

**EFL STUDENTS' PERCEPTION ON YOUTUBE AS AN
INDEPENDENT LEARNING STRATEGY FOR ENGLISH
SPEAKING SKILL AT IAIN CURUP**

**(A Descriptive Quantitative Study of Fourth Semester Students at IAIN
Curup Academic Years 2021/2022)**

THESIS

**Submitted as partial fulfilment of the requirements for the attainment of
sarjana pendidikan (S.Pd) degree in English education**



**Written By:
RIO SATRIO
NIM: 18551051**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
INSTITUTE COLLEGE FOR ISLAMIC STUDIES (IAIN) CURUP**

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Hal : Pengajuan Skripsi

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Yth. Bapak Dekan Tarbiyah IAIN Curup

Di-

Curup

Assalamu 'alaikum Wr.Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Rio Satrio (18551051)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul “ **EFL Students' Perception on YouTube as an Independent Learning Strategy for English Speaking Skill at IAIN CURUP**” sudah dapat diajukan dalam sidang munaqasah Institute Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat di terima terlebih dahulu diucapkan terima kasih.

Wassalamu 'alaikum, Wr.Wb

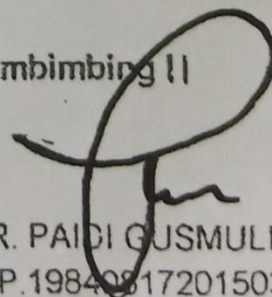
Curup Juli 2023

Pembimbing I



DR. EKA APRINI.M.Pd.
NIP.199004032015032005

Pembimbing II



DR. PAIDI GUSMULIANA.M.Pd
NIP.1984081720150301004



A P P R O V A L

Nomor : 222 / In.34/F.TAR/I/PP.00.9/08/2023

Name : **Rio Satrio**
NIM : **18551051**
Departement : **English Tadris Study Program**
Title : **EFL STUDENTS' PERCEPTION ON YOUTUBE AS AN
INDEPENDENT LEARNING STRATEGY FOR ENGLISH
SPEAKING SKILL AT IAIN CURUP**

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : **Friday, august 04th 2023**

Time : **03.00 p.m – 04.30 p.m**

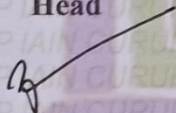
At : **Room 3 Munaqosyah Building IAIN Curup**

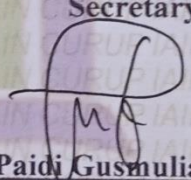
Has been received to fulfill a partical requirements for the degree of Strata 1 in English *Tadris* Study Program of Tarbiyah Faculty IAIN Curup.

Examiners

Head

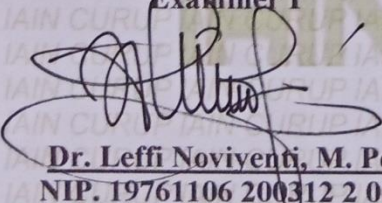
Secretary

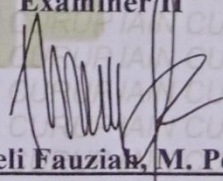

Dr. Eka Apriani, M.Pd
NIP. 19900403 201503 2 005


Dr. Paidi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004

Examiner I


Examiner II


Dr. Leffi Noviyenti, M. Pd.
NIP. 19761106 200312 2 004


Meli Fauziak, M. Pd
NIP. 19940523 202012 2 003

Dean

Faculty of Tarbiyah


Prof. Dr. H. Hamengkubuwono, M. Pd.
NIP. 19650826 199903 1 001



THE STATEMENT OF OWNERSHIP

The writer who sign below:

Nama : RIO SATRIO

NIM : 18551051

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris (TBI)

State that the thesis is entitled “ **EFL Students’ Perception on YouTube as an Independent Learning Strategy for English Speaking Skill at IAIN CURUP**” This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN CURUP suitable with its regulation.

Curup, July 2023



RIO SATRIO
NIM.18551051

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Alhamdulillah praise to Allah SWT the Al-mighty and merciful God whose blessing and guidance have made it possible to finish this thesis completely. Praying and greeting to prophet Muhammad SAW and to all of his family and also to his followers who brought us from the darkness to the lightness.

This thesis entitled “ EFL Students’ Perception on YouTube as an Independent Learning Strategy for English speaking skill at IAIN CURUP”. Presented in fulfilment of the requirement for the degree of strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

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Wassalamualaikum Wr. Wb.

Curup , August 14 2023

Writer

A handwritten signature in black ink, appearing to read 'Rio Satrio', with a stylized flourish at the end.

Rio Satrio
Nim.18551051

MOTTO

Not all dreams and hopes will come true as we wish. To reach your final goal, you must be patient. Confidence is better than any plan.

DEDICATION

This research will not be completed without the permission of Allah subhanahu wa ta'ala. I say Alhamdulillah for the completion of this research.

I would like to dedicate this thesis for:

- My heartbeat, my lovely parents, **Mr. Samsudin and Ms. Melly Yanti** thank for support and love you give.
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ABSTRACT

EFL STUDENTS' PERCEPTION ON YOUTUBE AS AN INDEPENDENT LEARNING STRATEGY FOR ENGLISH SPEAKING SKILL AT IAIN CURUP

**(A Descriptive Quantitative Study of Fourth Semester at IAIN CURUP
Academic Year 2021/2022)**

The objective of this research is to find out Students' perception on YouTube as an independent learning strategy for English speaking skills. The research method of the research is descriptive quantitative. The Subject of this research is 4th semester of English study program at IAIN CURUP with 22 students. The research instrument is questionnaire with 15 item statements using likert scale. The result showed that students' perception as follows: first, from the cognitive strategy for English speaking skill, the students repeat new English after watching movies on YouTube, try to speak naturally similar as native English speakers from English movies, and the students translate some words that they hear from English movies in YouTube. Second, on metacognitive strategy, the students programme their schedule to learn English in applying YouTube English movies. The students are observing their English mistakes, and implementing the information's based on movies in assisting themselves. The last, on affective strategy, in implementing YouTube English movies in learning will be able to make the students do not feel bored, and enjoy every coversation that they hear on YouTube. The findings of this research also advise the students' consider YouTube as learning tool to help students' solve their problem in independent learning outside the classroom activity.

Keywords : *Perception, YouTube, Independent learning, Speaking*

TABLE OF CONTENT

TITLE.....	
APPROVAL.....	i
STATEMENT OF OWNERSHIP	ii
ACKNOWLEDGEMENT	iii
MOTTO.....	v
DEDICATION.....	vi
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLE	xi
LIST OF DIAGRAM.....	xii
LIST OF APPENDIX	xiii

CHAPTER I : INTRODUCTION

A. Background of the Research.....	1
B. Problem of the research	5
C. Objective of the Research.....	5
D. Delimitation of The Research.....	5
E. Operational Definition.....	6
F. Significant of the Research	8
G. Thesis Organization.....	8

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Review of Related Theory	10
1. Perception.....	10

2. YouTube	16
3. Independent Learning Strategy	21
4. Speaking	29
B. Review of Related Findings	35

CHAPTER III : METHODOLOGY OF THE RESEARCH

A. Kind of the Research	39
B. Population and Sample	39
a. Population	39
b. Sample.....	40
C. Technique of Collecting Data	41
a. Questionnaire	41
D. Instrument of the Research	43
E. Validity and Reliability	45
a. Validity	45
b. Reliability.....	46
F. Data Analysis Technique.....	47

CHAPTER IV : FINDINGS AND DISCUSSION

A. Findings	51
B. Discussion.....	57

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	61
B. Suggestion.....	61

REFERENCES

APPENDICES

BIOGRAPHY

THE LIST OF TABLE

TABLE 3.1. The Total Number of Students at English Education Study Program of IAIN CURUP	40
TABLE 3.2. Range Score Statement.....	42
TABLE 3.3. Blue Print of Questionnaire	43
TABLE 3.4. Cronbach's Alpha... ..	47
TABLE 3.5. Reliability Statistics	47
TABLE 3.6. Agreement of the Term for Positive Perception	49
TABLE 3.6. Agreement of the Term for Negative Perception.....	49
TABLE 4.1. Students Perception on Cognitive Independent Learning Strategy on Using YouTube.....	51
TABLE 4.3. Students Perception on Metacognitive Independent Learning Strategy on Using YouTube.....	53
TABLE 4.4. Students Perception on Affective Independent Learning Strategy on Using YouTube.....	55

THE LIST OF DIAGRAM

DIAGRAM 2.1. Cognitive Strategy	25
DIAGRAM 2.2. Metacognitive Strategy	27
DIAGRAM 2.3. Affective Strategy	28
DIAGRAM 4.1. Cognitive Indicator	53
DIAGRAM 4.2. Metacognitive Indicator	54
DIAGRAM 4.3. Affective Indicator	56

THE LIST OF APPENDIX

- Appendix 1 : SK Pembimbing
- Appendix 2 : Surat Izin Penelitian
- Appendix 3 : Kartu Konsultasi Skripsi
- Appendix 4 : Blueprint of Questionnaire
- Appendix 5 : Validity and Reliability
- Appendix 7 : Students' Responds Though Google Form
- Appendix 8 : Result of Turnitin
- Appendix 9 : Biography

CHAPTER I

INTRODUCTION

The introduction will talk about preface that gives details about several informations that connected with research background, problems of the research, objectives of the research, scope and limit, the research significance, the definition of term key, and thesis organization.

A. Background of the Research

The progress of (ICT) information and communication technology of media education is a greater perfection. In learning through technology there are many variety of its application such as learning through audio, ebook, images, animations, visualization media and video clips.¹ It will construct students to gain the material that delivered by watching, reading, listening and understanding the content from those media. The technology has positive impact for students to develop their achievement, and construct their personality for successful life.² In practice, there are various methods of using technology in education, including in the field of language. Interactive media such as images and videos can help learners from text screens and enhance their pedagogical value by stimulating eyes. In this era, videos are greatly effective in learning process, because it can assist students' attention, and the difficult concepts, and catch their attention. The advantage of learning with video media is interesting visual and audio representations of an event that are

¹ Cakici, D. (2016). *The Use of ICT in Teaching English as a Foreign Language*. (ELT Department, Ondokuz Mayus University, Samsun, Turkey). P.75

² Apriani, E. (2016). *A new literacy: The Role of Technology to Develop Student's Character*. (Ta'dib: Journal of Islamic Education). P.68

presented for students in the classroom. There are several ways of using video for learning which can increase students' motivation especially for learning English: firstly active viewing, (as it will increase students' participation to understand the ideas in movie), secondly freeze framing and prediction (where the students can pause the video and draw students' attention by prediction the meaning of a particular scene), third reproduction activity (an activity in which students are required to able to recall what was spoken in video), and the last dubbing activity (wheres the students try to speak like the speakers in movie).³ One of the media that can provides lots of free videos to watch and easy to access is Youtube. As unlimeted source for video learning, it indicates that are some kinds of language spoken such as official, impartial, unofficial, and also has the genres as well as songs, caricature, deliberate, political talking, talk shows, and movies.⁴ In the other words, practice some speaking in context will certainly assist students in memorization.

The learners' barriers as EFL students consist of lack within self confidence, money, time, and have problems in getting information, scheduling issues and opportunities.⁵ Therefore, almost students are needed to be independent in learning to support their skill outside the classroom. As is the case with some terms generally used in college learning, for example independent learning and critical thinking which has dissimilar meanings for

³ Cakir, I, dr. (2006). *The use of video as an audio-visual material in foreign language teaching classroom. (The Turkish Online Journal of Education Technology)*. P.67

⁴ Balcikanli. (2009). *Long Live Youtube: L2 Stories About Youtube in Language Learning*. In *Annals of Language Learning: Proceedings of the 2009 International Online Learning Conference (IOLC 2009)*. Universal Publisher. P 92

⁵Long, in Saraswati et al, *Students Perception toward the Role of YouTube video in improving their speaking skill*, (Malang: University in Malang, 2021), P.3

different people, disciplines, and cultures.⁶ With the latest advances in technology, the language teaching and learning context is no longer tied in the classroom, so independent learning utilising technology that will be very efficient for students.

