 50% of the students who strongly agree, and 30% who agree with the data percentage. The rest of the sample, only 20% disagree with the statement above.

12. YouTube videos help the students to improve their reading skill

Table 3.12 Watching YouTube videos help me to improve my reading skill		
Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	3	30%
Disagree	4	40%
Strongly Disagree	1	10%
Total	10	100%

The table above explains that 20% of students strongly disagree, and 30% of students agree that YouTube videos helped them to improve their reading skills. However, the remains of the sample show surprising results, as half of the percentages point in the opposite direction, for example, with figures of 40% disagree and 10% strongly disagree. With a percentage that can be said to be balanced, it can be concluded that YouTube videos help them improve their reading skills is not necessarily true.

13. YouTube allows the students to learn the English language independently

Table 3.13 Using YouTube allows me to learn the English language		
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independently		
Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	1	10%
Disagree	6	60%
Strongly Disagree	2	20%
Total	10	100%

Regarding the table above, it shows whether there is a possibility that using YouTube can enable students to learn English independently. Only 10% of students strongly agree, and 10% of students only agree that the statement above could be possible. Furthermore, more than half of the sample, 60% of the sample answered disagree, and 20% strongly disagree with the statement. They feel that the statement above is impossible. Thus, it can be concluded that the majority of the sample claim that it is impossible to use YouTube to enable students to learn English independently.

14. It is easy for the students to find learning materials for English

language learning Through YouTube

Table 3.14 It is easy for me to find materials in English language learning through YouTube		
Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	6	60%
Disagree	1	10%
Strongly Disagree	1	10%
Total	10	100%

Related to the table above, more than half of the students say find learning materials for English language learning through YouTube is not difficult. It is proved by the rate of data show that 60% disagree, and 20% even strongly

disagree. The rest reveals that to find materials in English language learning on YouTube is not easy, with a data percentage of 10% strongly agree, and 10% agree. SN-02 said:

"Using YouTube as a resource in learning English is a good choice because there is a lot of thing information you can get from YouTube. Sometimes there is you can't get in a book, but on YouTube, you can get it, and you can watch and learn."

These results can be concluded that almost on average, students feel comfortable finding materials in English language learning on YouTube.

15. YouTube provides an attractive learning environment for the students

Table 3.15 YouTube provides an attractive learning environment		
Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	5	50%
Disagree	3	30%
Strongly Disagree	1	10%
Total	10	100%

From the table above, it can be seen that some students responded that YouTube provides an attractive learning environment. In this case, the presentation shreds of evidence, 50% agree, and 10% strongly agree. On the other hand, 30% disagree and 10% strongly disagree, which is they did not feel the same way as others. Therefore, it can be concluded that using YouTube provides an attractive learning environment are valid.

16. The students feel confident in using YouTube to learn English

Table 3.16 I am confident in using YouTube to learn English		
Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	5	50%
Disagree	2	20%
Strongly Disagree	1	10%
Total	10	100%

Based on the table, it shows that almost the majority of students feel confident in using YouTube to learn English. The data indicates that 20% of students strongly agree, and 50% of students agree. The rest of the sample stated that they did not get the same thing as others, as proved by their answers, 20% disagree, and 10% strongly disagree. It can be concluded that using YouTube to learn English makes the student feel confident.

17. The students enjoy learning English independently through YouTube videos

Table 3.17 I enjoy learning English independently through YouTube videos		
Option	Frequency	Percentage (%)
Strongly Agree	3	30%
Agree	3	30%
Disagree	2	20%
Strongly Disagree	2	20%
Total	10	100%

As mentioned in the table above, most students enjoy learning English independently through YouTube videos. The majority of the students strongly disagree with the statement, and 30% of students disagree. The rest of the students, who 20% strongly disagree, and 20% disagree; they do not enjoy learning English independently through YouTube videos. However, as a result,

students who enjoy learning English independently through YouTube videos are more dominant.

18. The students learn English faster and better by using YouTube videos

Table 3.18 I learn English faster and better by using YouTube videos		
Option	Frequency	Percentage (%)
Strongly Agree	2	20%
Agree	3	30%
Disagree	5	50%
Strongly Disagree	0	0%
Total	10	100%

Based on the table, half of the students felt that learning English could be faster and better by using YouTube videos. This description is proven by the percentage of 20% strongly agree, and 30% agree. However, the rate above cannot be claimed correctly because half of the sample, 50% of the sample, is more dominant to say disagree.

