

CHAPTER I

INTRODUCTION

This chapter discusses the introduction and background of the problem, which explains the gratitude of conducting the study. It consists of the background of the problems, identification of the problem, scope and limitation of the problem, formulation of the problem, the purpose of the research, significance of the research, and definitions of the key terms. The researcher will discuss all of the contents that have been explained above.

1. Background of the Research

The teaching-learning process can be understood as an interaction between students and teachers in order to a goal. It can be understood that the occurrence of learning behavior in the student and teaching behaviour in the teacher does not take place from one direction but occurs mutually, where both sides play a role and act actively within a framework and by using a way and framework of thinking that is consistently understandable and agreed upon jointly. This interaction improves students' ability to learn languages, such as recent exchanges for students, by enabling them to express their opinions or ideas. Teachers have to be creative and manage the classroom with exciting techniques. According to (Brown, 2007, p. 7), Teaching is displaying or supporting a student in learning how to do something, providing rules for studying a topic, delivering language, and causing someone to know or comprehend something. For students to focus on the learning process, teachers must find ways to make them feel at ease and

interested in studying the material, particularly English. One of the creative techniques of learning is by using media.

Teaching media is a medium that brings the instructional purpose of messages or information of learning based on Arsyad (2009:4). Media is a tool that can be in the form of anything that can be used as a messenger to achieve learning goals. Learning media is one of the necessary components of the learning process. Nurul (2019) states that media and learning strategies play a significant role in influencing teaching-learning activities. For instance, the learning media we choose to satisfy their needs and complement their unique qualities will depend on how teachers deliver learning materials to students and the methods selected. The message or material conveyed through the media is the core of the curriculum and textbooks. Media use is essential for involving students in learning and promoting more active learning. Students' interest in courses that require them to use their imagination and their attention to the subject will be impacted by the teacher's lack of originality in communicating the material.

In supporting the teaching and learning English as a foreign language, media helps the teacher in the teaching and learning process. If the teachers are adept at using media successfully, it might occur. It means that besides being able to operate the media and update the information about it, teachers should increase their ability to use it and update the information as much as possible. Teachers must also be proficient in media development. Media should give students interesting experiences or something new. There are a lot of media that teachers can use in in teaching and learning English. YouTube has a potential platform to

support innovation in the learning process. YouTube is one of the popular video-sharing websites where people can upload, view and share the video (Buzzetto-More, 2015). YouTube can increase interest and support learning. In addition, Zaidi et al. (2018) argue that applying YouTube videos to learn English is an innovation, and how it can be used for effective language learning in the classroom is relatively unclear.

Furthermore, using YouTube-based Learning and developing student insights can improve learning outcomes, which is significant for educational quality. Jailainai (2022) mentions that using YouTube positively impacts students' motivation in the learning process. Alwehaibi (2015) conducted a study showing the positive impact of YouTube on enhancing students' learning. YouTube is a helpful tool for teaching English to EFL students. The usage of YouTube can improve the learning process, and no students responded negatively to the use of YouTube in EFL classrooms. The enjoyable and entertaining atmosphere created by using YouTube motivated the students to learn.

In addition, YouTube has a lot of learning videos and may be used to upload learning videos created by students. Based on the curriculum, the teacher can also select a suitable video. The video that is shown to the pupils is understandable to the teacher. One of the significant advantages of video content is that students may listen to, see, and engage with expressions. Many visual clues, such as gestures, help children perceive more profound sentiments and go beyond what they hear.

Based on preliminary studies conducted by researchers on 6 December 2022. It was found that students used a variety of applications in learning English. They are YouTube, Instagram, Google, TikTok, Facebook, Google translate, Google Lens, OmeTv, U-Dictionary, and Twitter. The result of preliminary studies shows that the highest percentage, 40% of students, use Youtube in learning and the lowest percentage, 3,3% of students, choose Twitter. It means that YouTube is one of the most popular media students use to help them learn English. In addition, it was based on an interview conducted by one of the English teachers at SMAN 2 Rambah Hilir, who uses YouTube media to help him deliver lessons. He uses YouTube in every competency that he will teach materials that use YouTube media, such as; Personal Letters, Cause and Effect, Explanation Text, and Song Analyzing.