In addition, speaking skill is emphasized for learners to be mastered, so they have to discover another equipment to support their skill outside. One of the appropriate tools is YouTube. Here, learners can utilize it every time that they required. In using YouTube for students in learning English has possible to reduce their worries in proving some recent words in facade of the classroom. It facilitates them better comprehend the studies, so students were capable to expand in organizing some ideas in speaking, fluently, and imagine the meaning.⁷ On the other hands, YouTube videos are restricted in extent; that makes them appropriate for tightly classroom's time. In addition, some studies already done in examining the YouTube in learning.⁸

Established the interview of the researcher to Students' at IAIN curup that some students from English study program (TBI) IAIN Curup assumed that their skill are varied in speaking class. As result, some students who can speak with many vocabularies, good grammatical order, and there are some students that can speak with lesser vocabularies, and some students afraid when they speak in front of the audients that identified from lecturer information in

⁶Dr.Vijay Vardhan. (2019). *Independent Learning Techniques*, P.1

⁷Luluh Abdullah Alkathiri. (2019). *Students' Perspectives Towards Using Youtube in Imroving Students' Motivation to Speak*. (Journal of Education and Culture Studies), P.22

⁸Hafner, Miller. (2011). *Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment*. (Language learning and technology, 15 (3)). P. 68-86

their speaking class, so the lecturers and students are able to examine them who active in speaking or not.

Based the observation interview at English Study Program at IAIN Curup students from 2th, 4th, 6th and also 8th semester. Researcher has established that most students use YouTube as an independent learning media outside the classroom for English speaking skill in 4th semester. There are 29 EFL students in 4th semester said that they have ever and often learning independent outside the classroom activity and watching English movies videos on YouTube to improve their speaking components.

For language learners, learning a new language can be a complex process that requires a lot of time. Second language educators have used a variety of English sources to find them the most interesting and affective way of learning languages.⁹ One way that has been used effectively is encourage language learners to develop their language competence through English films. In fact, a lot of attention has been given regarding the effectiveness of the use of media, especially English language movies, in language teaching and learning. Proponents of using this type of media believe that movies allow for a more interactive and engaging way teaching and learning English.¹⁰ Due to the appearance of people who are literate in this technique, they have different learning style from the generation in the past era. Therefore, the verbal communication could be applied for students by using this media in learning English especially speaking skill. It perhaps the most important for students as

⁹ Cook, V. (2016). *Second Language Learning and Language Teaching*. New York, NY: Routledge

¹⁰ Tafani, V. (2014). *Teaching English Mass Media*. Acta Didactica Napocensia, P.85

extend in reading, vocabulary, listening, pronunciation and other aspects that can be learned. The same as many researchers already observed, students got positive indicators from watching real life videos, and EFL students are helped in learning independently by using videos. Besides researcher interview students at English study program majority of them use YouTube to watch English movies because YouTube provide lots of movies that they can watch for free anywhere and anytime outside the classroom activity. Based on some reasons above the researcher concerned in analyzing **“EFL Students’ Perception on YouTube as An Independent Learning Strategy for English Speaking Skill at IAIN CURUP”** (A Descriptive Quantitative Study of Fourth Semester at IAIN CURUP Academic Year 2021/2022).

B. Problems of the Research

From research background above, the researcher formulate the problem of the research to find out the result of this study. They are as follows:

1. What are IAIN CURUP’ EFL students perception about English movies on YouTube as an independent learning strategy for English speaking skills?

C. Objectives of the Research

With problems of the research, the researcher formulate the research objectives as follows:

1. To know EFL students perception about English movies on YouTube as an independent learning strategy for English speaking skills.

D. Delimitation of The Research

In this research, the researcher focuses on students’ semester 4 at English study program of IAIN Curup academic year 2021/2022.

E. The Operational Definition

The researcher wants to construct the classification for every of terms that used in this study as follows:

1. Perception

Perception is person point of view about something as well as an event, phenomenon about how things are, and also the consideration to connect with a reality of independent.¹¹ Therefore, in this research, perception is how students' opinion about English movies on YouTube as an independent learning strategy for improve students speaking skill.

2. YouTube

YouTube is a trendy site sharing video that lets people to watch, share, and upload video clips for free. Therefore, thousands of videos with thousand languages, and also available for free to watch. Talking about English movies gives more personal experience for learners since they discover it's pleasure and enjoyment in watching them. YouTube That students also get more information about culture and style of native speakers by watching English movies. For English movies, people can just type key word and related movie videos will appear on YouTube. YouTube loads of video content that is favourites on media social and provides variety helpful resources of information. Applying YouTube as media will make it easier to imitate the expressions, and intonations in language result itself. YouTube is

¹¹ David Backhrust, in Rani Dwi Putri Thesis, *Students' Perception of English Online Course (Ruang Guru)*, (A study of Students' in SMA 1 Rejang Lebong on Academic Year 2021 in IAIN Curup), P. 9

very significant especially in connect to the future enhancement of language learning as the platform plays a main role in practising pragmatics, and the language target which engaging them in active and also productive projects and prepare students become independent students. YouTube not only help students by providing original text and written the material but also in the relation to spoken English.¹²

3. Independent Learning Strategy

Independent learning is learning with full responsibility in individual learning process. It involves people gaining about knowing their learning, motivated, and contributed the learning environment. In independent learning there are many methods can be used as a learning process such as using books, magazines, documents, video clips and others as learning resources. The skills needed for independent learning as affective, cognitive and metacognitive skills. The cognitive consist of attention, memory, and problem solving. The metacognitive understand about how learning occurs. Then, the affective are skills feelings and emotions. To measure students' independent learning strategy, researcher use a questionnaire to know students' perceptions about independent learning.

4. Speaking

Speaking is a skill that expands throughout children's lives, preceded by ability to listen, and speak. Speaking is closely related to the

¹² Ghasemi & Bardine. (2011). *YouTube and Language Learning*. Procedia – Social and Behavioral Sciences. P.28

development of vocabulary and also to delay in speech. Speaking is how to pronounce articulate sounds or words to express, thoughts, feelings and ideas. For this addition, language is a sign of system that could be visible and audible, for the human body as a purpose of combining ideas.

F. Significance of the Research

This study is accepted to offer benefits in the form of:

1. The English Lecturers

In using YouTube video in teaching English the lecturer will have many choices of media to teaching English in this era by using ICT (Information and Communication Technology) especially YouTube video. In addition, it can encourage their achievement in process of learning.

2. Benefits for Students

The benefits for students are providing new solutions in English learning independently outside the classroom. Provide the flexibility for students to search for information to develop their English language speaking skills.

3. The Researcher

The study will give some information for researcher, and distinguish the advantages in using English movies on YouTube as resources to develop students' speaking skill.

G. Thesis Organization

The thesis organization provides the group of composition paper from chapter one to five. First, Chapter I that talks about introduction that can be composed the research background, the problems, the objectives, delimitation,

operational definition, the significances, and thesis organization. Second, Chapter II that discusses about the theories, and previous research that related in finding. Third, Chapter III that describes about research methodology that be composed with kind of the research, Subject of the research, the data of collecting technique, research instrument, validity and reliability, technique in analysis the data. Fourth, Chapter IV that explains about findings and discussion that describes the explanation and analyzing data which has found from the study of the research. It gives explanation related the data in purpose of study, and some theories. Last, Chapter V that illustrates about the conclusion that the researcher found, and suggestion from the researcher.

CHAPTER II

LITERATURE REVIEW

In this section the researcher talks about related theories, and related findings. The theories are maintained with several theories which are appropriate with the study as YouTube, perception, independent learning and English speaking skills. In addition, findings are composed with several researches that explain about YouTube as independent learning for English speaking skills.

A. Review of Related Theories

1. Perception

The psychological aspects for humans life to respond some various aspect, and symptom around them is perception that included of understanding broad, and concerning external, and internal. Perception attends from the Latin words (perceptio) that come from (percipere) that means to obtain or acquire. On the other hands, the Sobur De Vito book indicates which perception is a procedure of being acquainted with active stimuli that may be concerned with our sensibility. It is someone experiences of curtains relations, things, or phenomenon gained with deducing message, and information.¹³ The people could have diverse perceptions that depend on the processes of physiological such as needs and motivation because the perception points to subjective people based on its experiences.

¹³Sri Resky Amaliyah, *Student's perception toward the implementation of the 21st century skills in learning English at SMA Negeri 1 Takalar*, (Makasar: Muhammadiyah University 2020), P.27

Perception normally is composed of monitoring a particular environment or situation that could be mental images, and the conception. This standard definition could be recognized as a person's capability to observe, listen, comprehend, present, or feel what they suffer about the environments, mentally, physically and social life. Perception is an attractive process when people selective distinguish, arranges, and interprets what she/he experience.

a. Types of Perception

Richard recommends that there are three kinds of perception such as visual perception, auditory, and speech. In this section, every element is interconnected each other that will be illustrated below:

1) Visual perception

Visual perception is gotten by considering that formed with visual stimuli, and information that approach from the outside. The types of this perception begin of perception that is expanded in individual lives.

2) Auditory perception

It is perception related in listening, that familiar with the sound. The hearing system composed of the ear, the neural, and the brain that processes hearing capacity in both humans and other vertebrate.

3) Speech perception

Speech perception is connected to talk language and communicated verbally.¹⁴

In the description above, it will be concluded that perception made from knowledge about an object in analyzing the information and inferring the content.

b. Perception Factor

Perception arises, because it is subjective with several issue as well as external and internal factors. In addition, it will be presented as follows.¹⁵

1) Internal factors that is perception affected, specifically the factors contain in the individuals that consist of some things as follow:

a) Physiological

Physiological is the news that acquire throughout five impressions. It will affect in combine to gives meaning about the environment around us. Each person has a varied capability for seeing the world, so each person will interpret the environment differently.

b) Attention

Attention is paid by focus on the physically shape and mentally capabilities of an item, so people must utilize a certain a mouth of energy. Everyone's have different energy, so they interest with items diverse that will affected the perception of an objects.

¹⁴Richard Et al in Nana Herlina Thesis, *Students' Perception Toward Lecturers' Technique on Teaching Speaking at IAIN CURUP*. (IAIN CURUP 2020), P.9

¹⁵Alex Sobur. *Psikologi Umum*. (Bandung: Pustaka Setia, 2009), P.452

c) Interest

Interest is perceptual attentiveness that moved to experience an item. Here, perceptual alertness is a person's trend to paid interest to a definite kind of stimulus.

d) Unidirectional needs

Unidirectional needs could be viewed from how strong the human is searching an object, or message that may present an answer.

e) Experience and memory

Experience depends on person memory in the sense of the extent which can remember the past events to find out a stimulus in a broad common sense.

f) Mood

Emotional situations affect a human's action. It proves how a person sense at certain times that can affect how humans receive, remembers and reacts.

2) External factors, that perception affect as the characteristics of the environment and objects involved in it. They could be changed ones perspective in the world around them, and influence about how one perceived. For the moment there are some section of external factor as:

a) Size and placement of objects. It states the better correlation about object and understanding it. The shape would be affected the individuals perception and seeing the size shape of

individual object.

- b) The colours things. Brighter objects will be easier to perceive than those with less light.
- c) The uniqueness and contrast of the stimulus. It appearances against the context, and surrounding environment is completely ahead individuals expectations that would be attracted a lot of consideration.
- d) Stimulus intensity and strength. It would be given additional meaning if they are noticed more often, than only seen once. The stimulus is the strength with object that could be affected insight.

From the illustration, perception arise because it caused by 2 factors, namely external and internal factors. As clarified above, internal factors could be affected the perception of individuals while external factor could be influenced perceptions that come from the environment and objects implicated in it.

c. Form of Perception

In human being regulated to demonstrate a thing by comprehending the object is proper with their receivable and appreciation, emotionally and rationally. In another words, someone can consider negatively about object while it gained by preceptor in appropriate with the intellectual capacity, which could be disposed to

decline it. Here, Walgito divided perception into two form¹⁶:

1) Positive perception

It analyse of situation object while perceived the subject as received an object that catch with his own suit is positive perception.

2) Negative perception

Negative perception is sight about thing that points with situation while perceived subject that the captured of object tend to reject. It is not correspond to him.

Based on two form of perception above, it can be summarised that positive perception is a personal assessment of a particular object positively or as expected about a particular object. The negative perception is whereas a personal judgment about a particular object negatively not as expected about a particular object. Furthermore positive perceptions approach the satisfaction individual with objects that are made as sources of their perceptions in individual understanding, and experiences object that perceived. Conversely, negative perception could be attended the individual dissatisfaction of objects as sources of their perceptions in individual ignorance, and lack of experience with object that perceived.