19. YouTube videos capture and retain the students' attention better

Table 3.19 YouTube videos capture and retain my attention better		
Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	3	30%
Disagree	4	40%
Strongly Disagree	2	20%
Total	10	100%

Based on the table above, it finds that YouTube videos capture and keep their focus better cannot be proved. It is shown in the table above those most students, which is 20% strongly disagree, and 40% disagree that claim does not

work for students. The rest of the sample stated that they did not get the same thing as others, as proven by their answers, 30% agree, and 10% strongly agree.

20. YouTube in independent language learning increases my memory and understanding

Table 3.20 Using YouTube in independent language learning increases my memory and understanding

Option	Frequency	Percentage (%)
Strongly Agree	1	10%
Agree	3	30%
Disagree	5	50%
Strongly Disagree	1	10%
Total	10	100%

From the table above, it can be seen that the majority of students cannot get benefits from using YouTube in independent language learning to increase their memory and understanding. The presentation evidences this case, 50% disagree, plus 10% strongly agree. On the other hand, the remains of the students with the percentage are 10% strongly agree, and 30% agree not to feel the same way. In conclusion, it does not work for the students.

D. Discussion

Based on the data gained, most students have a good perception of YouTube videos as a source of learning English. The students have seen and considered how their opinions are and gave different responses in many terms. As seen in the data analysis above, the effects that students feel in learning on YouTube, mostly 50% above, are positive. YouTube videos help the students improve their speaking skills, improve the students learning productivity, give the students control over their studies, improve the quality of assignments that the

students do, also enable the students to accomplish study tasks more quickly. Furthermore, YouTube videos are another way for the students to learn the English language, expose the students with a variety of videos in English, and show the correct pronunciation of English words from native speakers in YouTube videos that can be learned by the students. Nevertheless, the remaining students still have unsatisfied impacts on Youtube. There also several things that YouTube videos cannot do for the students, such as capture and retain the student's attention better, increase the student's memory and understanding, and prevent the students from learning the English language independently.

However, it can also be concluded that all students' opinions are acceptable, and it is hoped that they can develop their English language skills in various ways that make it easier for them. In line with the result above, the ability to use video to motivate students' learning, approximate educational concepts, and reduce teachers' teaching loads, especially in learning skills that require repeated videos more than once to acquire the skill. This thing allows the student to manage the video according to student learning speed and acquisition skills without increasing student cognitive loading.¹ By conveying proper and correct opinions and being accepted and implemented by students, students can motivate them.

Furthermore, as the results that have been researched, the questionnaires about students' opinions of YouTube play a role as a learning resource are

¹ N. Takeda, Isao Takeuchi, and M. Haruna “Assessment of learning activities using streaming video for laboratory practice education: aiming for development of e-learning system that promote self-learning,” *Yakugaku Zasshi* 127, No.12 (2007), p. 2097

excellent, very pure, and real. This statement is fitted with Mary and Hickey's theory. They state that the ability to use video, for example, YouTube videos as an educational tool in learning in general and in the acquisition of specific skills and reduce the gap between theory and practice.² Indeed, those things are based on what the students feel without coercion in choosing the media. Students are positively motivated to do their best for themselves and help them gain knowledge that is useful for themselves through alternatives suggested and given by their lecturers.

Indeed, by seeing and taking the opportunities, they can achieve what is looking for, they get and can develop flexible ideas and the best ideas that must be issued and implemented the learning English.

From the finding, it can be concluded that the impacts received by students from digital learning media, in this case, YouTube, can support the knowledge and skills they get significantly and independently.

² Maryann O. Forbes, and Mary T. Hickey, "*Podcasting: implementation and evaluation in an undergraduate nursing program,*" Nurse Educator 33, No.5 (2008), p.224.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of this study. It consists of conclusion and suggestion related to Students' perspectives on using YouTube videos as e-resources in learning English.

A. Conclusions

Based on the findings of the research, it can be concluded that:

1. Students' perspectives on YouTube are still various; most of the students' perspective shows that YouTube is sufficient to support their learning outside of the classroom. Youtube itself has used such as e-resources in learning English, as independent learning for the students, with the ease of managing flexible learning time based on the time availability of each student, give the students control over their studies, making students more confident when learning, improving English language skills, speaking skills, and listening skills. Additionally, YouTube is also enough to help students complete their assignments with better quality supported by materials from the recommended channel on Youtube.
2. The effect of using YouTube as a learning media based on student experiences is quite positive. The majority of students responded that using YouTube as an e-resource for learning English is a good choice because it can help students learn and provide much information. Sometimes some students cannot get understanding directly from reading

a book, but they can get it on YouTube. Indeed, students can explore more things and find materials that fit their learning needs on YouTube by typing in a keyword, and there are thousands of videos available to watch as a resource. However, everyone can create content, and the students still need to sort things out- things they need. Moreover, learning from YouTube is currently also very effective, especially in the field of English, because the students can learn and choose English learning videos, that are trusted and explained directly by native speakers who are easier to understand. Furthermore, Youtube also provides various ways to learn English according to the students' abilities. So, the students can adjust their level of learning English as well.