To find out whether the media is efficient, the teacher must know the opinion of the student because the student is here as the object of the learning process. They know what they feel during the class, and they know whether the media helps them in obtaining material or not. In other words, a teacher, as an ordinary human, also needs correction from others, including his pupils. Knowing their perceptions is the same as knowing whether they are satisfied. Then, teachers can consider why they are dissatisfied and solve the problem.

Perception is an active process that influences the stimulus that affects them and the individual with his experiences, motives, and appropriate attitudes in response to stimuli. According to Walgito(2004), People in their relationship with the outside world always make observations to understand the motivation they

get, and the sensory organs are used as a bond between the individual and the outside. Perception, in a general sense, is a person's view of something that will make a response to how a person will act. In addition, student perceptions can be useful for future teacher improvement because it can evaluate teacher teaching in the classroom by analyzing student perceptions. Student perceptions are also a tool to measure successful teaching and learning processes in the classroom. It is evident that when students are well-understood, they will perform well to achieve the teacher's goals in the classroom.

Based on the explanation above, the researcher interes to explore students' perceptions of utilizing YouTube as a medium for English learning. Little research has been into senior high school students' perspectives on YouTube for studying English. As a result, this study aims to give useful information regarding how YouTube is used as a learning medium. Based on the description above, the researcher investigated the usage of YouTube for learning English at SMAN 2 Rambah Hilir titled "Student's Perception of Using YouTube in Learning English at Grade XI MIA SMAN 2 Rambah Hilir."

2. Limitations of the Research

Teachers need media to support and help teachers create a more effective classroom learning environment in teaching and learning. There are a lot of media that teachers can use in in teaching and learning English. Therefore, this research only focuses on the use of YouTube in learning English, and this research is

limited to investigate the student's Perception of using YouTube in learning English at Grade XI MIA SMAN 2 Rambah Hilir.

3. Formulation of the Research

This research is formulated as in the following question: How are students' perceptions of using YouTube in learning English at Grade XI MIA 1 SMAN 2 Rambah Hilir?

4. Purpose of the Research

This research aims to get information about students' Perception of using YouTube in learning English at Grade XI MIA SMAN 2 Rambah Hilir.

5. Significance of the Research

There are two significances of the research: theoretical significance and practical significance. The explanation is as follows:

1. Theoretically

The findings of this study are expected to contribute to the teaching and learning processes in the classroom, particularly for senior high school students. Learning through media, particularly YouTube. These findings can be used to develop future researcher on the student's Perception of using YouTube media in English Learning.

2. Practically

The outcome of this study is expected to benefit the teacher, students, and future researchers. This research will serve as a resource for teachers looking to innovate in the English classroom. For students, hope this research helps learners find enjoyment in learning to avoid boredom and can increase the student's motivation to learn English. This study can be used as a reference, providing additional information to subsequent researchers conducting similar research.

6. Definition of Key Term

To make this study easier to understand and to avoid misunderstanding, the researcher defined the term used in this study as follows:

1. Perception

Perception is human thinking about certain phenomena started from the sense of organs by using our five senses, whether through sight, hearing, sensing, feeling, or smelling. This process is related to the human brain's acceptance of messages or information stated by Walgito (2004). Therefore, it may be stated that Perception interprets stimuli based on how they relate to past perceptual sets, which may have been formed by experience, exposure, or any other interaction. Perception in this research can be defined as the students' acceptance and comprehension of the use of YouTube by the teacher in teaching and learning English.

2. YouTube

YouTube is a late-2005 Internet platform that enables registered users to upload video clips for viewing by the general population (Benson, 2015). YouTube is a video service that offers a wide range of information in the form of 'moving images' and is reliable. YouTube is an intriguing medium for piquing kids' interest in studying. According to (Qomariyah et al., 2021) YouTube, material might be educational, entertaining, political, historical, medical, or personal. In this research, YouTube is related to the video that teachers use as media to support teaching and learning English.

3. Language Learning

Definition of language learning based on David Leedom (2014) "Language learning is the teaching about a language (its use, its speaker, its structure), with the hope that the student will learn enough actually to be able to speak the target language." Language learning is the process of learning any language after the first language, where the learning is not done in a natural context but in a classroom or particular situations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related literature is needed after the research problem has been identified. The researcher can relate the theory to the problem under investigation by reviewing the related literature. This chapter discusses the theoretical literature of research. They are the Perception, the definition of Perception, the process of Perception, types of Perception, and a component of Perception, and also YouTube, the definition of YouTube, and a review of related findings.

