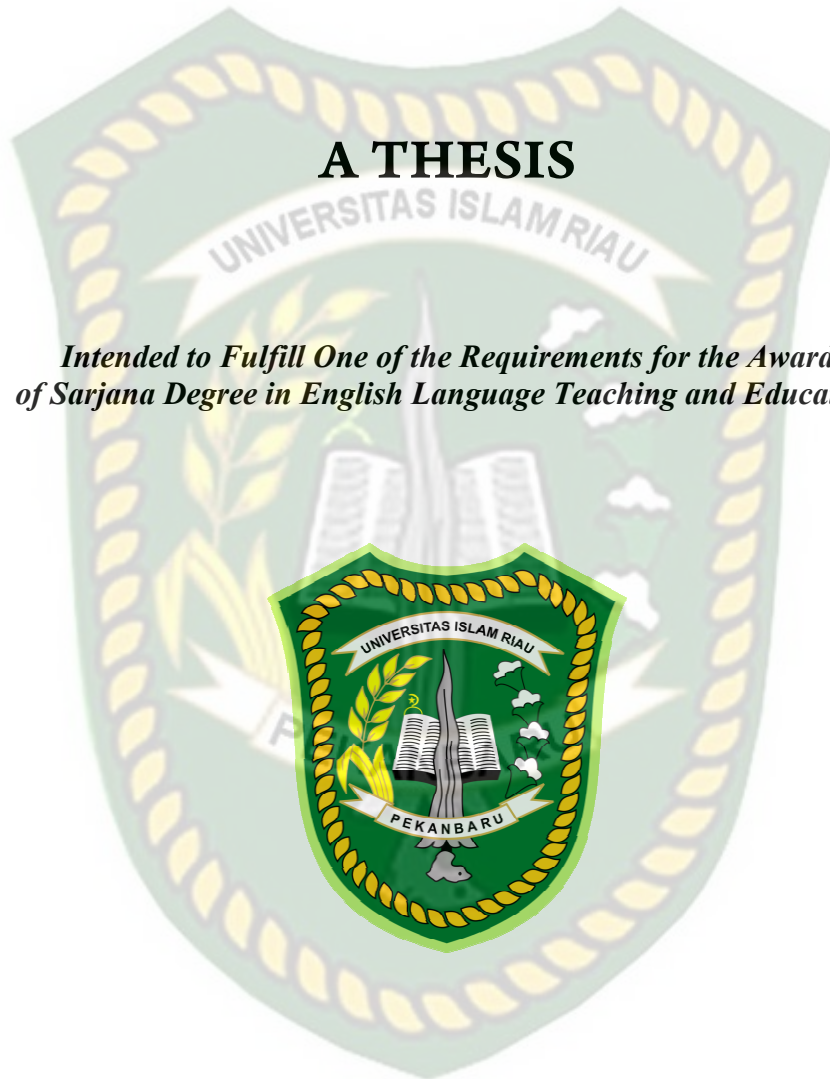


**STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA
FOR ENGLISH LEARNING OF THE FOURTH SEMESTER
AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
OF FKIP-UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award
of Sarjana Degree in English Language Teaching and Education*



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PEKANBARU
2021**

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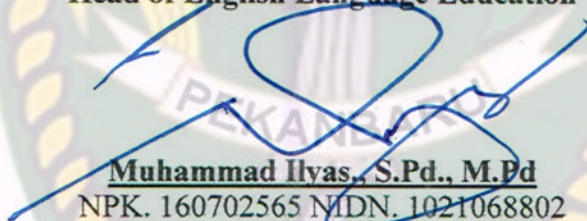
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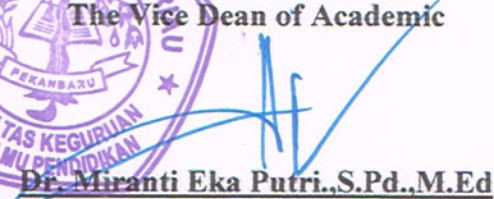


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STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR
ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH
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ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH
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1	29/09/2020	Discussed About the Tittle	
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3	11/01/2021	Revision Chapter I,II,III	
4	29/01/2021	Approved to Join Seminar Proposal	
5	07/04/2021	Revision After Seminar Proposal	
6	23/04/2021	Take the Data	
7	01/07/2021	Thesis Consultation Chapter IV & V	
8	02/07/2021	Approved to Join Thesis Examination	
9	23/08/2021	Join the Thesis Examination	

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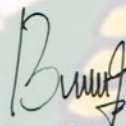
DECLARATION

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I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data and its content.

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DECLARATION

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Study Program : English Language Education
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I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

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The Researcher,

Drisya Camelia Balqis

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Alhamdulillah rabbil ‘alamin, all praises to Allah SWT who has given mercy, health and always makes things easier for me so that I can complete this thesis entitled “Students’ Perception in Using YouTube Media for English learning of the Fourth Semester at English Language Education Study Program of FKIP-UIR”. Shalawat and greetings are also delivered to our prophet Muhammad SAW who has brought us from the darkness into brightness.

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education study program faculty of teacher training and education of Islamic University of Riau. Therefore, this thesis would not have been completed by itself without the great advice, guidance, support, help, and the motivation of the closest people who always had my back. Also, I would like to express my deep gratitude’s towards all those who have encouraged and always care of me during writing this thesis. I would like to express deep gratitude to the following individuals namely:

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Finally, the researcher hopes this thesis will be useful for the readers and future researchers, and also this thesis is still far from being perfect. Therefore, the criticism, advices, and suggestions are welcome. And may this thesis can be useful for the development of education.

Pekanbaru, July 2nd 2021
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ABSTRACT

Drisy Camelia Balqis, (2021): Students' Perception in Using YouTube Media for English Learning of the Fourth Semester at English Language Education Study Program of FKIP UIR.

Keyword: Perception, YouTube, and Learning Media

The progress and development of internet technology has made students becoming more interested in using YouTube media to gain knowledge, especially about learning English. In addition, most students are less interested in learning English, especially in class. This is due to the learning material that tends to be relatively boring for the students. So that students feel that using YouTube will be able to improve their English skills. The researcher aims to find out what are the students perceptions in using this YouTube media for learning English.

The general purpose of this study was to determine students' perceptions in using YouTube media for learning English in the fourth semester in the English education study program of FKIP UIR. The research design of this research is quantitative research. Researcher analyzed the data in the form of percentage analysis. Then, the analysis of this study was based on the data obtained from the questionnaire.

The results showed that most of the students had a positive attitude towards learning English by using the YouTube media, where most of the 57.14% students agreed that the use of YouTube media can increase absorption in learning English. In addition, 54.29% of students agree that the use of YouTube is very helpful for them in understanding English learning materials well. Then most of the students 55.44% agreed to give a positive assessment of the use of YouTube media for English learning.