¹⁶Walgito, in Rani Dwi Putri Thesis, *Students' Perception of English Online Course (Ruang Guru)*, (A study of Students' in Sma 1 Rejang Lebong on Academic Year 2021 in IAIN Curup), P 10

2. YouTube

YouTube is one of the most favourite video sharing services on the internet in this era. It loads of videos content that trendy on social media, and present a variety of helpful information. Currently the use of YouTube is spread all over the world of all ages from children to adults. Since its official launch in 2005, this site has become the most favourite site while people view, share, upload and comment on videos. The popularity of this site has resulted in a group of content producers creating various kinds of interesting videos who are often referred as YouTube's. In the other hands, the content creators are those who systematically stream videos to their YouTube. YouTube consumers can upload, search, watch, and comment on videos and share videos for free. As a result YouTube is very popular with the current generation as a source of information or entertainment presented through video content.

YouTube is resources that could be offered some videos that are easily accessible in all areas of knowledge. In linguistics, YouTube could be imposed as instrument of learning in variety of principle. In specifically, videos are familiar for students' native language. In addition, considering the same English video with subtitles will be helped them to follow the story of English, and also provided the common sense of pronunciation the words.¹⁷ Researchers point out that YouTube videos are fertile ground for many languages and cultural learning to occur. Applying YouTube as media will make it easier to imitate the expressions, and intonations in language result itself. It can be

¹⁷Aronin & Singleton, (2012), *Affordances theory in multilingualism studies*, (Studies in Second Language Learning and Teaching), P 311

considered a meaningful learning tool, and more research is showing significantly findings that integration with YouTube video clips in education. Using video for learning in the classroom is one of the most helpful cognitive processing, and memory of tools. It can be proofed with the fact that students could be remembered nearly 80% in exciting videos after an hour, but could be thought about 25% of teacher content after the same time interval.¹⁸ As a result, YouTube videos could be used in materials for teaching ESL classes. Besides that, it will be added variant in teaching environment, and gain students attention better, and faster. Moreover, teachers have some jobs to be able to carry out students closer with realm of real life through videos of YouTube.

YouTube is very significant especially in connect to the future enhancement of language learning as the platform plays a main role in practising pragmatics, and the language target which engaging them in active and also productive projects and prepare students become independent students. YouTube not only help students by providing original text and written the material but also in the relation to spoken English.¹⁹ This is not only valuable for learners that are showing to a different style in English, and spoken English but also some points for another significant in learning using YouTube.

¹⁸Anyagre, In Nurrica Harlida Thesis, *Students' Perception in Using Youtube as Media for Learning English as a Foreign Language*, (IAIN Palang karaya, 2019), P 55

¹⁹ Ghasemi & Bardine. (2011). *YouTube and Language Learning*. Procedia – Social and Behavioral Sciences. P.28

a. Advantages of Using YouTube

The Advantages of implementing the media as well as it could be accessed anytime that students needed, and anywhere. It could be supported students to encourage their skill that choosing imperative media will be made students enjoy in learning materials. As unlimited source for language acquisition or learning is YouTube. It indicates that there are some kinds of language spoken such as official, impartial, unofficial, and also has the genres as well as songs, caricature, deliberate, political talking, talk shows. In the other words, practice some vocabulary in context will certainly assist students in memorization.²⁰ By using YouTube learners could be uploaded, viewed, and shared some video clips for freely.

In this era, there are so many videos that short prepared for students on different English accent. It could be helped students to improved their skill in English especially in speaking skill. In addition, the objectives in learning speaking skill is not only in interacting with native speakers, but also with non native English speakers. YouTube organizes some occasion that could be interacted with native for example non-native speakers of English, knowing the dissimilar accent, and varieties of English spoken around the educational world.²¹

²⁰Balcikanli. (2009). Long Live *Youtube: L2 Stories About Youtube in Language Learning*. In Annals of Language Learning: Proceedings of the 2009 International Online Learning Conference (IOLC 2009). *Universal Publisher*. P 92

²¹Jalaluddin. (2016). *Using YouTube to Enhance Speaking Skills in ESL Classroom*. English for Specific Purposes World. P 1

Implement of videos is very effective for students in the classroom especially for introductory courses. In other words, it could be comprehend the concepts smoothly, and encourage students attention in visual or special students.²² In addition, video clips on YouTube are limited in lengths; this makes them compatible for the constricted classroom time. Several studies already have inspected about how YouTube could be element of a learning method to maintain independent learning and also learning language. They already established about how YouTube could be increased university students interest and contribution while learning strategies in the classroom. Here, the expert as Jalaluddin divide some advantages of YouTube videos as media for students in teaching-learning process in the class. The advantages will be interpret below:²³

1. The most favorite media that could be accessed outside and also inside the classroom which is very helpful for students in this era is YouTube. It can be an excellent chosen because video on YouTube is an online based video that could be retrieve everywhere within area the internet connection area. Therefore, it will be offered students learning process flexibly, and convey the English teacher to establish students in explore some videos are related with students needed outside the class.
2. Using YouTube will be made students more enthusiastic because they can gather the authentic English easily. It also given students chance in

²²Mayer in Dwi Heriyanto Journal, *The Effectiveness of Using Youtube for Vocabullary Mastery*, (Kebumen 2015), P 4

²³ Ibid, P 2

learning English especially in speaking skill to understand how to speak toward native speakers. In addition, videos are designated for people who want to encourage their skill in English effortlessly. Besides, authentic material will be made the students confident that will be increase in factual life circumstances.

3. Applying YouTube could be made the students will actively in their learning, so the teacher can be a facilitator in the learning process and direct them in understanding the videos. Additionally, YouTube not only made students more active but also given students opportunity in finding all the information to support their knowledge. Besides, video also integrated picture and audio. As a result, the students could be seen the native speaker gestures, heard the native speaker voice and imagined by the students about how to speak correctly.
4. By means of YouTube video could be used to gain students attentions, because they can find the interesting videos and challenging for them so they will be more active in knowing the videos.
5. With YouTube videos, it enables the students to give the statement about video especially when they play it online. Therefore, it will be contributed for other language skills development for students speaking skill.

Based on the advantages that explained above, it can be concluded that with YouTube video the students will had better exposure in speaking aspects as articulation, organization, words, and intonation in resulting the

improvement in other aspects of speaking skill such as comprehension, and fluency.

b. The Advantages of English Movies on YouTube

Today watching movies, people don't have to go the cinema or buy a DVD, but just by using smart phone someone can easily watch movies around the world with many languages, especially English movies in YouTube. In addition, watching English movies can enhance English skills. As pointed out by Harmer, that there are several positive reasons for learning English by watching movies, such as movies have a certain interest value, teach in real way helps understand how to pronounce and balance facial expressions, helps understand meaning spoken by body language, includes a series of lessons to explain a process, and has sounds and pictures which makes learning easy.²⁴ In another study has found that English movies can also improving spelling, ability to recognize words, pronunciation, and speaking skills.²⁵ English movies are more useful for the second or foreign language learners because they don't just give entertainment but also used as more valuable teaching tool to teach English in a natural way.

3. Independent Learning Strategy

Independent learning it is a way that gives students a greater degree of freedom, responsibility, and authority in planning and carrying out their learning activities. It could be a method that permits students to discover independently from publish, screen or pre-recorded materials that have been

²⁴ Harmer, in Syahar Nurmala Sari, Dyah Aminatun thesis, *Students' Perception on The Use of English Movie to Improve Vocabulary Mastery*. (Universitas Teknokrat Indonesia, 2021). P. 17

²⁵ Tsai, C. In Ghadah Al Murshidi thesis, *Effectiveness of Movies in Teaching and Learning English as a Foreign Language at Universities in UAE*, Psychology and Education. P. 442

arranged previously. The term of independent confirmed that the learning control, the flexibility of learning time and place lies in the students themselves. Independent learning can be done anywhere and anytime according to the wishes of students. Here, teaching materials can be obtained from the internet or print media so the independent learning can be carried out.

The main characteristic of open education that implements an independent learning system is a commitment to helping students gain independence in making their own decisions. In addition, the concept of independent learning is closely related with other education conception and the broader policy agenda of contemporary significance as personalized students learning center, and learning ownership. This concept can work well from the students-teacher relationship, and the role of information communication and technology (ICT).²⁶ In independent learning teacher/tutor acts as a facilitator who allows students to independently. It could be diagnosed their own learning needs and formulate or determine their own learning process as well as identify and choose their own learning resources, both human learning resources and non-human learning resources, and students. They are also required to be able to evaluate their own learning outcomes.

A strategy in learning that aims in support students initiative, independence, and also self-improvement is an independent learning strategy. In other words, this strategy are made to built students motivation in learning in the class. It could be allowed students in learning independently from on paper,

²⁶ Bill Mayer et al, *Independent Learning*, (Learning Network and Skills, 2008), P 10

screen, and recorded material that has been set in progress. It gives emphasis in learning control for example the liveness the time, and position in learning English, and lies. Hence, the strategy of independent learning could be distinguished as a learner who positions students in charge, control the holder, the decision maker.

Generally, the significant component of the thought of independent learning strategy is that each student has to be able to recognize some sources of information because it is required to assist activities in learning while they needed some help or supported.²⁷ Here, independent learning has some steps that will be carried out by the learner namely:

a) Setting goals

The students select otherwise contribute in decide the labour of an essential purposes such as visible and invisible that is having an important effect for themselves and others. The objective is not the closing stages of everything, but it will be provided a chance to concern in academic professional expertise to daily life. When students accomplish meaningful goals in daily life, the process facilitate them reach a high academic standard.

b) Making a plan

Students put the manners to reach their target. At this point, planning absorb determining how to succeed by looking further into the future.

²⁷Bishop. (2006). *True independent learning an andragogical approach: giving control to the learner over the choice of material and design of the study session. Language Learning Journa..* P 33

Students decide plans depending on whether students desire to resolve the trouble, define a trouble, or construct a mission. A plan prepared by a person depends with his goal to solve a problem. In cooperation goals absorb by solving the problem that need captivating action, ask question, make choices, gather and analyzing information, and thoughts critically. The skill to carry out these things allows that successful of independent learning.

c) Measure the progress and plan

Students should not be aware of their goals but they must to concern with their academic expertise. In addition, learners should be evaluate about how well their strategy are working.

d) Generate final results

Students found the results that are visible and invisible to them. Here, there are thousands of manners that students can be used to present independent learning results.

e) Authentic assessment as way to demonstrating skills

The authentic assessment could be applied for so many students in learning in the class to demonstrate skills especially in independently. In addition, it illustrate about how bottomless that can students got in learning process in applying independent learning method in classroom. In the other hands, independent learning has some effectiveness that depended not only in students understanding and dedication but also in dedication and expertise of the teacher.

a. Skills that students need in independent learning

The skill that students needed in independent learning as well as cognitive skill, metacognitive skills, and affective skills. They will be identified as follows²⁸:

1) Cognitive skills

The ability to build informal rules to solve a problem, and categorize the objects based on the criterion and reason sensibly. Cognitive strategies range from recurring in examining and summarising. In this era, cognitive strategies are very popular in language learners. It consist of practise, gain, analyse, and structural learning input and also output.