2.1. Perception

2.1.1 Definition of Perception

Perception from the Latin perceptio, percipio is the organization, identification, and interpretation of sensory information to represent and understand the environment. Perception is the ability to see, hear, or realize things through the senses, the way something is noticed, understood, or interpreted (Oxford Dictionary, 2007). Perception is the process humans think about a certain phenomenon, as stated by Walgito (2004). Perception is started from the sense of organs. This process relates to the human brain's acceptance of messages or information. In this process, a person interacts with their environment using the five senses.

In other words, Perception is how you notice things, especially by feeling. Perception deals with the human senses that generate signals from the

environment through sight (eyes), hearing (ears), touch (other parts of the body), smell (nose), and taste. (tongue). Human Perception and reason involve the organization of acquired data or information. Furthermore, according to (Robbins & Judge, 2013, p. 166), the act of organizing and interpreting sensory impressions in order to offer context to one's surroundings is known as perception. Perception is therefore an interpretation process in which data is gathered and acquired by human senses before being processed by the brain to derive meaning.

Perception is the process of accepting and comprehending any information about the event from the world surrounding us. Based on the explanation of (Rogers, 2017), There are two ways to interpret the term perception. The first definition of Perception deals with how you take in the sights, sounds, tastes, and smells of the world around you. Humans are capable of describing their subjective experiences as observers. People can learn from energy patterns while the second observation interpretation is processed.

According to Slameto (2003:12), Perception is the process through receiving related messages or information in the human brain, signals or information. Perception that constantly interacts with the world. According to Angell (2015:122), Perception is the awareness of physical objects present to the senses. Consequently, Perception can be defined as receiving stimuli through the senses, followed by attention or awareness that allows one to decide, interpret, and appreciate what is observed, how one sees, observes, or

determines something. Wang (2007, pp. 1–2) says that Perception is a cognitive process in the subconscious brain that detects, connects, interprets, and searches for internal information, forming opinions and ideas about perceived truths.

Based on the explanation above, the researcher concludes that Perception is a process where humans can make the process of observing something complex in responding to something and comprehending any information about the event from the world surrounding us by using our own five senses, whether through sight, hearing, sensing, feeling, or smelling. So we are able to know, understand and also realize something.

2.1.2 Type of Perception

There are types of Perception in classifying the students' perceptions according to Irwanto (2002). The outcomes of the perception can be split into two categories once the person interacts with the perceived thing. That is, both negative and positive perceptions, which are each described in the next sentence;

1. Positive perception

The presence of individual knowledge and the existence of individual experiences of observed things are the reasons of the creation of a person's positive impression due to satisfaction.

2. Negative Perception

On the other hand, are individual perceptions of certain items or information that are unfavorable in nature, contrary to what is expected from the experienced object or established laws. The formation of a negative impression can be caused by individual unhappiness with the thing being viewed, the presence of individual ignorance, and the absence of individual experience with the object being observed, and vice versa.

2.1.3 The Processes of Perception

There are three processes of Perception, according to Qiong (2017). They are selection, organization, and interpretation.

1. Selection

Selection refers to a set of procedures for choosing information stimuli and turning them into memorable experiences. In other words, selection means selecting information properly to avoid information interference and discarding information that does not match. The information obtained certainly needs to be re-filtered so there are no problems at the end of the conclusion. Therefore, any incoming information must go through a selection process.

2. Organization

Organization refers to the grouping of information after the selection process. The organizing stage will place objects or people into categories in

this step. Color, texture, form, size, and other factors impact each other in these areas. When asked what the earth is, for example, some individuals may describe it in terms of shape, color, and so on.

3. Interpretation

Interpretation is attaching meaning to a selected stimulus after being categorized into a structured and stable pattern. In the interpretation stage, there will certainly be differences of opinion in giving meaning, and different people can provide different interpretations even though the stimulus is the same. For example, throwing a smile at people you meet on the street is common in Indonesia and interpreted as a friendly act. The difference in interpretation is due to cultural differences between one country and another, so things commonly done in Indonesia are not necessarily common in other countries.

2.1.4 Factors Influencing Perception

Individuals can realize, can hold perceptions, several conditions must be met realize, can hold perceptions, several conditions need to be met stated by walgito (2004).