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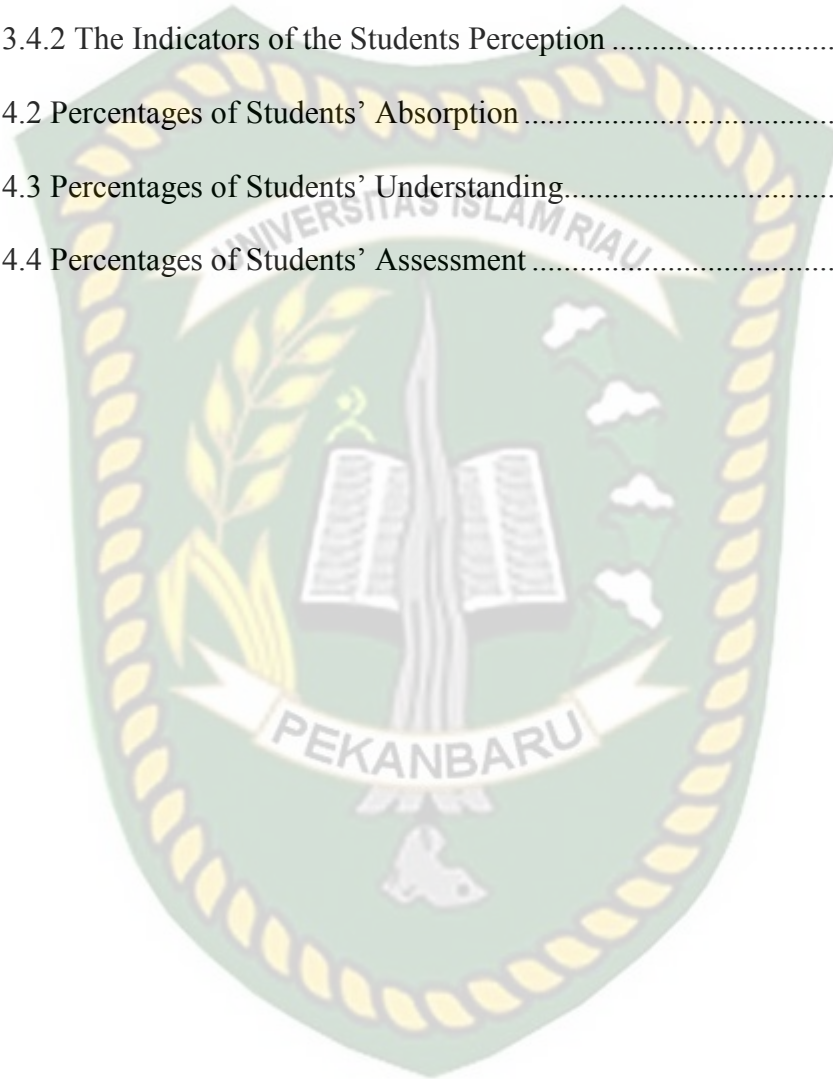
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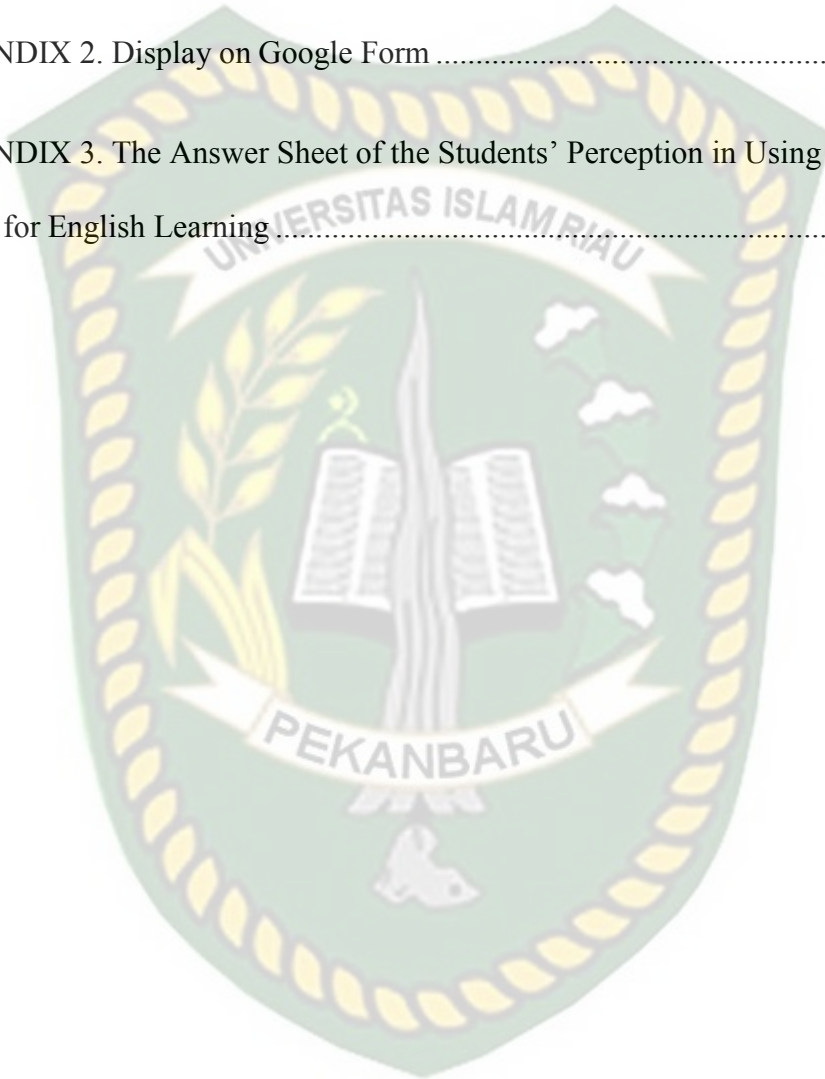
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In Indonesia, English is one of the required subjects. Students' communication skills are improved through English teaching and learning processes, as the primary goal of learning a foreign language is to allow students to communicate in it. In addition, Curriculum 2013, which starts teaching English in junior high school, is Indonesia's new curriculum. It means that students at English Education Study Program of FKIP-UIR must learn English more actively.

Learning is a process of contact between students, educators, and teaching materials. Communication can fail if there is no means of transmitting messages or media. Normally, Indonesia applies the conventional system which requires all the students, educators, and teaching materials to be in the same room. On contrary electronic learning or as known as e-learning, are information technology media that can be used in the field of education in the form of virtual schools. As a way of conveying messages or media, contact will not work without internet access.

With e-learning, students do not need to sit sweetly in the classroom to hear any congratulations from the teacher. E-learning will also save money and the time it takes to complete a learning goal, and the course itself will save money that would otherwise be spent on research programs or educational programs. For the teen generations, such as students, social media is no longer a foreign idea.

Furthermore, social media is acknowledged as a medium for learning and teaching. These tools make it easier to explore, participate in, and share different types of content (text, audio, video, and image). They have become a valuable resource for students in all subjects, especially in language learning because of its ease of use and accessibility.

Besides, YouTube is one of the most widely used video-sharing websites today. It can be used as a learning tool in the classroom, presenting images and sound representations of different ideas or events. Since the preferences of internet generations tend to require diverse learning, watching videos can be another form of learning in addition to lectures and reading books. In addition, YouTube is a popular social media platform today. Incorporating YouTube into educational activities is a simple and user-friendly way to develop teamwork skills and incorporate technology into teaching activities.

YouTube also provides an opportunity to learn about emerging technology, which would be useful after they graduate. The network will assist in the faster and more effective development, analysis, and production of knowledge and ideas. It also has a lot of fun and innovative features that can be used as a teaching and learning tool. It is possible to enable students to become more independent of their learning by incorporating learning based on the YouTube application, and students can become more accustomed to critical thought. Furthermore, students would be accustomed to gathering knowledge from a variety of sources in order to understand.

Furthermore, YouTube-based learning awareness and the creation of student's perceptions will enhance learning outcomes, suggesting that educational quality will improve as well. Education is an important method for changing student conduct in accordance with community needs and standards. YouTube, in particular, will provide authentic content for students who need an authentic model for learning to communicate.

Reading, writing, listening, and speaking are four essential skills in the teaching and learning process. Students need easier access in order to enhance their English proficiency in those areas. Since students' attitudes are such an important aspect of learning, they must be a key component of second learning pedagogy. Students who have a good attitude toward any topic will accomplish a lot. There is a link between language learning and the community in which students are raised. The success of language learning is strongly influenced by one's attitude, both positive and negative.

The author assumed that an individual's perception is an active mechanism that influences not only the stimuli that strikes them, but also the individual as a whole, including his experiences, motives, and attitudes. Individuals make assumptions to be able to understand the stimuli they experience in their interactions with the outside world, and sense organs are seen as a connection between individuals and the outside world. The item observed by the sense organs must be good enough for the observation process to occur, and attention is the first step in preparing for making observations. Perception in a general sense is a person's view of something that will make a response to how someone will act.

Based on the phenomenon of students from the fourth Semester at English Language Study Program of FKIP-UIR are attracted to videos that contain monologue, dialogue or songs. Such as video logs, documentaries, short movies, and music videos in English. Videos like this will enrich their English skills because videos like this will indirectly teach them English.

However, the researchers have observed, the students have a lack of excitement among students attending learning English in the classroom. Because of the advancement and development of internet technology, students increasingly use YouTube media to obtain knowledge, particularly about learning English. In addition, most students are less interested in learning English.

This is due to the way or method of learning that tends to be monotone and exhausting. So students feel that utilizing YouTube will be able to improve their English skills. Then most students think that learning English delivered by lecturers in the classroom tends to be less interesting. So it becomes not intriguing and doesn't recreate effects from the students. This is also what causes students to use YouTube media as a means of learning to improve their English skills.