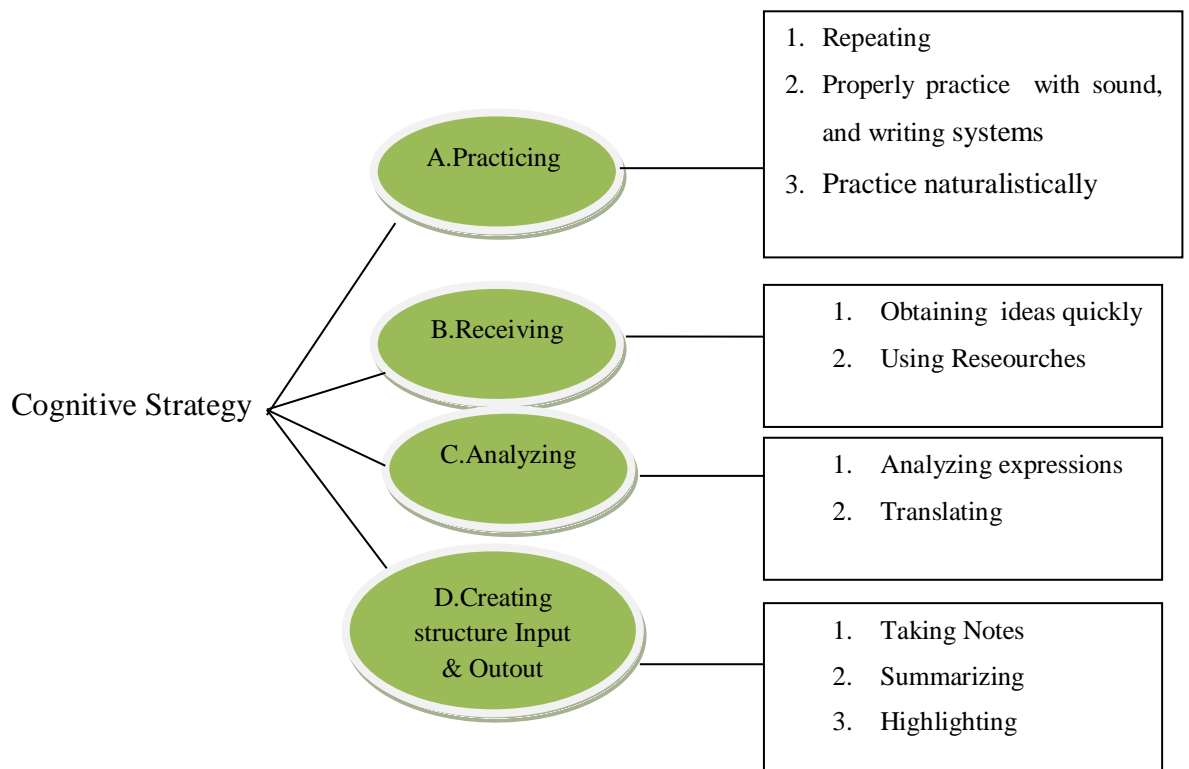


Diagram.2.1.Cognitive Strategy

²⁸ Ibid, P. 8

2) Metacognitive skills

It explains how students study and recognize the main performance that important in learning such as hearing, recalling, implementing previously learned knowledge and using formal strategies. Metacognitive learning strategy is a strategy in development awareness of thoughts processes in students learning applied. In this strategy students can protect their ideas with design, monitor, and evaluate what they have learned.²⁹ Another study highlights the significance of students being able to replicate that they have prepared, and observe their growth by using self-assessment to get the responsibility for students own learning. The meaning of metacognitive is beyond the cognitive. As a result, it relates with performances that are outside the cognitive strategy, which assist students to manage their learning process in the classroom. Here, there are three sets of metacognitive strategies:

²⁹ Angelina, Merryta, Eka Apriani, And Paidi Gusmuliana. *Students' Metacognitive Strategy in Learning Writing Paragraph at Third Semester of English Study Program*. (IAIN CURUP 2022). P 21

- a) Centered your learning
- b) Organize and plan the learning
- c) Evaluate the learning

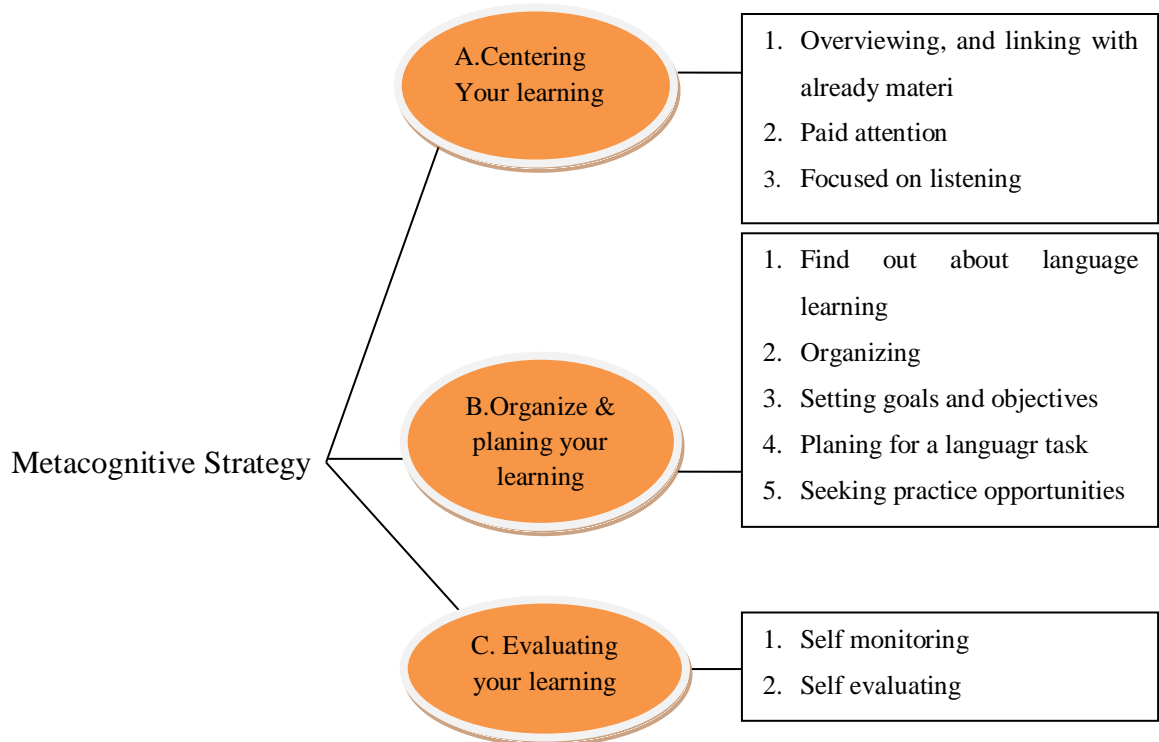


Diagram.2.2. Metacognitive strategy

3) Affective skills

Affective skills are connected in feeling management. It is recognized the enthusiasm as the most imperative affective characteristic in independent learning. Here, a study showed there are another significant affective skill related in motivation and delaying satisfaction that refers with ability in waiting for results to be achieved. Affective strategies include emotion, manner, enthusiasm, and morals. It covers the concepts

of confidence, morals, motivation, nervousness, culture shock, self-consciousness, risk taking, and tolerance for uncertainty.

The affective side of the learner performs the main function for success, and malfunction of learning. Brilliant language learners will manage their emotions and comprehending the negative emotions will inhibit learning process.³⁰ A language learner must be able to manage students feeling, and thoughts while learning. On one side, unenthusiastic feelings could be had a bad effect to language learners even though those have knowledge of the technical aspects used in the language. In the another words, optimistic emotions, and attitude can make language learning more effective, and enjoyable that helped learners improve their competence.

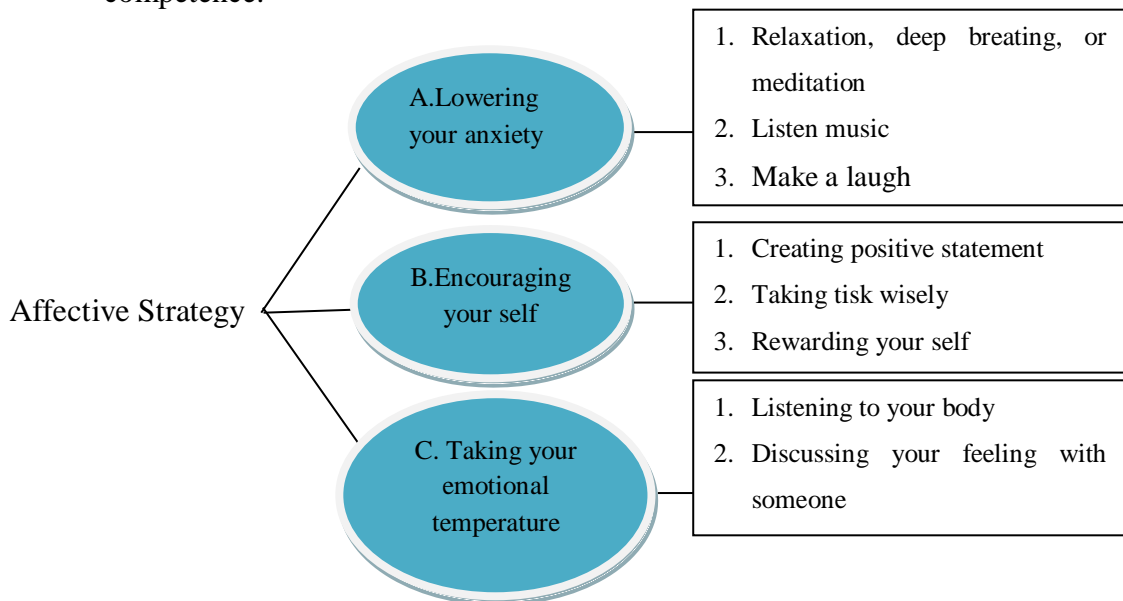


Diagram.2.3.Affective strategy

³⁰ Ibid, P 22

b. Impact of Independent Learning

Mayer said that there are some impact of independent learning such as academic achievement, motivation, awareness and assignment that will be explained as follows³¹:

- 1) Improved students educational achievement
- 2) Increased students' motivation and self-confidence for students' aptitude in engage in learning process.
- 3) Allows students more aware and better in handle their boundaries.
- 4) Enables teachers to give different assignments to students promotes social inclusion by fighting alienation.

4. Speaking

Speaking is a communication tool that can be expressed our ideas to communicate with others.³² Therefore, the purposes of speaking are replacing the information as speaking function that included about interaction as talk. In educational world, speaking included the four basic skills in English that has the main role in communication. Here, the speaker could expressed his or her opinion, feeling, asking for something, sharing some knowladge and informations. Richard recommends that speaking let us in exploring ideas. If the students want to be easy speaking, they have to speak fluently.³³

In addition, constructing the meaning involved the production, reception, and information process is speaking. As we know that speaking is a way to

³¹ Bill Mayer, Op.cit, P 10

³² Qureeshi, *The importance of Speaking Skills*, (University of Pakistan, 2004), P 2

³³ Jack Richard, *Teaching Listening Speaking*, (Cambridge: Cambridge University, 2008),P.19

express emotions, gestures, explore language, and give arguments to the other person to get information or offer information. Here, there are some strategy in learning speaking. The students should realize their strength, and lack in deciding their strategies. The students are possible to have different strategy with another. The strategies could be used by the students to speak English in learning process that will decide their ability in using English to exchange a few words. As a result, the learners that used effective strategy in using English to communicate comfortably that will be able to resolve many trouble in speaking English.³⁴

a. Speaking skill

Learning takes place when students interact socially with their friends and when they will obtain information from these interactions. Therefore, it is possible in a speaking class that students must interact with other people, and also need something that makes them more enthusiastic to speak without worry. However, most students are afraid to start speaking English because they are worried that they will make mistakes in speaking English. Students need to master the pressure, rhythm, and intonation of the English language so that they can interact well with the other person.

The way a student will get confidence in speaking English that is a main concern for many second or foreign language learners. It is key to gain speaking ability because students often evaluate their success in English based

³⁴Leffy Noviyenty, *Strategies in Learning and Techniques in Teaching English Speaking*, (ENGLISH FRANCA: Academic Journal of English Language and Education IAIN CURUP, 2018), P 36

on the development of students speaking skill. Speaking is necessary for students while teachers may have strategies to lead students more comfortably in speaking in class.

b. Types of Speaking

In English, there are types of speaking as well as imitative, intensive, responsive, interactive, transactional, interpersonal, and extensive. They will be presented as below:³⁵

1) Imitative

Imitative is the ability to derivative a word, phrase or complex sentence that focused on pronunciation.

2) Intensive

Intensive is the production to demonstrate grammatical, lexical, phrasal, or phonological competence for example prosodic elements, intonation, rhythm, stress, intersections. It means that students are practiced the language intensively for example reading aloud picture assignments.

3) Responsive

This type of speech includes interaction and comprehension that extraordinarily brief discussion, comments and simple request, small talk and standard greetings. Here, learners' should give the reaction to the teacher comments or questions and also give responses of various forms use of language.

³⁵Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fransisco SA: Pearson Education 2007), P 267

4) Interactive

Speaking interactive is almost similarly to speaking responsive. The dissimilarity among interactive and responsive lies in the complexity and length of the communications that include multiple participants or multiple exchanges.

5) Transactional

The speaking transactional is a comprehensive shape of responsive. Therefore, this activity purpose to submit or switch the meaning. Transactional refers with the situation that focusd on what is supposed. It means that learners make one self accurately and understood clearly.

6) Interpersonal

The interpersonal is not easy for learners since it is done over to maintain public relations rather than transmit facts and information. According to Brown, in interpersonal conversation, spoken creation can be structured pragmatically in everyday language speak, slang, ellipsis, humour, and other conventions of sociolinguistic.