1. Perceived Object

For perception to occur, there must be a physical object or stimulus present in the environment. This object generates sensory stimuli that interact with the sensory organs (receptors) of an individual. These stimuli can

originate from external sources directly impacting the receptors or from internal sources affecting the first sensory nerve.

2. Sense organs or receptors, which are tools for receiving stimuli.

Sense Organs or Receptors: Sense organs, or receptors, are specialized tools in the body that receive the sensory stimuli generated by the perceived object. These receptors vary depending on the sense involved – such as the eyes for vision, ears for hearing, skin for touch, nose for smell, and tongue for taste. The sensory nerves serve as a conduit for transmitting the received stimuli from the receptors to the central nervous system, primarily the brain, which processes and interprets the stimuli.

2. Realization or perceive something

To perceive and understand the sensory information received, attention is crucial. Attention involves focusing one's awareness on the sensory input and processing it. It's the initial step that prepares the individual for the perception process. This attention allows the brain to organize and integrate the sensory information into a coherent perception.

2.1.5 Indicators of Perception

There are three kinds of perception indicators, namely acceptance, understanding, and evaluation stated by Walgito (2004), namely as follows:

1. Acceptance

Acceptance or absorption of external stimuli or things. Such inputs or things are absorbed or accepted by the sensory panels, which include vision, hearing, perception, smell, and feeling. The absorption or receipt of such sensory devices will result in the formation of a picture, a reaction, or an impression inside the brain. Depending on the item of perception seen, these pictures might be single or square. Images or impressions, both old and fresh, are stored inside the brain. The image depends on the obvious absence of stimulus, the normality of the senses, and the time that has been recently or long ago.

2. Understanding

Understanding involves the process of selecting and organizing information. On the basis of the person's previous memories, understanding is also developed. Understanding refers to the results of analysis that are subjective or unique to each individual. Understanding in education can be defined as how a student builds a meaning or personal representation of what is being experienced. Understanding is a tool that helps people assimilate new information and the continuous perfection of their worldview through observing connections. Understanding can be simply defined as knowledge about something.

3. Evaluation

Individual judgment occurs once understanding is acquired. Individuals compare newly acquired knowledge to criteria or standards that they have

in a subject. Individual returns differ despite the fact that the objects are the same. Perception is unique to each individual.

An external signal captured by the senses and then appraised by the person is referred to as evaluation. The assessment is highly subjective. Everyone's perspective on the environment will differ. One individual perceives a stimulus as difficult and dull, whereas another perceives the identical stimulus as pleasant and delightful.

2.2 YouTube

2.2.1 Definition of YouTube

A video-based internet service called YouTube shares news from all across the world. Stories with music and graphics are featured on YouTube as a form of entertainment that motivates viewers to work more. According to Duffy (2007), YouTube is a well-known video-sharing website where users may produce, watch, and share video clips. YouTube has become a hugely popular new sort of Web 2.0 media. According to a recent Wired story, YouTube receives 65,000 submissions and 100 million video views every day on average. YouTube is the world's largest and most popular online video platform, particularly on the Internet. YouTube is a late-2005 Internet platform that enables registered users to upload video clips for viewing by the general population (Benson, 2015). It is intended that by including YouTube as an alternative learning resource, students can strengthen their collaborative abilities and integrate technology into

educational programs. YouTube may also encourage active learning and supply knowledge beyond what is anticipated. According to YouTube, educational, entertaining, political, historical, medical, and personal films can be found (Qomariyah et al., 2021). In order to create interesting, entertaining, and dynamic learning environments, YouTube has the potential to be used as a tool for English learning. Through online and offline presentations, YouTube video learning may be utilized as interactive learning in the classroom or for students independently. As long as the computer or presentation medium is connected to the Internet, YouTube may be utilized anytime without space or time limitations.

YouTube videos offer teachers basic knowledge, providing an alternative to packaged media stated by Smaldino, Russell, Heinich, and Molenda (2005) . Pre-packed media can take the place of the teacher. 1) Mental faculties. Both dramatic reenactments of historical occurrences and real recordings of more current incidents are available for students to view. The use of music, color, and motion brings characters to life. 2) Performances. Videos effectively explain motor skill demonstrations, allowing teachers to demonstrate step-by-step processes in real-time for quick overviews or specifics. 3. Online excursions. Videos can transport students to places they might not be able to visit. Teachers can send their students to the New Guinea jungle or the Amazon rainforest to watch animal behavior in the field. Teachers and students may visit those locations, as well as many more, via video. 4) Documentary making.