Furthermore, the Covid-19 pandemic, which began in 2019, has shaken all faces of the planet, including education. As a result, online learning is expected to be the ultimate option for continuing to teach and learn in school. The aim of this research is to understand how students feel about learning English via a YouTube media.

Based on the explanation above, Researcher chooses to analyze the students' perception in using YouTube media for learning English for students in English Language Education Study Program of FKIP-UIR. From this research, researcher also able to find out whether YouTube as a media source can provide language practice, increase their motivation in learning, and finds the more ways to improve them in learning English in a way that attractive to students at English Language Study Program of FKIP-UIR.

This becomes the background of the problem; the researcher chose a title **“Students’ Perception in Using YouTube Media for English Learning of the Fourth Semester at English Language Education Study Program of FKIP-UIR”**.

1.2 Setting of the Problem

Based on the background of the problem above, the researcher are very interested in conducting the research on the student's perceptions of English Language Education students' of FKIP-UIR. The researcher identified the students' problem are the low enthusiasm of students in participating in learning English. This is due to developments and advances in internet technology, so that students take advantage of YouTube as a means of obtaining information related to learning English.

Besides that, most students are less interested in learning English, especially in the classroom. This is due to the learning methods that tend to be

monotonous and exhausting. So that students can use YouTube media for learning English.

Then, almost the majority of students think that English language learning delivered by lecturers in class tends to be less interesting. So that it does not cause excitement and creativity from the students. This is also what causes students to use YouTube media as a means of learning to get their interest in learning English.

1.3 Limitation of the Problem

From the limitation of the problem above, the researcher focus in the students' perceptions in using YouTube media for English Learning especially the main language skills based on the indicators perception theory from (Walgito, 2013) namely absorption, understanding and assessment.

Absorption indicates that a perception is received by the five senses such as vision, hearing, touch, smell, and taste individually or together. From the results of absorption or acceptance towards a perception by the five senses will generate the new thoughts and ideas, act of responses, or impressions in the brain. The clarity of the idea is affected by the sensitivity of the five senses and the intensity of the stimulus.

Understanding comes after the presence of ideas or impressions in the brain, the ideas are organized, classified, compared, and interpreted, so it forms understanding. The process of understanding is very unique and brief. The formation of an understanding depends on the old ideas that already exist in the

individual's mind. How an understanding is affected by the old ideas often called as prejudice.

Assessment or evaluation can exist after an understanding. That is because to asses to evaluate requires individual to comprehend an object. Individuals compare the understanding that is gotten with the criteria or norms that they owned subjectively. The assessment of each person may be different although the object is same.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher could draw the main problem to make easy in the theoretical review. The problem of this research is formulated are question is "What are the students' perception in using YouTube media for English Learning of the fourth semester at English Language Education Study Program of FKIP UIR?"

1.5 Objective of the Problem

Based on the research questions, the general objective of this research is to know the students' perception in using YouTube media for English Learning of the fourth semester at English language education study program of FKIP UIR.

1.6 Significance of the Research

- a. Theoretically, these finding can be used to develop future researcher on the student's perception in using YouTube media for English Learning of

the fourth semester at English Language Education Study Program of FKIP-UIR.

b. Practically, this research can provide benefits for students and other researcher, as follows:

1. For the students: The findings of this study are expected to help not only English learners but also the readers understand the benefits in using YouTube media for English learning.
2. For other researchers: This research can be used as a reference for other English students who want to continue their research on students' perceptions in using YouTube media for English learning.

1.7 Definition of the Key Terms

1. Perception

According to (Walgito, 2013) Perception is human thinking about certain phenomenon. This process is related to the acceptance of message or information by human brain. Therefore, it can be concluded that perception is the interpretation of stimuli as established by relating it to earlier perceptual sets which may be by way of experience, exposure or any other interaction.

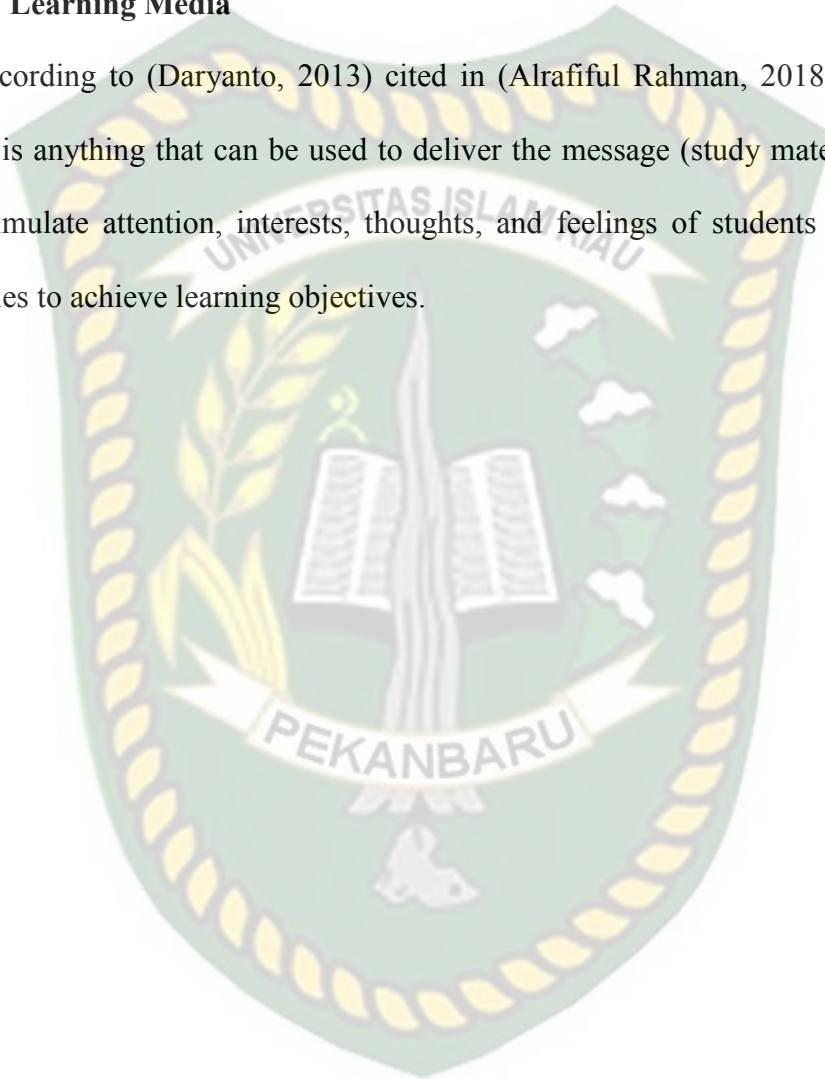
2. YouTube

According to (David et al., 2017) YouTube is a part of the advancement of information technology (IT) in this globalization era. YouTube is a website that shares various kinds of video like video clips, TV clips, music videos, movie

trailers, and other content namely video blogging, short original videos, and educational videos.

3. Learning Media

According to (Daryanto, 2013) cited in (Alrafiful Rahman, 2018) , learning media is anything that can be used to deliver the message (study materials), so it can stimulate attention, interests, thoughts, and feelings of students in learning activities to achieve learning objectives.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter discusses the relevant literature and theories that support this research.

2.1.1 Definition of Perception

Perception defines as one of the necessary psychological aspect for human beings to respond various events in their environment, be it internally or externally. Multiple experts have provided various definitions of perception, although they are principally the same.

According to The Great Indonesian Dictionary, perception is a direct response (acceptance) of something. The process of a person that comprehends several impulses through their five senses. According to (Sugihartono, 2013) perception is a point of view resulted from the translation of the impulses that enters human five senses through the brain's ability to translate and process impulses. There are differences in point of view on each individual.

According to (Walgito, 2013) perception is a process of organizing; interpreting inputs acquired by individuals into something meaningful, and is an activity that is embedded inside the individual. People can respond in a variety of ways as a result of perception. Which input induce a reaction from a person is determined by the person's attention.

Many variables can impact this distinction, including information, experience, and point of view. Perception is also connected to how a person perceives a certain item in many ways by employing their sense organs and then attempting to understand them. Positive and negative perceptions are like files that have been carefully saved in our subconscious mind. When a stimulus activates it or an event opens it, the file will appear immediately. Perception is the consequence of the brain's effort in comprehending or interpreting what is going on around it (Waidi, 2006), as mentioned in (Afifah & Wicaksana, 2014).