7) Extensive

The extensive language style is commonly more formal and deliberative. Speaking extensive contains speech, oral presentation, storytelling, and give comments or summarize. The use of language inside this activity might be very intentional and formal.

c. Component of Speaking

Brown said that there are five component of speaking as well as pronunciation, grammar, fluency, and comprehension that will be presented as follows:

1) Pronunciation

Pronunciation is a method for learners to construct the language clearly when speaking in English. This relates to the process of phonological which point with the component of grammatical that consists of the principles and elements. It decide about how the variations and patterns of sounds in language. Individual speech has some pattern such as intonation, idiom, rhythm, timing, stress, and how the sound is produced. It is comprehensive definition, attention to the expressions and a gesture is related closely to the way we speak languages.

2) Grammar

Grammar regulates the connection of words in a sentence. It is necessary for learners to compose in the right sentences in dialogue. The use of grammar is about how to gain knowledge of the right ways to get ability in speaking and writing form. Pronunciation and grammar have a relationship closely. Furthermore, in pronunciation learners have to be educated using the correct organization system of language.

3) Vocabulary

The vocabulary is essential element in speaking skills. Devoid of grammar, it is would be rather difficult in expressing. Ferreira added,

knowledge of vocabulary does not only take knowledge of words and meanings, but requires the natural use of words in the right context. If students have a lot of vocabulary, it will be easy to them for declare their feelings.

4) Fluency

Fluency is definitely as capability in speaking accurately and fluently. Fluency is the goal of language for students in speaking skill. It generally points in expressing spoken language without restraint, and distraction.

5) Comprehension

Conversation needed definitely for subject to react in communication to begin. In addition, speaking comprehension is necessary may not misunderstanding among listener and speaker for conversation going well.³⁶

d. Function of Speaking

Many attempts have been made to determine the function of speech in people communication. A helpful difference is made among the interactional function of speech which is to set up and social maintain relationships and the transactional purpose. It focuses on the switch of information.

1) Talk as Interaction

³⁶ Ibid, P. 212

It directs about what is dialogue meant and describe interactions that serve primary function of public when someone get together and greet each other that they take in small talk, share latest experiences, because they want to make friends and build interactions with others. Such exchanges may be more casual or formal.

2) Talk as Translation

Speak the same as translation points to situations in which the focuses is on what is supposed and complete. Accurately and clearly is the primary focuses, not the participant and how socially attracted they are to another participants in the deal.

3) Talk as Performance

The talk as performance could be easily differentiated. This point for general speaking namely speaking conveying information in face of an audience as well as class presentations, general announcement, and performance dialogues which tend to be in the monologues form than conversation.

B. Review of Related Findings

Several studies are closely related with using of YouTube in English learning media that focus of current research. The purposes of previous research are to provide comparison and reference. Furthermore, we should to avoid making assumption of similarity to this study. Therefore in this literature review, the researcher includes the results from previous studies such as:

First From Luluh Abdullah Alkathiri, Students perspective on the use of YouTube in improving EFL learners' motivation to speak.³⁷ The method of this study is quantitative with questionnaire for the instrument. To bring together the data, the researcher created a five point Likert scale questionnaire. The function of this survey is to examine the attitudes of EFL students towards using YouTube to motivate them to speak English. It consists of 24 items. The first part (1-12) divided into parts and covers using YouTube and language learning, the second part (12-24) is about the role of YouTube in improving speaking skills. The results of this study indicate that using YouTube when learning English can reduce students' anxiety in seeking new words in front of the class. This approach helps learners understand lessons better, and finds YouTube helpful for learning.

Second researches are from Raniah Kabooaha and Tariq Elyas. The title is the effect of YouTube in multimedia instruction for vocabulary learning perception of EFL students and teachers.³⁸ The study method is an experiment. In the experimental group, learners were taught about target vocabulary in using YouTube videos, and members of control group were taught the new vocabulary using only pictures. The subject of this study is consisted of the English Language learners Institute at King Abdul Aziz University Jeddah, Saudi Arabia. This research used the results of pre tests and post tests and two different questionnaires to answer the research questions. The questionnaires

³⁷ Luluh Abdullah Alkathiri. (2019). *Students' Perspectives Towards Using Youtube in Improving Students' Motivation to Speak*. (Journal of Education and Culture Studies).

³⁸ Raniah Kabooaha & traiq Elyas.(2018). *The Effect of YouTube in Multimedia Instruction for Vocabulary Learning Perception of EFL Students and Teachers*. Canadian Center of Science and Education.

were also used in this study to consider students' perceptions of using YouTube videos in the class. Next, the questionnaire used to collect teachers' perceptions of using YouTube videos in their lessons. The results clearly show that YouTube has a statistically significant impact on students' vocabulary acquisition. This study provides pedagogical implications for EFL teachers about incorporating YouTube videos into the EFL classroom to enhance students' learning process, and motivate them.

Third researches are from Saraswati and Rahmati Putri. The research study design was used in this research to discover students' perception toward the role of YouTube videos in improving speaking skill.³⁹ The subjects of this study were 188 English language teaching (ELT) students in Universities Negeri Malang for the 2017-2019 academic year. This research used a questionnaire as an instrument that applying Google Forms to collect the data. The results showed that students' perceptions of the role of YouTube in recovering their speaking skills very positively. Almost of them agreed that learning English through YouTube would improve their words and articulation.

The last research is from Nurrica Harlida. The title is Students' perception of using YouTube as a media for learning English as a foreign language.⁴⁰ This research was conducted to determine students' insight in English Education Study program at IAIN Palangka Raya. The quantitative survey of 120 students for the 2016–2018 academic year. Furthermore, the outcome of this

³⁹ Saraswati & Rahmati Putri, *Students' Perception toward the Role of YouTube video in improving their speaking skill*, (Malang: University in Malang, 2021)

⁴⁰ Nurrica Harlida. (2019). *Students' Perception in Using YouTube as Media for Learning English as a Foreign Language*. IAIN Palangkaraya.

study show that 59.3% of students agree that utilizing YouTube videos independently increases their confidence in practicing English and 55.0% of students think that in applying YouTube is an excellent resource in practicing the listening skill. Almost of students in English teaching and learning as a foreign language independently and have the liberty to choose and direct their studies, and also language components.

Supported on the four findings above, there are some differences from those studies. The first, this study are required the researcher to find out how students understand the advantages of using YouTube to improve their English. Second, the researcher found out how students perception on YouTube as an independent learning strategy to mater English speaking skills.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this chapter there are kind of the research, sample and population, technique of collecting data, research instrumentt, and data analyzing technique.

A. Kind of the Research

This study is classified into quantitative descriptive. Cresswell state, quantitative research is kind of research that is clarify phenomena with collect the data numerical which analyzed by mathematically method.⁴¹ Therefore, gay claims that descriptive studies determine and describes the way things are.⁴² It means that quantitative research data is presented statistically and describing phenomena. In this research, the researcher needs to know students perception that would be implemented in the percentage form. The final result of this study will be presented into two possibilities that are perception positively and perception negatively. In briefly, the purpose of this study was gained the explanation about perception of students on YouTube as an independent learning strategy for English speaking skill.

B. Population and Sample

1. Population

Population is defined as all individuals from a collection of people, events, or objects that have a clear definition. The population that is all

⁴¹Cresswell, *Educational Research: Planning Conducting and Evaluating quantitative and qualitative research fourth edition*, (Pearson education: USA, 2012), P 376

⁴² Gay in Rani Duwi Putri Thesis, *Students' Perception of English Online Course* (Ruang Guru), IAIN CURUP 2021, P.24

individuals in a real or hypothetical group of individuals, events, or things in making generalizations base on the research results. Meanwhile, in this research the population sample studied were students of the English Study Program semesters 4 academic years 2021 at the IAIN Curup consist of 37 students. In this research, the population is all of the students' at fourth semester class A and class B students in English study program.

Table. 3.1. The Total Number of Students at English Education Study Program of IAIN CURUP

Students at English Education Study Program of IAIN CURUP	
Class A	21
Class B	16
Total	37

2. Sample

The sample is more manageable quantity of people to participate in the research.⁴³ Meanwhile, sugiyono stated that the sample is a part of the number and characteristics possessed by the population.⁴⁴ In this reserach, the researcher used the purposive sampling method to choose the sample. According to sugiyono purposive sampling is sampling technique for data sources with certain considerations.⁴⁵ Hence, in this research the sample was the students' that use YouTube as their independent learning media to improve their English speaking skill. In order to get the sample, the

⁴³ Chatrine Dawson in Rani Duwi Putri Thesis, *Students' Perception of English Online Course* (Ruang Guru), IAIN CURUP 2021, P.26

⁴⁴ Sugiyono, (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D.* (Bandung: Alfabeta), P.81.

⁴⁵ Op.cit.,P.81

researcher interview the students into two class in semester 4. Then, the researcher noted who used YouTube as their independent learning strategy for English speaking skill. Then, the researcher found that 22 students' used YouTube as their independent learning media for improve students speaking skill.

C. Technique of Collecting Data

The most important part in supporting and proving the research is the data. This research intends in investigate students' perception on using YouTube as an Independent learning strategy for English speaking skill. Subsequently they will get better in English speaking skills and also language components in 4th semester generation 2021 students of English Study Program at IAIN Curup in interpreting the presentation of data. Here, this research requires a tool in the form of a questionnaire to gain the interpretation of the data result.

1. Questionnaire

Questionnaire is a instrument that written and consist of issue that be answered by respondents that used in collecting some information about evidence and attitudes. The questionnaire in this study aims to discover the students' perceptions on applying YouTube in speaking skills that consist of 15 items. The most important questions and item in the questionnaire were reproduced and modified according to the research needed. More particularly, the questionnaire adjusted for the items, and questions related to students' perceptions.

The sample that responds for the items and statements in the questionnaire will mainly be displayed in the Likert scale form. Every point in the questionnaire was promoted for the principle of attaining the objectives of the research. In this study, closed questions were applied namely the structure of closed items that only consisted of requests for answers with the answer categories stated explicitly. In closed ended questionnaire, the researcher asks questions and gives predetermined participants response. The sample respondents with the items and declaration in the questionnaire are revealed to be mostly in the form of a Likert scale.

The questions format commonly used to assess participants opinions about usefulness. The Likert scale in this research is Never (N), Seldom (S), Sometimes (ST), Often (O), Always (A) that presented a sample using 1 - 5 points. Every item in the questionnaire was generated with the point of achieve the objectives of the research.

Table. 3.2 Range Score of Statement

Answer	Score
Always (A)	5
Often (O)	4
Sometimes (ST)	3
Seldom (S)	2
Never (N)	1

D. Instrument of The Research

In this research, researchers collect the data from questionnaires. This study was modified to achieve the research objectives. The questionnaires were then spread for the sample target then collected and analyzed. The data analyzing and the results are displayed statistically, proportion and description.

Table. 3.3. Blue Print of Questionnaire.

No	Indicator	Number of Items
1.	Cognitive	1,2,3,4,5
2.	Metacognitive	6,7,8,9,10
3.	Affective	11,12,13,14,15

Indicators	Items	Statement	N	S	ST	O	A
Cognitive	1.	I repeat a new English words several times after watching English movies on YouTube.					
	2.	I practice naturalistically like native English speaker after watching English movies on YouTube.					
	3.	I analyze some English words that I hear from English movies on YouTube in different ways.					
	4.	I translate some words that I hear from English movies in YouTube.					
	5.	I use English movies that i watch from YouTube as my learning independent resources outside the classroom activity.					
Metacognitive	6.	I pay attention when watching English movies from YouTube.					
	7.	I plan my schedule so I will have enough time to study English by using YouTube videos.					
	8.	I think about my progress in learning English through English movies from YouTube.					
	9.	I notice my English mistakes and use that information from YouTube videos to help me do better.					
	10.	I focused on every coversation on movies video that I watch from YouTube.					
Affective	11.	By learning on YouTube, I try to relax whenever I feel afraid of using English.					
	12.	I do not feel bored when I use YouTube as an independent learning tool for English speaking skill.					
	13.	I feel comfortable when watching English movies video on YouTube.					

	14.	I enjoy every English movies video that I watch on YouTube to improve my English speaking skill.					
	15.	By learning on YouTube movies video, I encourage myself to speak English even when I am afraid of making a mistake.					