Video is the ultimate medium to document and bring real events into the classroom. 5) Making drama. The video can retain students as the human drama unfolds before their eyes. 6) Basic Definition of Discussion. Diverse students may develop an understanding of shared experiences as a stimulus for debate by watching videos together.

2.2.2 YouTube Video as Learning Media for English Teaching

Videos are now so pervasive that even mobile devices may view them. Teaching is more interesting thanks to the availability of instructional technologies and user-produced YouTube videos. Additionally, the students can access these films whenever and wherever it is most convenient for them. Additionally, YouTube engages students, clarifies theoretical material, and stimulates creative teaching techniques. Taiwanese EFL students also use YouTube as supplemental material. Kelsen (2009) According to a study of 69 high school students, using YouTube to learn English was rated favorably by 14 of them as being entertaining, relevant, and helpful. The outcomes demonstrated a considerable influence of YouTube tutorial approach on how students viewed their learning.(Fralinger & Owens, 2009). YouTube videos brought about positive effects on teaching and learning.

YouTube videos significantly affect students' perceptions and thoughts. The concentration, interest, and focus of children may all improve. Additionally, YouTube videos help students develop more positive attitudes

about the topic they are studying as well as relationships with their teachers. They also help students understand and remember information better, inspire creativity, and learn things in a deeper way. Additionally, it might encourage and uplift pupils, offer captivating visuals, and make studying pleasurable (Berk, 2009, p. 2). If students learn by using videos that can attract their attention, then the information they get will easily enter their memory.

Furthermore, Styati (2016) mentions that Using YouTube increased students' interest in studying English. The researcher discovered that YouTube was authentic material for teaching the four competencies of English mastering in that study. YouTube is a video platform that gives users important freedoms in expressing themselves and sharing information. Furthermore, YouTube is a free media platform allowing its users, including learners and teachers worldwide, to watch and publish videos.

YouTube videos are often used to teach English. Using YouTube videos during the English teaching-learning process is essential for improving students' understanding of English lessons. With the existence of YouTube videos, of course students will comprehend the English learning topic more quickly if they utilize YouTube videos as their learning medium. Teachers that use YouTube videos as a learning medium will better understand their students' English learning comprehension. Furthermore, studying using YouTube videos may be enjoyable and exciting for teachers and students who wish to branch out from traditional English textbooks.

Teaching will be engaging since videos give a unique audiovisual learning experience that allows students to hear the language quickly.

2.3 Review of Related Findings

In conducting this study, the researchers took some additional references from previous studies related to this study. There are several previous studies conducted by several researchers. The first related study was done Permana's (2020) study examined EFL students' perceptions of using YouTube videos for Speaking Skills from semester 3, 5, and 7 students, revealing that they favorably evaluate YouTube videos for improving their speaking abilities. This suggests that YouTube videos can be an effective medium for learning English speaking, especially for those without a partner or environment.

This research has the same idea as this research, where both focus on students' perceptions of using YouTube. But there are some differences between the research above and this research. The difference between these two research is from the chosen subject and the topic's limitation. The research conducted by Pratma was about the Perception of EFL students on the use of YouTube for speaking skills. In comparison, this research is about the student's interest and perceptions of using YouTube in learning English. Another difference between these two research is the subject of research. This research only analyzes the students' Perception of SMAN 2 Rambah Hilir. The research conducted by Peramana chose 3,5,7 semester students of IAIN Palangka Raya as the research subjects.

The second related study was done by Harlinda (2019). In the English Education Study Program at IAIN Palangka Raya, the purpose of this study is to ascertain how students perceive utilizing YouTube as a medium for studying English as a foreign language. A quantitative study was undertaken with 120 students (generations 2016–2018) who were utilizing YouTube to learn English as a second language. In accordance with Harlinda's research, the majority of students enrolled in the English Education Study Program were able to learn English as a foreign language on their own and had the freedom to choose and manage their own learning. This suggests that using YouTube as a platform for learning English as a foreign language assisted independent learners in improving their language component and abilities.