While, According to (Suharman, 2005) (Jayanti & Arista, 2019) states: "Perception is the act of processing information acquired via a system of human senses." The three components of perception are deemed crucial to human cognition: sensory recording, pattern identification, and attention.

A conclusion that can be drawn from the explanation above is that perception can be described as a process that begins with stimulus and ends with a reaction that occurs within the individual so that the individual is aware of everything in his surroundings through the senses he possesses. There are three types of sensors: sensory recording, pattern recognition, and attentiveness.

2.1.2 Factors Affecting Perception

According to (Miftah Toha, 2013), the factors that influence a person's perception are as follows:

1. Internal factors: Individual sentiments, attitudes, and personalities, biases, wishes, or expectations, attention (focus), learning processes,

physical circumstances, mental illnesses, values and requirements, interests, and motivation.

2. External factors: background of family, gained information, knowledge span and needs, intensity, width, oppositions, motion repetition, new and familiar things or object alienation. According to (Walgito, 2013) the factors that play a role in perception can be passed into several factors:

- a) When an object is observed, it produces a stimulus that is received by the sense organs or receptors. The stimulus can originate from outside the perceiving human, but it can also come from within the individual and trigger the receiving nerve, which functions as a receptor.
- b) Sensory organs, nerves, and the nervous system are examples of sensory organs, nerves, and the nervous system. Sensory organs or receptors are instruments for receiving inputs; sensory nerves must also exist as a method of conveying the stimulus received by the receptors to the nervous system's core, namely the brain as the center of awareness. A stimulus that can modify one's perception is required as a tool for creating a reaction.
- c) Attention is required in order to realize or make perceptions, which is the essential stage as a preparation in order to generate perceptions. Attention is the focus or center of all individual activities directed towards a certain collection of things.

These factors cause individual perceptions to differ and will influence a person's perception of an object or stimulus, even if the object is the same. The perception of a person or group may largely vary of one and another even if the situation is the same. Individual differences, differences in personality, variations in attitudes, and differences in motivation may all be linked back to variances in perception. Essentially, this perception is formed in a person, but perception is also impacted by experience, the learning process, and information.

2.1.3 The Indicators of Perception

According to (Walgito, 2013) perception has indicators as follows:

1. Absorption of stimulus or objects from outside the individual.

Stimulus or object is received individually or collectively by the five senses of vision, hearing, touch, smell, and taste. The brain will receive thoughts, reactions, or impressions as a consequence of absorption or acceptance by the five senses. Depending on the object of vision viewed, the thoughts might be single or multiple. It accumulates thoughts or sensations, both old and fresh, in the brain. The clarity or lack thereof of thoughts is determined by the clarity or lack thereof of the stimuli, the sensitivity of the senses, and the time that has recently or recently passed.

2. Understanding

After thoughts or perceptions arise in the brain, they are organized, categorized, compared, and interpreted to produce understanding. Understanding

is a really distinct and quick process. Understanding is also created based on previous concepts that the individual possesses. It's referred to as perception.

3. Assessment or Evaluation

Having formed understanding, evaluation of the individual Individuals compare their comprehension arise with the criteria or norms they owned subjectively. Despite the fact that the thing is the same, each person's evaluation differs. As a result, perception is unique to each individual.

2.1.4 Definition of YouTube

In this digital era, the internet has served as a vital part of the world and today is being relied on as a part of our daily life. It enable people to get information from all over the world with less effort and faster time so it become the center of every individual's interest.

Over time, the internet has progressed and its content has widened due to the advancements of technology. It has easily become a large and important part in human's life since it contains many sections concerning many fields of their interests. YouTube is considered as the largest internet video sharing website and one of the most important parts of the internet and a source in the World Wide Web.

YouTube, YouTube.com, is a name of a website that exists in the web. YouTube was founded in February 2005 (Bonk & Lee, 2017) It is considered to be an online depository for any digital video file that can be stored and restored anytime. It also allows people to discover, watch and share originally created

videos (Watkins & Wilkins, 2011) Furthermore; millions of videos have been uploaded and shared, YouTube has multiple ways to find any online videos about any field in life. Lately, it has entered the world of education.

In the field of education, many students are using YouTube videos to enhance their English learning. It has a great role in successful learning and teaching. Most students become weak and achieve poorly when they come to communicate (in writing or speaking). For that reason, videos are a new way that offers the students the chance to practice their language skills.

2.1.5 YouTube as a Learning Media

YouTube may be used as a learning resource and learning medium to fulfill the needs of the digital generation. YouTube can pique people's attention and assist the learning methods of the digital generation. YouTube also provides experience with new technology that will be important after students graduate (Burke et al., 2009).

Furthermore, YouTube has hundreds of thousands of videos on a wide range of topics that may be integrated into classroom learning. YouTube will also serve as a large free video library for students, encouraging them to become self-directed learners.

2.1.6 The Four Basic Language Skills for English Learning

When we learn a language, we need four abilities in order to communicate effectively. When we learn our native language, we often begin by listening, then speak, then read, and finally write. These are known as the four "linguistic

talents." Listening, Speaking, Reading, and Writing are the four basic skills for language learning. In the context of first-language acquisition, the four abilities are often acquired in the following order: listening first, then speaking, followed by reading and writing. As a result, these talents are frequently referred to as LSRW skills. The four skills of language (also known as the four skills of language learning) are a set of four capabilities that follows:

1. Listening Skill

According to (Hasyuni, 2006) cited in (Mustika & Permatasari, 2012) Listening is a creative skill. It implies that we grasp the sound that falls on our ears and take the raw material of words, word groupings, and the rise and fall of the voice, and create significance from this material. Listeners must deal with the sender's choice of terminology, structure, and delivery pace.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determined the meaning and the message of the sound.

2. Speaking Skill

Some experts have offered a variety of definitions of speaking. Speaking is an important language skill (Siahaan, 2008), as mentioned in (Togatorop, 2016) It indicates that speaking is a person's ability to produce sounds with meaning that can be heard by others, allowing for effective communication. The use of

language to communicate with others is referred to as speaking. (Fulcher G, 2015).

From the explanation above, it can be conclude that communication and speaking skill are related. Speaking is the ability to communicate effectively by using language to convey one's thoughts, ideas, and feelings in order to give or receive information and knowledge from others.

3. Reading Skill

According to (Harmer, 2010) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

From the definitions above, the writer comes to the summary that reading is process to understand the messages available in the text. In other words, reading is a process of getting meaning intended by the author from printed or written information. During this process, the readers combine his language skills and knowledge of the real world to grasp the meaning.

4. Writing Skill

According to (Urquhart and McIver, 2005) cited in (Ariyanti, Septika & Aulia, 2016) writing is a recursive practice, which means the students rewrite during the process, often switching back and forth between stages. Then, students should learn creativity and exploration techniques, and teachers should assist students in developing content and finding a meaning.

Based on the definition, writing skill is a complex action that results in qualified writing. The complicated action is divided into phases, much like the procedures in writing. To increase the students' writing skills, the writing teaching and learning process must be well-designed, with developed input and successful exercises. As a result, teachers must carefully evaluate how to teach writing skills based on the requirements, aptitude, and potential of their students.

2.2 Relevance Studies

A lot of studies related to perception and the use of YouTube videos in learning process had been done by various researchers.

First, (Kurniawan, 2019) entitled “Student’s Perception on the Use of YouTube as a Learning Media to Improve Their Speaking Skill”, the study investigates student’s perception of English speaking class on using YouTube in order to boost their speaking skill.

The subject of the research was students of English department of Bengkulu University who took 2 speaking classes with 40 students in total. The data was collected by using questionnaire and short interview. Then, the questionnaire was analyzed by using Likert scale while interview data was used to discover new facts/phenomena from the study.

The finding generally shows that:

- 1) According to the students, YouTube helps boost their English speaking skill.

- 2) Usage of YouTube in speaking class allows the student gain more confidence to speak English in front of camera and public.
- 3) Feedbacks/comments coming from other students on the YouTube i their speaking skill and video's quality as well. It can be concluded that the use of YouTube as a learning media in speaking class can help students to improve their speaking skill. The objective of this research was to investigate the perception of students of English speaking class on using YouTube toward their achievement in speaking skill.