This study adapts a questionnaire from a previous study from Alkathiri on student point of view towards applying YouTube in recovering EFL learners' motivation to speak. In addition, Risuli Hutauruk in his dissertation learning English speaking during online learning period: A survey study on grade 11 students in Jakarta. Here, The researcher assumed this questionnaire, because the researcher wanted to adapt it to this study. In addition, in adopting a questionnaire from Alkathiri and Risuli journal as a reference, the researcher also made several indicators that were adjusted to this research based on the theory from Jalaluddin about advantages of using YouTube and from Bill Mayer about the number of skill students have to obtain in direct to successfully hold in independent learning.

E. Validity and Reliability

a. Validity

In this study, content validity is used. Here, Singrimbun and Sofian Effendi stated that in the validity of content, the researcher should be made the content about instrument of research suitably with the problems of the

research or give the explanation about indicator of problem.⁴⁶ To indicate the instrument is valid or not, the researcher will arrange the instrument by reviewing the contents of the question whether it is suitable which the theory are used. Then the researcher trying out questionnaire to 30 of students who were not part of the sample population, the purpose of this trying out is to identify invalid items in the questionnaire, than change to valid items. The researcher acquired standard validity for each question that are 0, 36 by using table and it could be seen that the statements are valid in the questionnaire. Subsequent to calculate, the researcher established that the items of test were valid because the item-total value was bigger than 0.36. Here, the instrument of the was validated by professional lecture at IAIN Curup and for more feature could be observed on appendix.

b. Reliability

After the questionnaire validity the researcher also had been analyzed by using SPSS. In addition, the reliability was deliberated by applying of Cronbach Alpha. It is the most general calculate of internal reliability that often utilized when someone has multiple Likert question in a survey/questionnaire that form a scale and someone desire to prove if the scale is reliable. Here, Nana state that this resulted in a significant variation in test reliability. In the case of psychometric tests, most were in the range

⁴⁶Irawan Suhartono, In Nana Herlina thesis, *Students' Perception Toward Lecturers' Technique On Teaching Speaking at IAIN Curup*, P 29

of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90.⁴⁷

Table.3.4. Cronbach's Alpha

Cronbach alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table.3.5. Reliability Statistics

Cronbach's Alpa	N of Items
,948	25

Can be summarized that based on the reliability table above that Cronbach alpha the number of questions were 0,94 it indicates the questionnaire's reliability were Excellent.

F. Data Analysis Technique

After got the data, researcher continued in analyzes the data. In this research the researcher used descriptive analysis method to understand

⁴⁷Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah (Makalah Skripsi thesisi dan desertasi)*, (Sinar Baru Al gensindo Bandung 2001), P 56

students' perception that will be presented as follows; the first step is scoring the data by counting the total number of the question in the questionnaire. The questionnaire in this study uses a Likert Scale. Likert scale is the most frequently applied in determine attitude, opinions and perception of an object.⁴⁸ Here, the researcher counted the number of students who responded to the items based on questionnaire. The second step was the researcher accounted the score of the total frequency was divided with the total of questions. It was applied to obtain students perception on YouTube as an independent learning strategy for English speaking skill. The formula is described as follow:

$$\chi = \{ (f A \times 5) + (f O \times 4) + (f ST \times 3) + (f S \times 2) + (f N \times 1) \}$$

Explanations:

F : frequency O: Often S: Seldom
 A : Always ST: Sometimes N: Never

After that the researcher calculates the percentages of every item in questionnaire that has been answered by respondents. The analysis percentages apply to discover the students' perception on YouTube as an independent learning strategy for English speaking skill. Here, the formula is explained as follow:

$$P = \frac{\sum score}{Max score} \times 100$$

Explanation:

P: Percentage

Score: Sum of score per item

⁴⁸ Amirul, Hadi , *Metodologi Pendidikan*, (Bandung Pustaka Setia 1993)

Max score: Maximal score per item.⁴⁹

Table 3.6.

Agreement of the Term for Positive Perception

Scale	Category	
Always	Combined	Positive Perception
Often		
Sometimes		Neutral Perception
Seldom	Combined	Negative Perception
Never		

Table.3.7.

Agreement of the Term for Negative Perception

Scale	Category	
Never	Combined	Negative Perception
Seldom		
Sometimes		Neutral Perception
Often	Combined	Positive Perception
Always		

The table over was characterized based on a Likert Scale which divided the students perception into five categories. Based on calculations with these categories the result of many calculation falls into the category of positive, neutral

⁴⁹Herzberg Paul, Principle of statistics, (New York : University Press, 1983), P 73

and negative perception.⁵⁰ The data from questionnaire shows the percentage and then category divided into categories, there are:

70% - 100%	: Positive
60% - 69%	: Neutral
10% - 59%	: Negative

⁵⁰Riduwan, *Belajar Mudah Penelitian Untuk Guru-karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), P 89

CHAPTER IV

FINDING AND DISCUSSION

Finding and discussion talks about the outcome of the research that was implement on April 2023 at English Study Program of IAIN CURUP. The researcher collected the result of data from questionnaire.

A. Finding

To find students' perception of IAIN CURUP EFL students about YouTube as an independent learning strategy for English speaking skill, the researcher utilize questionnaire to 22 respondents as of 4th semester students. The questionnaire consists with 15 statements as of three main indicators. Based on the responses that given by respondents in the questionnaire, the researcher has established that the perception of respondents about English movies on YouTube as an independent learning strategy based on three indicators: independent learning strategy (Cognitive, Metacognitive, Affective) that will be described in the charts below.

Table. 4.1. Students Perception on Cognitive Independent Learning Strategy on Using YouTube.

Indicator	Statements	N	S	ST	O	A	Total	
		F	F	F	F	F	Score	%
Cognitive	1. I repeat a new English words several times after watching English movies on YouTube.	0	1	5	7	9	90	81.81

	2. I practice naturalistically like native English speaker after watching English movies on YouTube.	0	2	4	6	10	90	81.81
	3. I analyze some English words that I hear from English movies on YouTube in different ways.	1	0	4	5	12	93	84.54
	4. I translate some words that I hear from English movies in YouTube.	0	0	2	13	7	93	84.54
	5. I use English movies that i watch from YouTube as my learning independent resources outside the classroom activity.	0	0	2	7	13	99	90.00
Total							465	84,54

Explanation :

N : Never

S : Seldom

ST : Sometimes

O : Often

A : Always

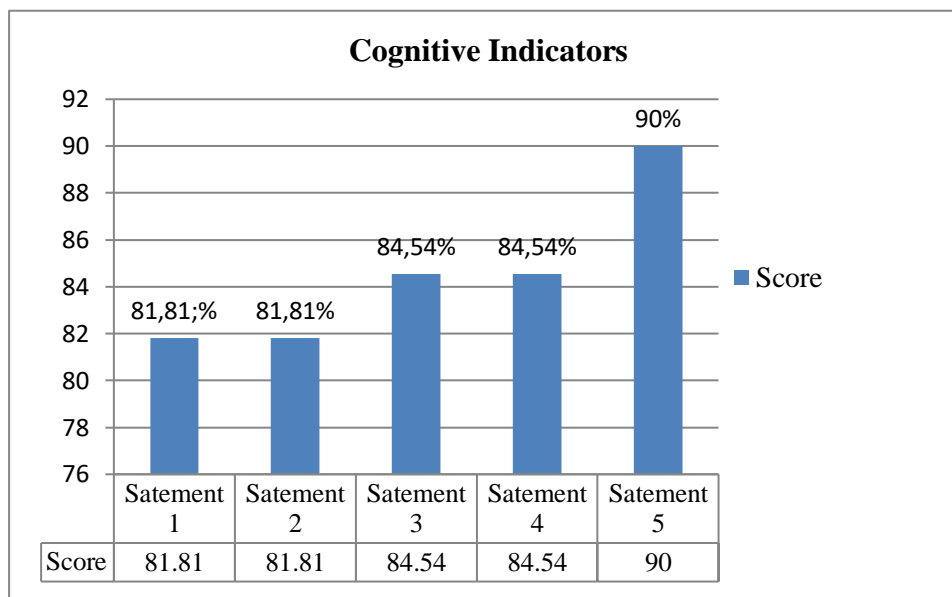


Diagram. 4.1. Cognitive Indicator

Based on the chart on top students cognitive strategy has positive perception. The majority of students use independent learning cognitive strategy to improve their speaking ability. Diagram. 4.1 reveals that “I use English movies that i watch from YouTube as my learning independent resources outside the classroom activity. with 90.0% all of respondents answered agree, and strongly agree with all questions.

Based on all of explanation on top, it could be said that the majority of students have **positive perception** on independent learning cognitive strategy of using YouTube with the entire percentage 84, 54%.

Table. 4.2. Students Perception on Metacognitive Independent Learning Strategy on Using YouTube.

Indicator	Statements	N	S	ST	O	A	Total	
		F	F	F	F	F	Score	%
Metacognitive	1. I pay attention when watching	0	1	2	7	12	96	87.27

	English movies from YouTube.							
	2. I plan my schedule so I will have enough time to study English by using YouTube videos.	1	4	5	4	8	80	72.72
	3. I think about my progress in learning English through English movies from YouTube.	0	3	4	8	7	85	77.27
	4. I notice my English mistakes and use that information from YouTube videos to help me do better.	0	1	3	9	9	92	83.63
	5. I focused on every conversation on movies video that I watch from YouTube.	0	0	1	11	10	97	88.18
Total							450	81,81

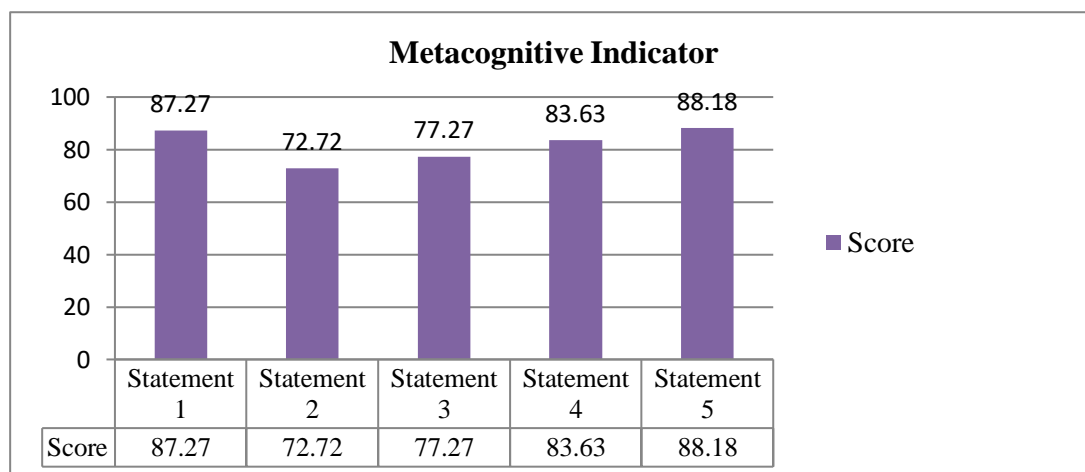


Diagram.4.2. Metacognitive Indicator

The result on the graph above students' metacognitive strategy has positive perception. The majority of students use independent learning metacognitive strategy for improving their speaking ability. The students able to pay attention when watching English movies on YouTube and make schedule plan so they have enough time to study and also they become aware of their English mistake. They use that information from YouTube videos to assist them to be better in speaking English. Diagram 4.2 reveals that "I focused on every coversation on movies video that I watch from YouTube." Its considered as the uppermost feeling toward students perception on metacognitive independent learning strategy of using YouTube with 88,18%. Hence, all of respondents reacted agree and strongly agree with entire questions.

Based on all of explanation on top, it could be said that the majority of respondents have **positive perception** on independent learning metacognitive strategy of using YouTube with the entire percentage 81, 81%.

Table. 4.3. Students Perception on Affective Independent Learning Strategy on Using YouTube.