The similarities are in our related studies. This research has the same idea as this research, where both focus on students' perceptions of teaching and learning and the factors that affect those perceptions. The difference between these two research is in the subjects and technique of data collection. This research uses a qualitative approach to analyze the data, and also the data collection is not only through a questionnaire but also interviews, while the study conducted by Harlinda used the quantitative method.

The third related study was done by Sunisah (2019). In this study, eleventh-grade students at SMKS Tunas Harapan Rimbo Bujang will be asked about their experiences using YouTube videos to learn English. Data for the study were gathered using a questionnaire as the data collection tool. There are 21 closed-ended questions on the survey. Students from SMKS Tunas Harapan

Rimbo Bujang's eleventh grade made up the study's participants. As the research samples, 33 students from SMKS Tunas Harapan Rimbo Bujang were given a questionnaire. According to the findings of the observation, grade 11 students at SMKS Tunas Harapan Rimbo Bujang felt that using YouTube movies to learn English had a high category, significantly having a tremendous impact on motivating students as well as accommodating hobbies, which is appropriate.

The research above has the same topic as this research. Both focused on students' Perception of using YouTube videos in learning English. This research uses science students as the subject of research. However, the research conducted by Sunisah used students from vocational high schools. The research will be conducted on science students to examine further whether the ability of science students is the same as that of vocational high school students.

The fourth related study was done by Elyas & Kabooaha (2015). The study examined the impact of YouTube video clips on Saudi EFL students' vocabulary development and identification. Pre-tests and post-tests, as well as a questionnaire for students, were administered in order to collect the required data. Results showed that exposure to YouTube clips significantly improved vocabulary learning, and students had favorable sentiments about using these videos for vocabulary acquisition. So choosing the right video material can improve students' language learning process and their motivation to learn English.

Similar to this study, using YouTube videos to study English as a foreign language was one of his research topics. In addition, various periodicals provided

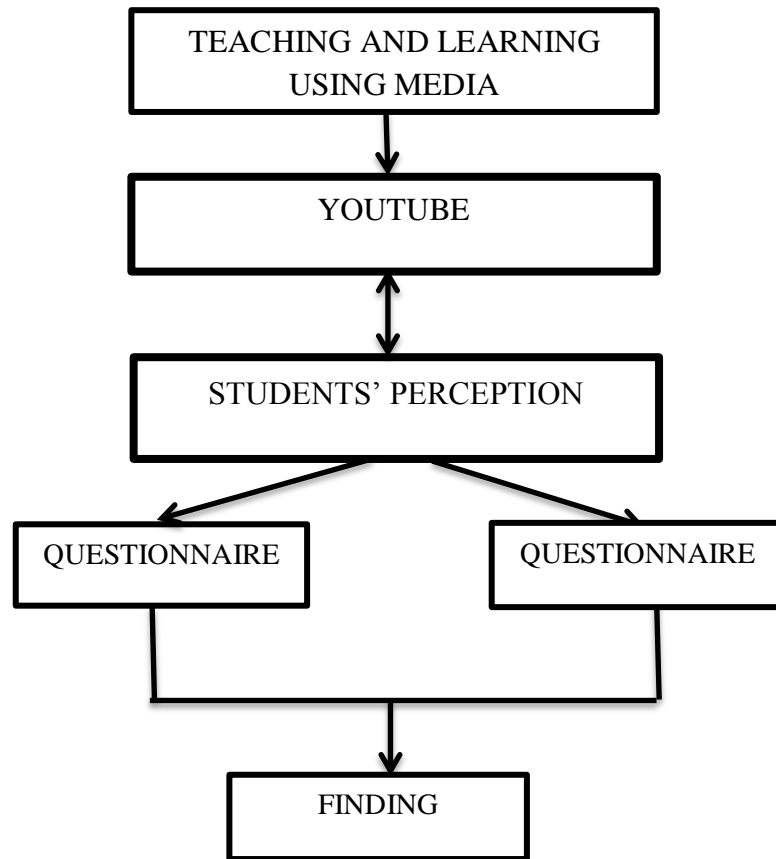
the review of the library that was used. In their study, Raniah Kabooaha and Tariq Elyas used experimental techniques to more specifically examine the effects of incorporating YouTube video clips into reading exercises on students' ability to comprehend and recognize new words. The study explores how EFL teachers can motivate students to learn English through YouTube videos, focusing on student usage and perceived value in both classroom and outside settings.