Second, is studied by (Nofrika, 2019) entitled "EFL Students' Voices: The Role of YouTube in Developing English Competences" in her study was at English as a Foreign Language (EFL) students in a private university in Yogyakarta.

Additionally, multiple aspects of student English competence improve through watching English YouTube videos. The researcher employed a descriptive qualitative research design in this study. Four seniors of an English Language Education Department (ELED) in one private Islamic university in Yogyakarta participated in this study.

The findings of this study indicated that there were three categories of YouTube videos often watched by students, such as art and humanities, vlogs, and social sciences. Art and humanities videos mainly contain music video or lyric video, movies, talks, sitcom, and talk show. Vlogs include food vlog, review video, beauty vlog, haul vlog, and DIY videos. Social sciences contain simulation and educational videos. To summarize, the students watch YouTube based on

their interests. The result reveals that watching YouTube videos improves speaking, listening, pronunciation, vocabulary and grammar skills.

Third, (Gracella & Nur, 2020) entitled “Students' Perception of English Learning through YouTube Application”. This study reports a qualitative study that finds out students' perceptions of English learning through YouTube are beneficial and help them learn English. 5 students who use the YouTube application as a media for learning English in SMKN 17 participated in this study and data were collected through interview-based on case study design.

The results of found out all of the students gain many benefits in improving their English skills, and easily accessed by most students through their gadget and it can be used in many situations to help and motivate them in learning English. The students are only facing difficulty when the internet connection is not good. The entire students responded positively about the use of YouTube application in learning English.

The last (Fida Sunisah, 2019) entitled “Perceptions of the Use of YouTube Video for Learning English at Eleventh Graders of SMKS TUNAS HARAPAN RIMBO BUJANG” was studied through her research and conducted using survey method. The research used questionnaire as the data instrument to collect the data. The questionnaire consisted of 21 item of closed-ended question. In collecting the data, the researcher used questionnaire that given to 33 students of SMKS Tunas Harapan Rimbo Bujang as the samples of this research.

. The finding showed that the students' perceived that the use of YouTube video for learning English at the eleventh graders SMKS Tunas Harapan Rimbo Bujang has a high category, significantly has a good effect motivation students as well as accommodate interest, where this means good. This is gotten from the overall, the result of the students' attitude is 35%, motivation 33% and interest is 32%.

From the relevance studies above, there are differences between the researcher researches. The researcher conducted this research to know the student's perception of the fourth semester students at English Language Education of FKIP-UIR, which we know that, the deficiency of students enthusiastic to learn the material in the class. The students have lack interest in learning English. The lack of excitement among students and their reactions to the lecturer's material while in the class.

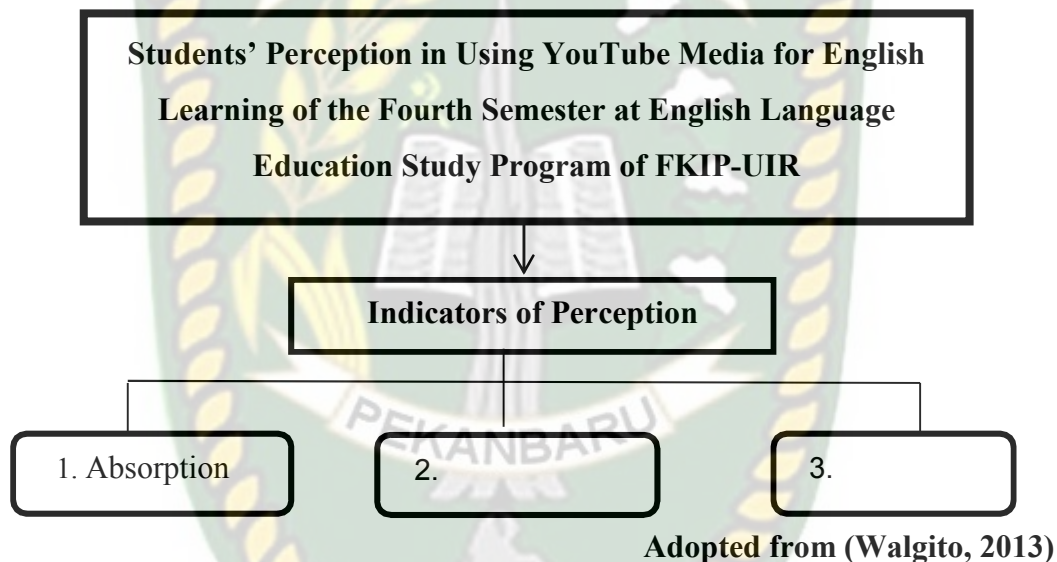
The researcher is curious to know the students perception in using YouTube media for English learning. This study used an indicators of perception was adopted from (Walgito, 2013) which is as follows absorption, understanding, and assessment.

Therefore, this study used questionnaire as the data instrument to collect the data. The questionnaire consisted of 15 item of close-ended question. In collecting the data, the researcher used questionnaire that given to 35 students of the fourth semester at English language Education Study Program of FKIP-UIR as the samples of this research.

2.3 Conceptual Framework

A conceptual framework is an analytical technique used to get a thorough knowledge of phenomena. It may be utilized in a variety of sectors of work, but it is most often used to graphically illustrate essential ideas or variables, as well as the relationships between them, that require examination.

Figure 2.1 Conceptual Framework



From the indicators of perception above which were adopted from (Walgito, 2013), the researchers explains there are 3 indicators of perception that are related to the theory, the first is absorption. From the results of absorption or acceptance by the five senses will get the ideas, responses, or impressions in the brain.

Furthermore, is understanding. After there are ideas or impressions in the brain, then the ideas is organized, classified, compared, and interpreted, so it forms understanding. The process of understanding is very unique and fast.

Understanding formed also depends on the old ideas that the individual has before. It is called apperception.

The last, assessment or evaluation having formed understanding, there is an assessment of individual. Individuals compare the understanding that is gotten with the criteria or norms their owned subjectively. The assessment of each person is different although the object is same. Therefore, perception is individual.

2.4 The Assumption

Assumption for this research is to know the students' perceptions in using YouTube media for English learning of the fourth semester at English Language Education study program of FKIP-UIR. For being assumption of this research, the researcher believed that students of the fourth semester in academic year 2020/2021 are the students will be interested and actively involved in learning English by using YouTube as their media.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study is quantitative research. Quantitative is a research design which in its analysis uses numbers (calculations), or through statistical formulas. In other words, quantitative research is a research where data obtained from samples, informants, and objects must be calculated through Statistics (Seno H Putra, 2014).

In this study, the researcher wanted to meet the essence of the research that sought to understand the experience of students using YouTube as a learning media to enhance their ability to communicate of the third semester at English Language Education study program of FKIP-UIR.

3.2 Location and Time of the Research

This research was conducted in Universitas Islam Riau (UIR). It is located on Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau. The researcher interest to find out the students' perceptions in using YouTube media for English learning of students' at the fourth semester in academic year 2020/2021.

3.3 The Population and Sample of the Research

3.3.1. The population

According to (Seno H Putra, 2014) the population is an object, which will be studied, and this object can be in the form of: (1) humans; (2) animals; (3) plants/types of plants, which are animate; and (4) objects, which are inanimate or abstract objects.

The population in this research was the fourth semester of English Language Education Study Program of FKIP-UIR in academic year 2020/2021. In this research the population was the fourth semester students at English Language Education Study Program of FKIP-UIR.

3.3.2 The Sample

According to (Seno H Putra, 2014) the sample is part of the population or is representative of population, which is taken and collected either at random, structure or by other scientific collective means. For example; If the population is (1000) people, then for the sample, the researcher may take (500) people or (250) people. This depends on how large the population is, so the sample is taken (50%), (25%), or (12.5%) from all the population groups.

Therefore, the informants are people who provide information or as research sources, which are obtained through interviews. Informants in research may use one person, two/three/four/five people, the important is informants these meet the criteria and characteristics in a study.

According to (Arikunto, 2013) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it take based on the specific purpose. Therefore, purposive sampling technique is selecting information and relevant case to choosing participants and sites for data collection because they will inform understanding of the research problem and phenomenon of the study. The participants are a total number of 35 students of the fourth semester at English language education study program. The researcher chose students at this level because they experienced in using YouTube as a media for English learning.