Indicator	Statements	N	S	ST	O	A	Total	
		F	F	F	F	F	Score	%
Affective	1. By learning on YouTube, I try to relax whenever I feel afraid of using English.	0	0	1	9	12	99	90.00

	2. I do not feel bored when I use YouTube as an independent learning tool for English speaking skill.	0	1	2	7	12	96	87.27
	3. I feel comfortable when watching English movies video on YouTube.	0	0	1	10	11	98	89.09
	4. I enjoy every English movies video that I watch on YouTube to improve my English speaking skill.	0	0	1	6	15	102	92.72
	5. By learning on YouTube movies video, I encourage myself to speak English even when I am afraid of making a mistake.	0	0	3	8	11	96	87.27
Total							491	89,27

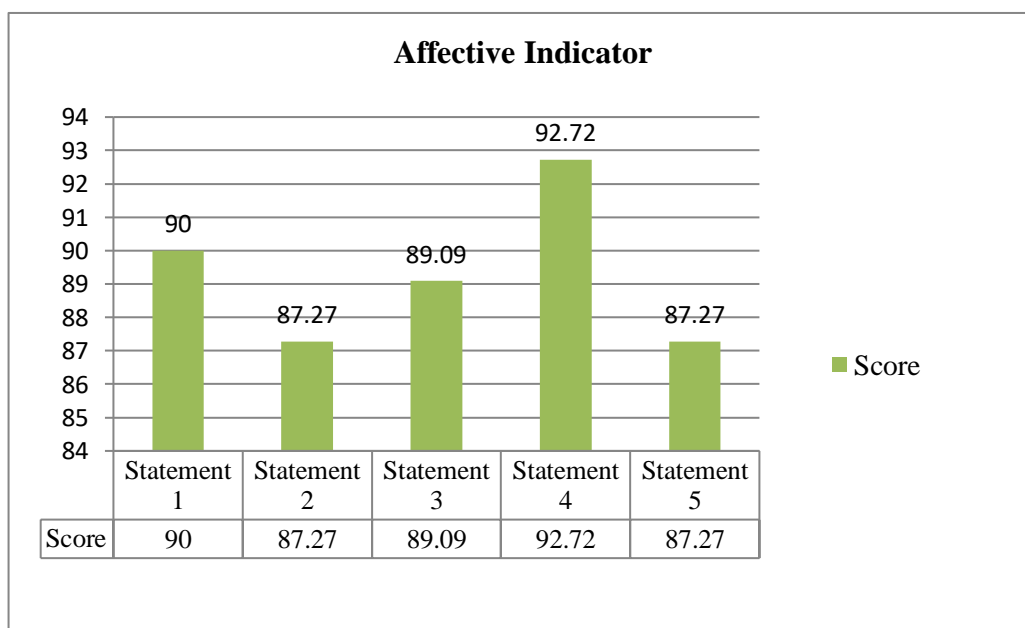


Diagram.4.3.Affective Indicator

Based on the chart on top of students affective strategy has positive perception. The majority of students use independent learning affective strategy to improve their speaking ability. The students attempt to calm down when they are terrified of using English and they feel comfortable when watching English movie about on YouTube to improve their speaking skill. Diagram 4.4 reveals that “I enjoy every English movies video that I watch on YouTube to improve my English speaking skill.” It is considered as the highest feeling toward students perception on metacognitive independent learning strategy of using YouTube with 92,72,%. As a result, all of respondents are responded agree, and strongly agree with all questions.

Based on all of explanation on top, it can be presented that the majority of students have **positive perception** on independent learning Affective strategy of using YouTube with the entire percentage 89,27,%.

B. Discussion

In identifying about EFL students perception on YouTube as an independent learning strategy for English speaking skill, the researcher used questionnaire to 22 students from fourth semester in academic year 2021. The questionnaire consists of 15 items from three main indicators. Supported on the result finding, the researcher found some discussions from the three indicators that already have spread in the form of questionnaire that the majority of respondents have **positive perception**. The three indicators consist the students

perception on YouTube as an independent learning strategy for English speaking skill that are (Cognitive, Metacognitive, and Affective).

According to Bill Mayer, first improved academic achievement, improve motivation and self confidence and students' skill to hold in permanent learning. Next, enables the students to be more aware and better capable to control their limits, and allowing lectures to assign different assignments to students promotes social inclusion by fighting alienation.⁵¹ In this indicator have 3 contents of independent learning strategy using English movies on YouTube.

1. Independent learning cognitive strategy with entire percentage 84, 54%.

The students repeat a new English words several times after watching English movies on YouTube and make an effort to practice naturalistically like native English speaker after watching English movies on YouTube. The students translate some words that they hear from English movies in YouTube. According to Anyagre using video is one of the most helpful cognitive processing and memory tools in language learning. It could be evidenced with the fact that students can keep in mind nearly 80% of interesting videos after an hour, but only can memorize about 25% of lecture content after the equal time interval.⁵²

2. Independent learning metacognitive strategy with entire percentage 81, 81, % .The students make a plan for their agenda, so they would be had enough

⁵¹Bill Mayer Et al. *Independent Learning Learning Network and Skills*. 2008. P.8

⁵²Anyagre, In Nurrica Harlida Thesis, *Students' Perception in Using Youtube as Media for Learning English as a Foreign Language*, (IAIN Palangkaraya, 2019), P 55

time to study English by using YouTube Movies. Here, the students notice their English mistakes, and apply that information from YouTube movies to aid themselves do better. And also students focused on every conversation on movies video that they watch from YouTube. The students attempt to discover out how to be a better learner of English by watching YouTube movies for their independent learning to improve English speaking skill. According to Bill Mayer students can illustrate how they gain knowledge and recognize the main activities that are important for learning such as remembering, listening, applying previously learned knowledge and using formal strategies.⁵³ Other research emphasizes the significance of students can imitate on what they have completed, check their progress and use it as the self evaluation to take responsibility for their independent learning.⁵⁴

3. Independent learning affective strategy with entire percentage 89, 27%. The students do not feel bored when they watch movie from YouTube and enjoy every English movies video that they watch on YouTube to improve their English speaking skill. According to Bill Mayer affective field cover the theory of confidence, motivation, attitudes, inhibition, nervousness, culture shock, risk taking, and charity for uncertainty.⁵⁵ It means that when learn English speaking skill students have to make themselves

⁵³ Bill Mayer et al, *Independent Learning*, (Learning Network and Skills, 2008), P 10

⁵⁴ Angelina, Merryta, Eka Apriani, And Paidi Gusmuliana. *Students' Metacognitive Strategy in Learning Writing Paragraph at Third Semester of English Study Program*. (IAIN CURUP 2022). P 21

⁵⁵ Bill Mayer Et al. op.cit. P 8

relaxed and comfortable when the learning takes place and by learning on YouTube, the students give confidence themselves to speak English even when they are scared of making an error.

CHAPTER V

CONCLUSION

A. Conclusion

Supported on the outcome of this study, the researcher concluded that the majority of students perception on YouTube as an independent learning strategy for English speaking skill is positively. Based on the theory, there are two main indicators that help determine students' perception of YouTube. First indicator the Cognitive learning strategy with entire percentage 84, 54%. Second indicator independent learning metacognitive strategy with entire percentage 81, 81%. And the last, affective independent learning strategy with entire percentage 89, 27%. The researcher composed the data on students' perceptions on YouTube as an independent learning strategy and proves that YouTube is suitable application to help students' independent learning to more effectively, more flexibly and easily. In the result finding of the research, the researcher established the most of students had positive perception in using YouTube. YouTube can improve their English speaking skill, and solve students' problem in learning speaking.

B. Suggestion

The researcher provides some suggestion that supported on conclusion above as follows:

1. For students

The students' have to use YouTube efficiently to progress their English speaking skill, and the students should practice their speaking everywhere

and consistently. Next, The students should have addition learning outside the classroom.

2. For lectures

The lecturer can use this technology in process of learning inside the classroom to make learning more interesting for students.

3. For parents

The parents should be always support their children to built up they confidence higher to learn English.

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A P P E N D I X E S



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI CURUP
 FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
 Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id.

Nomor : 65 Tahun 2023

Tentang
 PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
 INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 64/FT.2 /PP.00.9/TBI/2022
 2. Berita Acara Seminar Proposal Pada Hari Jumat, 25 November 2022

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Dr. Eka Apriani, M.Pd** **19900403 201503 2 005**
 2. **Dr. Paidi Gusmuliana, M.Pd** **19840817 201503 1 004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Rio Satrio**

N I M : **18551051**

JUDUL SKRIPSI : **EFL Students Perception on Youtube as an Independent Learning Strategy for English Speaking Skill**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
 Pada tanggal 17 Januari 2023

Dekan,



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



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INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 457/In.34/FT/PP.00.9/06/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Perpanjangan Izin Penelitian

08 Juni 2023

Kepada Yth. Rektor IAIN Curup

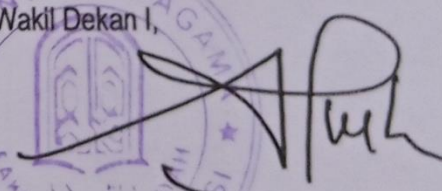
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Rio Satrio
NIM : 18551051
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : EFL Students Perception on Youtube as an Independent Learning Strategy for English Speaking Skill at IAIN Curup
Waktu Penelitian : 08 Juni 2023 s.d 08 September 2023
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,



Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	29/01/2023	Penyusunan Angket, SPSS		
2	03/23/05	Validasi Angket, Validasi Akurasi BAB IV Struktur Penulisan, Penyusunan tabel hasil		
3	14/23/05	BAB V CONCLUSION tambahkan ke hasil persentase, Daftar Pustaka: Struktur Penulisan		
4				
5				
6				
7				
8		ke Sidang		



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	09/23/01	Revisi Angket, Jurnal yang di adopsi untuk Angket		
2	29/23/05	Renovasi teori, Hasil Analisis Persentase, Restorasi question		
3	30/23/05	tambahan teori pada pembahasan		
4	05/23/05	ke		
5				
6				
7				
8				

Table Blue Print of Questionnaire.

NO.	Indicator	Number of items
1.	Cognitive	1,2,3,4,5
2.	Metacognitive	6,7,8,9,10
3.	Affective	11,12,13,14,15

Indicators	Items	Statement	N	S	ST	O	A
Cognitive	1.	I repeat a new English words several times after watching English movies on YouTube.					
	2.	I practice naturalistically like native English speaker after watching English movies on YouTube.					
	3.	I analyze some English words that I hear from English movies on YouTube in different ways.					
	4.	I translate some words that I hear from English movies in YouTube.					
	5.	I use English movies that i watch from YouTube as my learning independent resources outside the					

		classroom activity.					
Metacognitive	6.	I pay attention when watching English movies from YouTube.					
	7.	I plan my schedule so I will have enough time to study English by using YouTube videos.					
	8.	I think about my progress in learning English through English movies from YouTube.					
	9.	I notice my English mistakes and use that information from YouTube videos to help me do better.					
	10.	I focused on every coversation on movies video that I watch from YouTube.					
Affective	11.	By learning on YouTube, I try to relax whenever I feel afraid of using English.					
	12.	I do not feel bored when I use YouTube as an independent learning tool for English speaking skill.					
	13.	I feel comfortable when watching English movies video on YouTube.					
	14.	I enjoy every English movies video that I watch on YouTube to improve my English speaking skill.					

	15.	By learning on YouTube movies video, I encourage myself to speak English even when I am afraid of making a mistake.					
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Research question. :

2. What are IAIN CURUP’ EFL students perception about English movies on YouTube as an independent learning strategy for English speaking skills?

This study adapts a questionnaire from a previous study from Alkathiri (2019) on Student perspectives towards using YouTube in improving EFL Learners Motivation to speak, and from Risuli Hutauruk (2022) in his dissertation Learning English speaking during online learning period: A survey study on grade 11 students in Jakarta. The researcher adopted the questionnaire because the researcher wanted to adapt it to this study, in addition to adopting a questionnaire from Alkathiri and Risuli journal as a reference, the researcher also made several indicators that were adjusted to this research based on the theory from Bill Mayer about the number of skill students need to acquire in order to successfully engage in independent learning.

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The blue colour words or statements mean the validator’s additional point for your instrument.

The red color means something that you need to revise or delete.

Since they might make your writing sound informal, contractions (such as; *don't*) are typically discouraged in academic writing.

Because the objective of your study is to know the EFL students' perception of YouTube, the items of your questionnaire should be related to YouTube.

Curup, 30th of January 2023

Validator

A handwritten signature in black ink, appearing to be 'Nastiti Handayani', written over the word 'Validator'.

Nastiti Handayani, M.Pd.