The fifth related study was done by Berk (2009). The use of YouTube has had a positive impact on students' motivation. As Berk (2009) stated, video can significantly influence their brains and talents. Furthermore, it was advocated that the use of video clips be included in introducing mixed media to promote learning in higher education. This involves employing recordings to capture student attention, boost student focus, develop an interface in the lesson, progress the state of mind towards substance, harness the creative energy of the student, and make learning fun and meaningful. This study looks at students' perspectives on using YouTube for English learning. Other research aims to draw students' attention, increase their focus, pique their interest in classes, improve their attitude toward content, pique their imagination, and make learning pleasurable and meaningful

2.4 Conceptual Framework

The conceptual framework underlying this research is illustrated in the following diagram.

Figure 2.1 The Conceptual Framework



The study focuses on analyzing how YouTube is used to teach English. According to the concept, using YouTube in the teaching and learning process will lead to both good and negative student impressions of the English language learning process. Teachers utilize YouTube as a teaching tool to help the teacher in deliver material in the learning process in English classes based on the conceptual framework. It's important to employ a range of media in order to facilitate learning for students and improve teaching methods. In this study, the researchers will distribute a questionnaire and have interviews with students. After summarizing the data collected, the researchers will examine how students regard the usage of YouTube in English learning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a description of the research methods. It contains several parts. They are research design, the subject of the research, the research instrument, the technique of collecting data, and the technique of data analysis. The researcher gets the theory from several books and other relevant sources.

3.1 Research Design

This research used descriptive research with qualitative research. Qualitative research is used to investigate and interpret social and human behavior. It is experienced by research participants in specific social situations (Ary, 2010). Qualitative research is used to investigate questions by verbally describing how the participants perceive and interpret various aspects of the surrounding.

Qualitative research also focuses on understanding phenomena by emphasizing the perspective of the subject. As a result, this study presents a thorough and extensive understanding of how YouTube is used as a tool for English language learning. Then, experiences, thoughts, perceptions, and behaviors can be extensively studied and comprehended thanks to descriptive qualitative approaches. Since the purpose of this study is to examine, a descriptive qualitative design was chosen the students' Perception of the use of YouTube as media for learning English at SMAN 2 Rambah Hilir in-depth and detailed understanding.

3.1 The Subject of the Research

The research was conducted on the eleven science one class students in SMAN 2 Rambah Hilir, with a total number is 34 students (11 male and 23 female). The researcher chooses the eleventh-grade students of major science based on consideration. Based on preliminary research, class XI MIA is the most cooperative class. The teacher recommended XI MIA 1 regarding Class XI MIA 1 uses as the research subject because the class is recognized as active in teaching and learning activities.

3.2 Research Instrument

The instrument used in this study is questionnaires and interviews to gather research data so that data can be easily processed and produce good quality research on student perceptions of the use of YouTube in learning English.

1. Questionnaire

A questionnaire is a research tool consisting of a series of structured questions designed to gather specific information from individuals or respondents. It's commonly used in various fields such as social sciences, psychology, market research, and more. Questionnaires aim to collect standardized data that can be analyzed statistically to gain insights into a particular topic, issue, or research question according to Satya (2012). Questionnaires are an easy, fast, and efficient instrument for collecting data from some individuals. A questionnaire is one of the important instruments that can be managed properly because it becomes the backbone of every survey.

A questionnaire has several types: close-end, open-end, matrix, scale, and ranking (Acharya, 2010). This study used a closed-end questionnaire as the instrument. The researcher chosen closed end as the instrument because the respondents could answer the questions more easily and quickly to reply to. Respondents did not need to think too hard about their answers. The closed-end questionnaire is a list of questions for which the researcher has provided alternative answers so that respondents can choose one of them.

The majority of the sample's replies to the questions and statements in the survey will be shown as ratings on a Likert scale, which is the most typical question type for evaluating responses on usability. Strongly agree (SA), Agree (A), Disagree (D), and Strongly disagree (SD) were the four possible responses on the Likert scales used in this study. Mulyatiningsih (2011) suggested using four scales of answers without using a neutral answer in order for respondents answered had been more assertive. Each item in the questionnaire was developed to achieve the research objectives.