3.4 Instrument of the Research

According to (Seno H Putra, 2014) instruments are tools (objects), which are used by researchers to collect data from samples, informants, or objects under study. Instruments, in addition, can be classified based on the shape, type, and variety, for example, in the Social Sciences, including language, literature, and culture, usually the instruments are in the form of (1) Tests, such as oral and written tests (many form/type of question/test) to collect data from samples and informants; (2) questionnaire; (3) interview, recording, and so on.

On the other hand, in exact sciences, the instruments used, for example; the tools in the laboratory, for example; chemistry, biology, physics and workshops, such as engineering, or tools/objects that can be carried in the field. However, to make it easier for researchers to collect the data, researchers may use protocols or guidelines that can make it easier for them to collect the data needed for the research.

3.4.1 Questionnaire

According to (Sugiyono, 2012) the questionnaire is a data collection technique by giving a set of questions or written statements towards respondents to answer the questionnaire. The researcher made an online question via Google Form and shared the link to the respondent. Based on the indicators of (Walgito, 2013) about perception; to obtain qualitative results, the questions were tailored to the needs of this research.

In this study, the questionnaire consists of 15 questions, with the following options: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree, that will be answered by the fourth semester student Class 4 of English Education Study Program at FKIP-UIR. The format of the questionnaire was close-ended question. Furthermore, this questionnaire was made in bilingual to help the respondent answer the questions easier.

Table 3.4.1
The Likert Scale of the Questionnaire

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Table 3.4.2
The Indicators of the Students Perception

No.	Indicators	Numbers	Total
1	Students' absorption to YouTube media	1-5	5
2	Students' understanding to YouTube media	6-10	5
3	Students' Assessment about using YouTube media	11-15	5

3.5 Data Collection Technique

According to (Seno H Putra, 2014) data collection techniques are ways researchers in collecting data both from samples, informants and the object of the study. This data collection technique is usually described when researchers conduct real research both in class, labor, or in the field. That is, in this data collection technique, the researcher no longer talks about the mass then (Pre Test), but the researcher talks about what the “action” of data collection will do now (real research at present).

Therefore, researchers must explain and describe the “steps” of how to collect data in a research, for example; research in the classroom, in labor, in the field, and so on. In other words, how do we make a "cup" coffee”, of course, has steps, which are carried out.

The data collection technique that the researcher implies takes the steps as the following:

1. The researcher by the approval of Class 4’s chairman joined their class’ WhatsApp chat group.
2. The researcher informed members of the chat group about the purpose of this study.
3. The researcher shares a link google form to a student class 4 through WhatsApp.
4. The researcher asks the students to fill out questionnaire consisting of 15 questions in Google Form through the shared link.

5. After implementing the questionnaires, the researcher will analyze all the data.

3.6 Data Analysis Technique

To process and analyze the data, the researcher should also consider this, for example; if the research using a quantitative approach, the researcher must use the "statistical formula", and so on it is calculated through data classification and the calculation (Seno H Putra, 2014).

Therefore, the data analysis technique that the researcher implies takes the steps as the following:

1. After students fill the questionnaire, the researcher take the total score form every students by the category of the questionnaires score: strongly agree, agree, uncertain, disagree and strongly disagree. The researcher divide the indicators based on the statement of the questionnaire (Absorption, Understanding and Assessment).
2. This research was conducted to determine the percentage of students' perception scores in using YouTube media for English learning by given description to the data.
3. Then, after researcher analyze the data; the researcher will make the conclusion and results from this study.

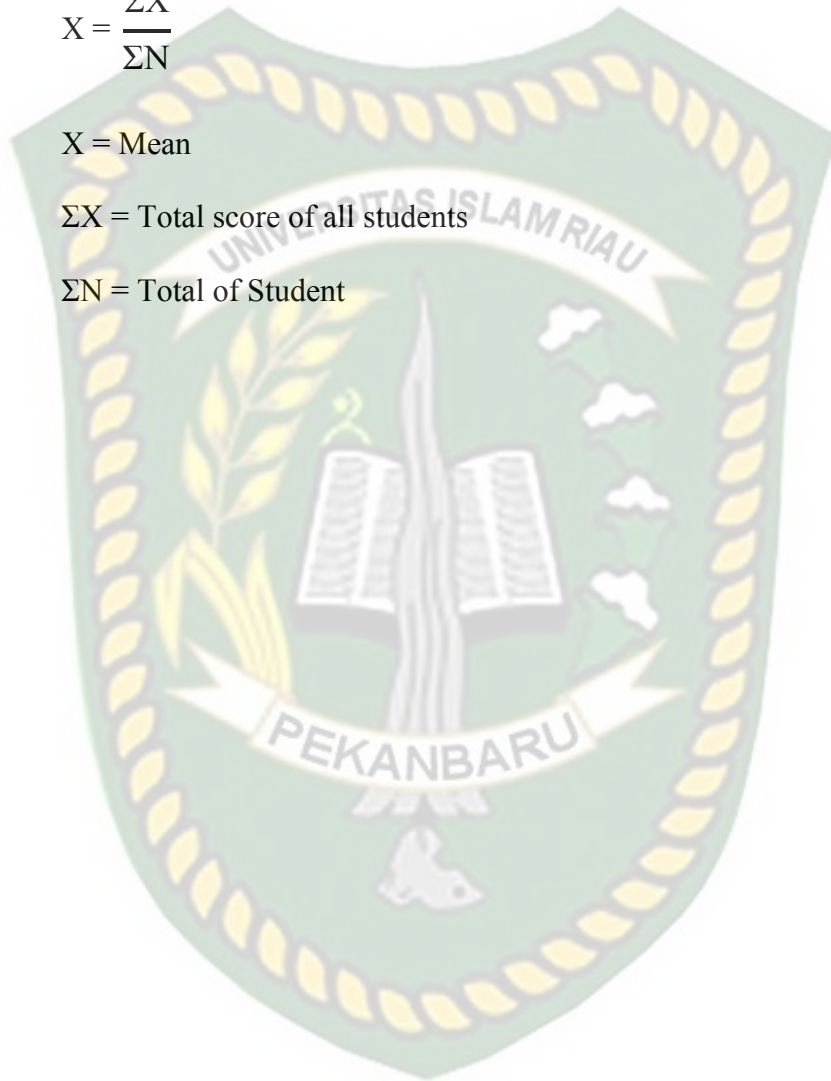
Students Perception in using YouTube media for English learning can be calculated by formula of (Arikunto, 2013).

$$X = \frac{\Sigma X}{\Sigma N}$$

X = Mean

ΣX = Total score of all students

ΣN = Total of Student



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description

This research was conducted by using quantitative research. Instrument for collecting data from this study were from the questionnaires. From this study the researchers aimed to determine the perceptions of the students in using YouTube media for English learning as mentioned by the researchers in research questions. The result of the data is clearly with the procedure of conducted data of the fourth semester English language education study program of FKIP-UIR. The researcher took 35 students to be a sample for this research.

In this study to answer research questions, researchers present the result obtained the calculating the average of each part. The analysis of this study was based on data obtained from questionnaire statement was divided into 15 questions.

4.2 The Data Analysis

In this study to answer the research questions, the researcher presents the results obtained by calculating the average of each part. Data analysis takes the form of the descriptive analysis. Then, the study's analysis was based on data collected from the questionnaire.

4.2.1 Questionnaire

The researcher gave the students questionnaire there are consist of 15 questions the aims to know what is the student's perception in using YouTube media for learning English based on their experience if the use this media before.