B. Suggestions

Based on the conclusion of this research, the researcher is going to purpose some suggestions. The suggestions in this study are:

1. For Students

In this 4.0 era, digital media or the internet should be more rapid and can be applied to anything. It is essential to reach, catch up, or cover the limitations that exist by students when conventional learning is deemed inefficient or ineffective. To achieve these expectations, students must practice more and prepare themselves well for using existing digital learning, in this case, using YouTube videos as a learning media.

2. For ICT Center in Muhammadiyah Aceh University

The ICT Center in the Muhammadiyah Aceh University has to facilitate more tools, platforms and socialize e-resource in supporting learning English environment for the students.

3. The department of English education at Muhammadiyah Aceh University
The department of English education should provide policy and elaborate guidelines about e-resources, which makes students do not confuse what kind of e-resource that suitable for them to learn English independently and effectively.

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APPENDIX

Form of Questionnaire

Name / Student Number :

Phone Number :

Gender :

Instruction :

1. Read the agreement below carefully.
2. “Students' perspectives on using YouTube videos as e-resources in learning English”.
3. Your cooperation to fill these closed questionnaires are required. Please check (✓) and write yourself honestly based on what the statement requires.
4. The score that given does not contain the value of the right-wrong answer, choose the answer that is appropriate for you for each statement.
5. The answer choices are using Likert scale, the answer choices available are:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree
6. Please do not miss each question.

7. The results of this study are for academic purposes only. Your identity will be kept confidential and only known by researchers. This result will have no effect on your status as a student.

No.	STATEMENT	SCALE			
		SA	A	D	SD
1	Using YouTube videos for learning gives me greater control over my studies				
2	Using YouTube videos for learning improves my learning productivity				
3	Using YouTube videos in learning enhances the effectiveness of my study activities				
4	Using YouTube videos in learning improves the quality of assignments that I do				
5	Using YouTube videos in learning enables me to accomplish study tasks more quickly				
6	Using YouTube videos is another way for me to learn English language				
7	YouTube exposes me with variety of videos in English				
8	I learn new vocabularies from YouTube videos				
9	I learn correct pronunciation of English words from YouTube videos				

10	Watching YouTube videos help me to improve my listening skill				
11	Watching YouTube videos help me to improve my speaking skill				
12	Watching YouTube videos help me to improve my reading skill				
13	Using YouTube allows me to learn English language independently				
14	It is easy for me to find materials in English language learning on YouTube				
15	YouTube provides an attractive learning environment				
16	I am confident in using YouTube to learn English				
17	I enjoy learning English independently through YouTube videos				
18	I learn English faster and better by using YouTube videos				
19	YouTube videos capture and retain my attention better				
20	Using YouTube in independent language learning increases my memory and understanding				

Form of Questionnaire

Name / Student Number :

Phone Number :

Gender :

Instruction :

1. Read the agreement below carefully.
2. “Students' perspectives on using YouTube videos as e-resources in learning English”.
3. I need your cooperation to fill this open questionnaire. Please write the answer honestly based on what you actually felt according to the statement.
4. Answer the question that is appropriate for you for the statement.
5. The results of this study are for academic purposes only. Your identity will be kept confidential and only known by researchers. This result will have no effect on your status as a student.

No.	STATEMENT	ANSWER
1.	What do you think about using YouTube videos as e-resources in learning English? Please explain it briefly based on your experience!	

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This is biography of writer is made on the purpose of completing this thesis and may be useable for who is may concern.

Banda Aceh, August 29, 2020

The Writer

THESIS

Submitted to Faculty of Islamic of Muhammadiyah Aceh University
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For Sarjana Degree (S-1) on Teacher Education
of Faculty of Islamic Studies

by

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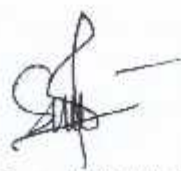
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Wednesday, September 9th 2020 M
Muharram, 21st 1441 H

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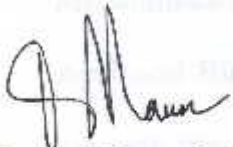
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