Table 3.3.1 Range Score of Statement

Alternative Answers	Score	
	Positive (+)	Negative (-)
Strongly Agree (SA)	4	1
Agree (A)	3	2
Disagree (D)	2	3
Strongly Disagree (SD)	1	4

The researcher distributed the questionnaire directly to the eleven science one class of SMAN 2 Rambah Hilir, and their responded guarantee confidentiality. The questionnaire of this study was a closed-end question. The researcher used closed-ended because this is often considered effective. The respondents can put a checkmark in the column provided by the researcher. In this study, the questionnaire consisted of 15 closed-ended questions that focus on the students' perceptions of using YouTube as media for learning English. The researcher prepared questions by using Indonesian to make it easier for the students to understand the questions.

Table 3.3.2 The Indicators of the Students' Perception

Variable	Indicator	No. item	P+	P-
Students' Perception of using YouTube in learning English at XI MIA SMAN 2 Rambah Hilir	Acceptance	1-8	1,2,4,5,7	3,6,8
	Understanding	9-17	9, 11,12, 13, 15, 16	10, 14, 17
	Evaluation	18-25	18, 20,21, 22, 24	19,23,25

1. Interview

This research used interviews as a data collection method in research was a valuable approach for obtaining in-depth and qualitative information directly from

respondents. Interviews involve direct interaction between the researcher and the participants, allowing for a deeper exploration of the topic under investigation to share information and ideas through questions and replies in order to develop meaning on a certain issue stated by (Sugiyono, 2013, p. 137).

"Interview is asking questions from the research and getting answers from participants in a study," according to Creswell (2014). There are three different sorts of interviews: semi-structured, unstructured, and structured. A semi-structured interview was used by the researcher in this study. This study uses a semi-structured interview according to Wahyuni (2014: 54), "semi-structure interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says." This meant that the interviewer is given the freedom to develop questions from the respondents' answers or can be said to be flexible to ask new questions as the interview progresses, where the interviewer has to change the topic of the related questions. The interview consisted of 7 questions to get an in-depth explanation and overview of the use of YouTube in English language learning.

3.3 The Technique of Collecting Data

1. Data Collection Procedures for Questionnaire

The researcher gave a questionnaire for the sample that consisted of 25 closed-ended questions. The researcher provides 15 minutes for the students to answer the questions. It was done for 34 students in the XI MIA1 class at the same time.

2. Data Collection Procedures for Interview

The researcher conducted interviews with the subjects who previously select. The interview questions were prepared by the researcher and consisted of 7 questions. The interview was conducted face-to-face.

3.4 The Technique of Data Analysis

The researcher in this study used two ways to collect data. The first is the questionnaire data collection technique. After collecting all of the questionnaire answers, the researcher utilized a simple percentage calculation to determine the students' Perception regarding the usage of YouTube in Learning English. In this situation, the researcher collected just quantitative data, which is then translated into qualitative data to draw conclusions. The researcher utilized a Likert scale to classify interval frequencies while assessing the data. The rating table for the interpretation of students' Perception is provided below.

Table 3.5.1 Category of Measurement of Students' Perceptions

No	Score	Categorized
1	81 %– 100 %	Strongly Agree
2	61%– 80 %	Agree
3	41 %– 60%	Uncertain
4	21 %– 40%	Disagree
5	0 %– 20 %	Strongly Disagree

(Riduwan, 2017, p. 23)

The second technique for analyzing data is an interview. The data analysis technique used, in this case, an interactive model of analysis. Miles and Huberman give a concept of analyzing the data. Some components build up a model for analyzing the data:

1. Data reduction

Data reduction, according to Miles and Huberman, is the process of selecting, focusing, and modifying data. In this study, the researcher classified and selected characteristics for data reduction while analyzing user impressions of YouTube used by instructors to learn English.

2. Data display

The second stage of the qualitative data analysis paradigm developed by Miles and Huberman is data presentation. This stage offers a well-organized collection of facts that makes it possible to draw conclusions. At this point, researchers provide a description of the data structured to make judgments and take action.

3. Conclusion Drawing

At this point, the researcher deduced significance from the data on display. The researcher arrived at findings and validated them by seeking for signals of significance from the study object. The researcher derives conclusions from previously concluded data and compares them to notes and observations made by the researcher during the investigation at this stage.