Questions are grouped by their corresponding indicators where responds are displayed on tables with the following options: Strongly Agree (SA), Agree (Agree), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

Indicator 1: Absorption

Normally students' absorbs learning material through visual and hearing; this will generate ideas for them to understand. In terms of respondents' results on each question or indicator used consists of 5 questions (1-5) through indicators as follows:

Table 4.2
Percentages of Students' Absorption

No	Questions	SA	A	U	D	SD
1	Learning using YouTube media makes it easy for me to get information related to English	40%	57.14%	2.86%	0%	0%
2	Learning using YouTube media increased my interest in learning English	28.57%	57.14%	14.29%	0%	0%
3	The use of YouTube media helps me better understand material that has been taught	28.57%	60%	8.57%	2.86%	0%
4	The use of YouTube media enriches my horizons in learning English	28.57%	57.14%	14.29%	0%	0%
5	Using YouTube media makes it easy for me to find information, news and entertainment	40%	54.29%	5.71%	0%	0%

The result from the first question of the perception of the students for learning using YouTube media makes it easy to get information related to English that students choose strongly agree was 40% , those who voted agree are was 57.14% and students who voted uncertain was 2.86% about the question. Meanwhile, no students choose disagree and strongly disagree about the questions. Its mean all the respond of the students think learning using YouTube media make it easy for them to get information related to English, because in this era globalization YouTube provides one of the best way to educate ourselves trough videos since they are free and easily accessible.

Based on the result of the second question was 28.57% students strongly agree with learning using YouTube media increased their interest in learning English beside that 57.14% students was agree. There are 14.29% students voted uncertain, it means that out of 0% students assumed that learning using YouTube media doesn't increase their interest in learning English.

Furthermore, the third questions showed the students choose 28.57% strongly agree that YouTube media helps them better understand material that has been taught. Most students agree that YouTube media helps them understand the material it was proven by 60%. On the other hand 8.57% choose uncertain and 2.86% students choose disagree. No one students choose strongly disagree. It can be concluding that the most students feel that YouTube can help them better understand the material has been taught.

The fourth questions showed the students chooses 28.57% strongly agree that use of YouTube media can provide broad insight in learning English and for the students choose agree there are 57.14%. its showed the students have good perception on the use YouTube media that can enriches their horizons in learning English. However 14.29% students uncertain because there are feel that not always YouTube can make them increas their horizons in learning English. It can be conclude if the students think that the use of YouTube media can enriches their horizons in learning English.

The fifth questions showed that 40% students choose strongly agree and 54.29% of the students agree that YouTube can them easy to get information, news and entertainment. However, students there were 25.71% for choosing uncertain and 2.86% choose strongly disagree because there are not sure that YouTube can them easy to find any other information, news and entertainment. Based on the result above using media YouTube can makes it easy for them to find information, news and entertainment.

Indicator 2: Understanding

Understanding comes after the presence of ideas or impressions in the brai, the ideas are organized, classified, compared and interpreted. After understanding the idea, students' will begin to assess them. In terms of respondents' results on each question or indicator used consists of 5 questions (6-10) through indicators as follows:

Table 4.3**Percentage of Students' Understanding**

No	Questions	SA	A	U	D	SD
6	Using YouTube media helps me increase my motivation and interest in learning English	22.86%	48.57%	25,71%	0%	2.86%
7	Using YouTube media can help me increase information, knowledge and understanding of various things of life, especially English	28.57%	60%	11.43%	0%	0%
8	The use of YouTube media helps me create my own identity	5.71%	37.14%	51.43%	5.71%	0%
9	For me the use of YouTube media is very affective in helping improve English skills	28.57%	51.43%	20%	0%	0%
10	Using YouTube media help me find solutions and problem solving related to college assignment	11.43%	74.29%	11.43%	2.86%	0%

The result of questions number sixth showed 25.71% of students filled out the questionnaire choose strongly agrees and 48.57% agree with the questions. Therefore, the percentage of the total uncertain 25.71% and 2.86% choose strongly disagree and no one choose disagree. This showed that the most students felt that YouTube media helps them increase their motivation and interest in learning English. Based on the results that students can solved their problem by using YouTube media for learning English.

The seventh question was related to the student ability on increase their knowledge and understanding of various thing of their life especially in learning

English by using YouTube media. Based on the result show that 28.57% of students choose strongly agree and 60% students choose agree. However, 11.43% the students choose uncertain because the student feel not sure that media YouTube did not help them increase information, knowledge and understanding of various things of life, especially English. Its mean some students felt they were helped them and having knowledge and understanding that by media YouTube can help them learning English.

The question number eight showed that only 5.71% students choose strongly agree and 37.14% choose agree that YouTube media helps them to create their own identity. On the other hand 51.43% students choose uncertain and 5.71% disagree and no one choose strongly disagree the students felt if YouTube not really can help them to create their own identity. From the results above it appears that students are uncertain about the use of YouTube media help their own identity.

In the question number nine result showed that 28.57% students choose strongly agree and 51.43% students choose agree with the questions above. Then 20% the students choose uncertain and no one choose disagree and strongly disagree. From the results the students feel that YouTube media is very effective in helping them improve their English skills.

The tenth questions showed that only 11.43% students choose strongly agree and 74.29% students agree that using media YouTube helps them find

solutions to solve problems related to college assignments. Then, 11.43% students uncertain and only 2.86% who choose disagree they felt media YouTube not really helped them to solve the problem that related to college assignment. Its means even not all students felt not really being helped, the majority of them agree that it helped them.

Indicator 3: Assessment

When presented with an object learning material. Each of the students' may have different perspective on it. This is a good chance for them to compare their ideas with each other and widen their knowledge.. In terms of respondents' results on each question or indicator used consists of 5 questions (11-15) through indicators as follows:

Table 4.4
Percentage of Student's Assessment

No	Questions	SA	A	U	D	SD
11	YouTube media is able to provide guidance to me in making my choice	8.57%	54.29%	31.42%	57.41%	0%
12	I have to be selective in using YouTube media and have to deal with positive things	48.57%	45.71%	5.71%	0%	0%
13	The use of YouTube media can help me in the latest techniques to improve my English skills	17.14%	71.43%	11.43%	0%	0%
14	For me using YouTube media can satisfy my curiosity about something i want to know	37.14%	48.57%	14.29%	0%	0%
15	The use of YouTube media can be a reference material for me in finding a topic of discussion or conversation when meeting people around me	25.71%	57.14%	17.14%	2.86%	0%

In eleventh questions results were related to the questions perception about YouTube media is able to provide guidance to them in making their choice. It showed that only 8.57% students strongly agree and 54.29% students choose agree. Then 31.43% choose uncertain and only 5.71% students choose disagree no one choose strongly disagree. Its mean the most of students agree that YouTube media is able to provide guidance for them for their choice.

Questions number twelve showed that 48.57% students strongly agree and 45.71 % students choose agree that using YouTube media and have to deal with their positive things. Then, only 5.71% students choose uncertain. Its mean that the student felt agree that YouTube can make them deal with their positive things.

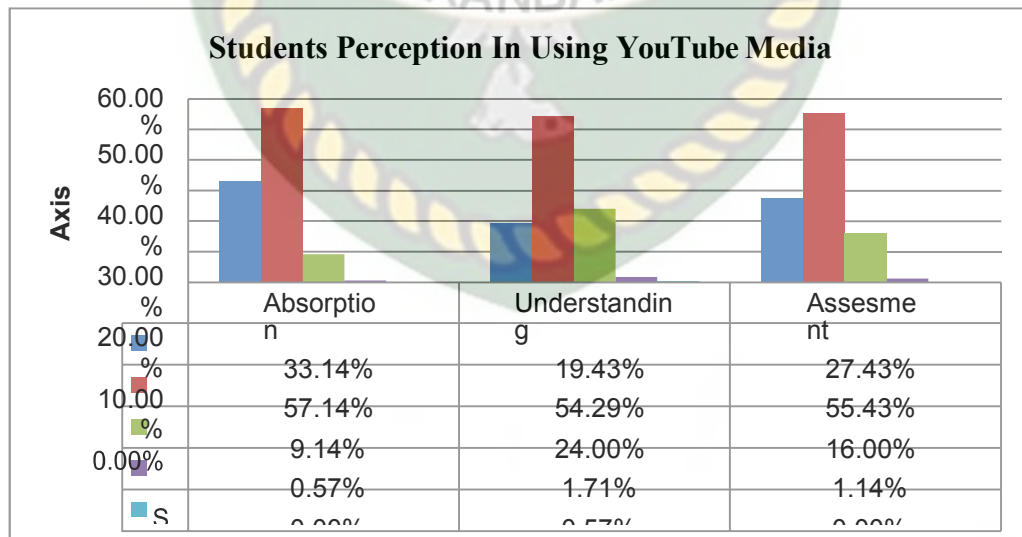
The result of question number thirteen was about YouTube media can helps them in the latest technical techniques to improve their English language skills. Based on the question showed that only 17.14% students choose strongly agree and 71.43% students choose agree. Furthermore, 11.43% students choose uncertain and no one students choose disagree and strongly disagree because they were not sure that YouTube can helps them in improving English language skills. It can be conclude that the most students felt agree that YouTube media can helps them in the latest technical techniques to improve their English language skills.