Validity Result of Questinnaire

Respon den	Ite m 1	Ite m 2	Ite m 3	Ite m 4	Ite m 5	Ite m 6	Ite m 7	Ite m 8	Ite m 9	Ite m 10	Ite m 11	Ite m 12	Ite m 13	Ite m 14	Ite m 15	Ite m 16	Ite m 17	Ite m 18	Ite m 19	Ite m 20	Ite m 21	Ite m 22	Ite m 23	Ite m 24	Ite m 25	Scor e Tot al
1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5	4	121
2	4	3	5	4	4	3	4	5	4	3	4	4	4	4	4	5	3	4	4	4	4	5	4	4	4	100
3	5	4	4	5	4	4	5	4	4	3	4	4	4	3	4	4	4	3	4	4	4	5	5	5	3	102
4	4	4	5	4	4	3	3	4	3	3	2	4	3	3	3	4	2	2	2	2	4	4	4	4	4	84
5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	78
6	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	122
7	4	3	4	4	4	4	4	4	3	4	4	3	4	3	3	4	3	4	3	4	3	5	5	4	4	94
8	3	3	3	4	4	1	3	3	3	2	4	3	2	1	3	3	1	2	1	3	1	3	3	3	1	63
9	4	4	4	5	4	4	4	3	3	4	4	4	3	4	4	4	3	3	4	3	4	3	4	4	4	94
10	4	3	4	4	4	2	3	3	4	4	4	4	3	4	4	4	2	2	3	3	4	4	4	4	3	87
11	4	3	4	4	4	4	4	5	5	3	4	4	4	3	5	5	3	4	5	4	4	4	4	4	5	102
12	4	2	3	4	4	3	3	2	2	2	4	4	3	2	4	4	2	3	3	4	3	3	4	4	4	80
13	5	5	4	5	4	4	5	5	4	3	2	5	3	2	2	5	2	2	3	4	2	3	4	5	4	92
14	5	5	5	5	5	4	4	4	4	4	4	4	5	4	5	4	4	4	5	4	4	4	4	4	5	109
15	5	4	3	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	97
16	4	4	4	3	2	2	4	5	4	3	3	5	4	3	4	4	4	3	5	4	4	4	4	5	5	96
17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	100
18	5	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	4	3	4	96
19	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	3	3	4	4	3	4	4	4	4	98
20	4	4	3	4	5	5	4	5	4	3	2	2	3	4	4	5	5	5	5	4	4	3	5	5	3	100
21	3	3	3	3	4	2	2	5	3	2	4	3	3	3	3	4	3	3	4	3	3	4	3	4	3	80
22	3	3	3	3	4	4	3	3	3	3	3	4	3	3	3	4	3	3	4	4	4	4	4	4	4	86
23	4	3	4	4	5	3	3	4	3	4	2	4	4	3	5	4	2	4	3	5	5	4	4	3	5	94
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25	4	4	4	4	5	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	5	4	106
26	5	5	5	5	4	4	4	5	4	5	4	5	5	5	5	5	4	5	5	4	5	5	3	3	5	114
27	5	5	5	5	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	120
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29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	100
30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	100
R hitung	0,6 63	0,5 86	0,6 90	0,6 09	0,4 44	0,7 45	0,7 76	0,5 75	0,7 75	0,7 59	0,4 53	0,5 59	0,9 10	0,8 38	0,6 68	0,4 63	0,7 37	0,7 85	0,8 07	0,6 50	0,7 21	0,6 48	0,5 91	0,4 93	0,6 78	

R Tabel	0,3 6																								
Description	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
Valid Amount	25																								

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,948	,948	25

Item-Total Statistics

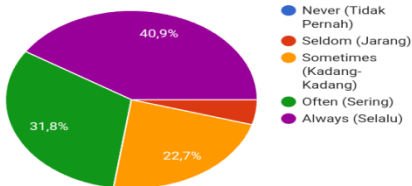
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	92,63	159,344	,635	.	,946
Item 2	93,13	158,395	,545	.	,947
Item 3	92,93	157,030	,658	.	,946
Item 4	92,77	159,702	,576	.	,947
Item 5	92,70	162,700	,403	.	,948
Item 6	93,30	152,493	,710	.	,945
Item 7	93,00	154,690	,750	.	,945
Item 8	92,77	158,392	,531	.	,947
Item 9	93,10	155,610	,751	.	,945
Item 10	93,27	154,340	,731	.	,945
Item 11	93,10	160,369	,399	.	,949
Item 12	92,87	159,499	,518	.	,947
Item 13	93,10	152,024	,899	.	,943
Item 14	93,30	150,217	,815	.	,944
Item 15	92,97	157,137	,634	.	,946
Item 16	92,70	164,424	,434	.	,948
Item 17	93,50	151,569	,699	.	,945
Item 18	93,30	151,528	,754	.	,944
Item 19	92,97	150,516	,779	.	,944
Item 20	93,00	159,517	,621	.	,946
Item 21	93,03	154,102	,687	.	,945
Item 22	92,90	158,162	,614	.	,946
Item 23	92,80	161,131	,561	.	,947
Item 24	92,77	161,702	,454	.	,948
Item 25	92,90	155,472	,640	.	,946

Result of Google Form

1. I repeat a new English words several times after watching English movies on YouTube?
(Saya mengulangi kata-kata bahasa Inggris baru beberapa kali setelah menonton film berbahasa Inggris di YouTube?)



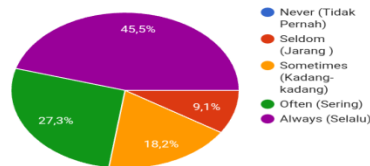
22 jawaban



2. I practice naturalistically like native English speaker after watching English movies on YouTube?
(Saya berlatih secara natural berbicara seperti penutur asli bahasa Inggris setelah menonton film Berbahasa Inggris di YouTube?)



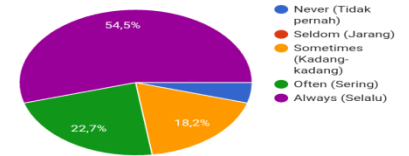
22 jawaban



3. I analyze some English words that I hear from English movies from YouTube in different ways?
(Saya menganalisis beberapa kata-kata bahasa Inggris yang saya dengar dari film Berbahasa Inggris di YouTube dengan cara yang berbeda?)



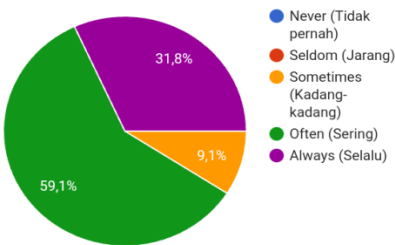
22 jawaban



4. I translate some words that I hear from English movies in YouTube?
(Saya menterjemahkan kata-kata yang saya dengar di film Berbahasa Inggris di YouTube?)



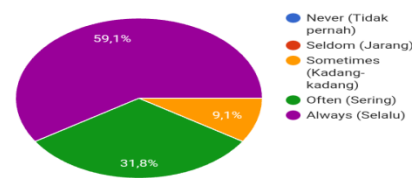
22 jawaban



5. I use English movies that I watch from YouTube as my learning independent resources outside the Classroom activity?
(Saya menggunakan film Berbahasa Inggris yang saya tonton dari YouTube sebagai pembelajaran mandiri saya di luar aktivitas kelas?)



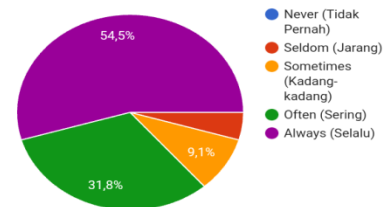
22 jawaban



6. I pay attention when watching YouTube movies from YouTube?
(Saya memperhatikan saat menonton film-film berbahasa Inggris dari YouTube?)



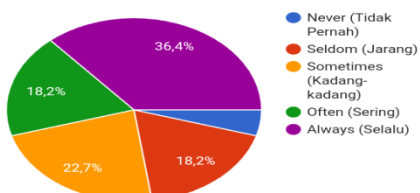
22 jawaban



7. I plan my schedule so I will have enough time to study English by using YouTube videos?
(Saya merencanakan jadwal saya sehingga saya memiliki cukup waktu untuk belajar bahasa Inggris dengan menggunakan video-video di YouTube?)



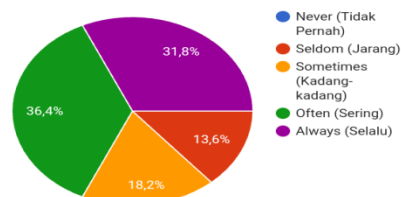
22 jawaban



8. I think about my progress in learning English through English movies from YouTube?
(Saya memikirkan kemajuan saya dalam belajar bahasa Inggris melalui film-film berbahasa Inggris dari YouTube?)



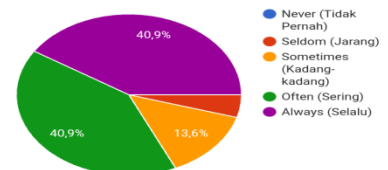
22 jawaban



9. I notice my English mistakes and use that information from YouTube videos to help me do better?
(Saya menyadari kesalahan bahasa Inggris saya dan menggunakan informasi tersebut dari video YouTube untuk membantu saya menjadi lebih baik?)

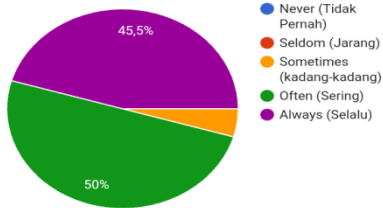


22 jawaban



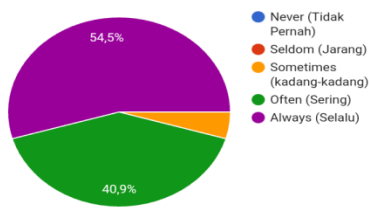
10. I focused on every conversation in movies video that I watch from YouTube?
(Saya fokus terhadap setiap percakapan di video film yang saya tonton di YouTube?)

22 jawaban



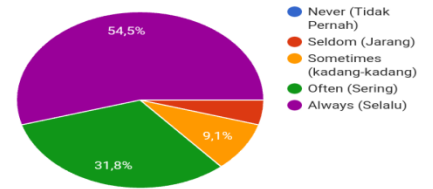
11. By learning on YouTube, I try to relax whenever I feel afraid of using English?
(Dengan belajar di YouTube, saya mencoba untuk rileks setiap kali saya merasa takut menggunakan bahasa Inggris?)

22 jawaban



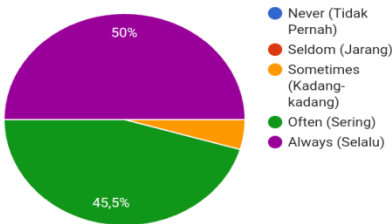
12. I do not feel bored when I use YouTube as an independent learning tool for English speaking skill?
(Saya tidak merasa bosan ketika menggunakan YouTube sebagai sarana belajar mandiri untuk keterampilan berbahasa Inggris?)

22 jawaban



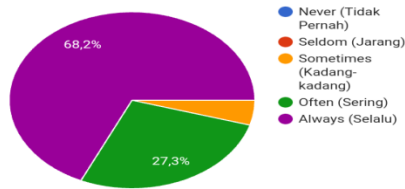
13. I feel comfortable when watching English movies video on YouTube?
(Saya merasa nyaman ketika menonton video film Berbahasa Inggris di YouTube?)

22 jawaban



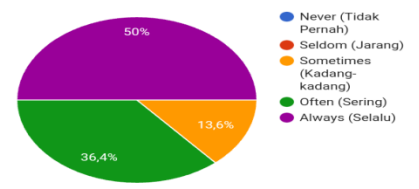
14. I enjoy every English movies video that I watch on YouTube to improve my English speaking skill?
(Saya menikmati setiap video film Berbahasa Inggris yang saya tonton di YouTube untuk meningkatkan keterampilan berbahasa Inggris saya?)

22 jawaban



15. By learning on YouTube movies video, I encourage myself to speak English even when I am afraid of making a mistake?
(Dengan belajar di YouTube, saya mendorong diri saya untuk berbicara bahasa Inggris bahkan ketika saya takut melakukan kesalahan?)

22 jawaban



RESULT of PLAGIARISM

EFL STUDENTS' PERCEPTION ON YOUTUBE AS AN INDEPENDENT LEARNING STRATEGY FOR ENGLISH SPEAKING SKILL AT IAIN CURUP

ORIGINALITY REPORT

19%
SIMILARITY INDEX

19%
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9%
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BIOGRAPHY



Rio Satrio was Born in Betung Barat, Pali Regancy, South Sumatera in January 14th 2000. He is the first son of Mr. Samsudin and Mrs. Melly Yanti. He has two brothers and one sister. He finished his elementary school at SDN 3 Betung Abab, Pali. Then, he continued his study to Junior High School at SMPN 1 Betung Abab, Pali.

During 2015-2018 he studied at SMKN 1 Penukal, Pali. Then, he continued his study at IAIN Curup in English Tadris Study Program. He graduated his study on 2023.