In this results of the question number fourteen showed that 37.14% students choose strongly agree and 48.57% students choose agree that using YouTube Media can satisfy their curiosity about something that they want to

know. But they were some students not sure that youtube media can stastify their curiosity that are 14.29% uncertain. Its mean students felt agree that the students can satisfy their curiosity about something that they want to know by YouTube media.

The fifteenth question, from the results can be showed that 25.71% students choose strongly agree and 57.14% students choose agree if using media YouTube can be their reference find some topic of discussion or conversation around them. But there are 17.14% students choose uncertain they not sure that YouTube can be a references for them to find some topic and conversation around them. It could be conclude that the students more agree that using YouTube media can be references for them.

Figure 4.2.2 Finding Statement



Based on the explanation above, it can be concluded that the question number 1-5 are most of the indicator students absorption to YouTube media for

English learning are 33.14% students choose strongly agree , 57.14% of students agree is the highest value, 9.14% students uncertain, 0.57% students disagree and 0.00% students choose strongly disagree. Furthermore, for the question number 11-15 is the indicator of the students understanding to YouTube media for English learning are 19.43% students choose strongly agree, 54.29% students choose agree is the highest value, 24.00% students uncertain, 1.71% students disagree, and the last is 0.57% students choose strongly disagree.

Then, the question number 11-15 is the indicator of the student assessment about using YouTube media for English learning are 27.43% students strongly agree, 55.43% students agree it is also the highest value by the students voted, 16.00% students uncertain, 1.14% students disagree and last is 0.00% students choose strongly disagree.

Overall, it can be said that the fourth-semester FKIP-UIR students' perceptions of YouTube media are in the high category, indicating that using YouTube media can boost students' absorption, understanding, and assessment of their interest in using YouTube media for English learning. The collected data from the questionnaire have been received back. The researcher described and explained the responses of the samples to each part in this section. Questionnaire was categorized based on the respond count to ease the variable assignment. As known the questions addressing students' perceptions in using YouTube media has increased. The number of question items on students' perceptions of using YouTube media for English learning is known to be 15, as evidenced by the table and assertions.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher provides the conclusion related to the study and also suggestion. The conclusion of the study drawn based on the results and the discussion on the gained to answer the research questions. The suggestions are given to the students, English teacher, and also the future researcher.

5.1 Conclusion

Based on the data obtained explanation in the previous chapter, the conclusions from this study were taken based on the result of related research to answer the research question in this study. Moderate amount students are positive about English learning by using YouTube media, where some 57.14% students agree. It can be said that using YouTube media can increase the students' absorption in English learning.

In addition, 54.29% of students agreed that the use of YouTube really helped them in understanding English learning materials well. Then, the 55.44% of the students assessment rated agree in using YouTube media for English learning.

Furthermore, from the results on this study it was found that the generally of students were being positive towards using YouTube media in English learning. Then, this study shows that more than the average of the student is positive perception about using YouTube media can increase their absorption, understanding and assessment in English learning.

5.2 Suggestion

The researcher makes several suggestions based on the findings in this section. The researcher would like to give suggestion as following:

5.2.1 For the Student

The researcher suggested that the use of You Tube as a learning media is very helpful. Therefore students should make the most out of YouTube media as their reference to deepen their ability in English learning

5.2.2 For English Teacher

It is suggested that teachers who want to use YouTube as a learning media; they must wisely minimize the shortcomings that exist in using YouTube as a learning media, especially English learning. This means that teachers would want to avoid using videos with durations that are too long so that the students don't get bored. Teachers also need to watch the videos first by themselves to make sure that the contents are safe and scientifically trustworthy.

5.2.3 For Future Researcher

The researcher hopes that this research does not end here. Covering a wide area of research and hopefully there will be many more scientists who continue this research, especially on matters relating to YouTube media in English learning.

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APPENDICES

Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

APPENDIX 1

The Questionnaires Blueprint

Name:

Class:

Date:

QUESTIONNAIRES

Please read the questions thoroughly and then choose the most suitable answer by giving a checklist (√)

No.	Statement	5	4	3	2	1
	Absorption (Penyerapan)	SA	A	U	D	SD
1	<p>Learning using YouTube media makes it easy for me to get information related to English</p> <p><i>Belajar menggunakan media youtube memudahkan saya mendapatkan informasi yang berhubungan dengan bahasa inggris</i></p>					
2	<p>Learning using YouTube media increased my interest in learning English</p> <p><i>Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris</i></p>					
3	<p>The use of YouTube media helps me better understand material that has been taught</p> <p><i>Penggunaan media YouTube membantu saya lebih memahami materi yang telah diajarkan</i></p>					
4	<p>The use of YouTube media enriches my horizons in learning English</p> <p><i>Penggunaan media YouTube</i></p>					

	<i>memperkaya wawasan saya dalam belajar bahasa Inggris</i>					
5	Using Media YouTube makes it easy for me to find information, news and entertainment <i>Menggunakan Media YouTube memudahkan saya untuk mencari informasi, berita dan hiburan</i>					
	Understanding (Pemahaman)					
6	Using YouTube media helps me increase my motivation and interest in learning English <i>Menggunakan media YouTube membantu saya meningkatkan motivasi dan minat saya dalam belajar bahasa Inggris</i>					
7	Using Media YouTube can help me increase information, knowledge and understanding of various things of life, especially English <i>Menggunakan Media YouTube dapat membantu saya menambah informasi, pengetahuan dan pemahaman tentang berbagai hal dalam kehidupan, khususnya Bahasa Inggris</i>					
8	The use of YouTube media helps me to create my own identity <i>Penggunaan media YouTube membantu saya menciptakan identitas saya sendiri untuk saya</i>					
9	For me the use of YouTube media is very effective in helping improve English skills <i>Penggunaan media youtube sangat efektif dalam membantu meningkatkan kemampuan bahasa</i>					

	<i>inggris</i>					
10	<p>Using Media YouTube helps me find solutions and solutions to problems related to college assignments</p> <p><i>Menggunakan Media YouTube membantu saya menemukan solusi dan solusi untuk masalah yang berkaitan dengan tugas kuliah</i></p>					
	Assessment/Evaluation (Penilaian)					
11	<p>YouTube media is able to provide guidance to me in making my choice</p> <p><i>Media YouTube mampu memberikan arahan kepada saya dalam menentukan pilihan</i></p>					
12	<p>I have to be selective on using YouTube media and have to deal with positive things</p> <p><i>Saya harus selektif dalam menggunakan media YouTube dan harus menghadapi hal-hal yang positif</i></p>					
13	<p>The use of YouTube media can helps me in the latest techniques to improve my English language skills</p> <p><i>Penggunaan media YouTube dapat membantu saya dalam teknik teknis terbaru untuk meningkatkan kemampuan bahasa Inggris saya</i></p>					
14	<p>For me using YouTube Media can satisfy my curiosity about something I want to know</p> <p><i>Bagi saya menggunakan YouTube Media dapat memuaskan rasa penasaran saya tentang sesuatu yang ingin saya ketahui</i></p>					

15	<p>The use of Media YouTube can be a reference material for me in finding a topic of discussion or conversation when meeting people around me</p> <p><i>Penggunaan Media YouTube dapat menjadi bahan referensi bagi saya dalam mencari topik diskusi / percakapan ketika bertemu dengan orang-orang di sekitar saya</i></p>				
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APPENDIX 2

Display on Google Form

➤ **Links**

<https://forms.gle/5fwUJbsGpYZaWjUq5>

The screenshot shows a Google Form with the following content:

- Title:** STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR
- QUESTIONNAIRES:**
 - Deskripsi:** Please answer the following questionnaire by selecting one of the options based on your level of agreement upon each respective statements.
 - Petunjuk:** Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan Anda atas tiap pernyataan.
- Question 1:** Learning using YouTube media makes it easy for me to get information related to English / Belajar menggunakan media YouTube memudahkan saya mendapatkan informasi yang berhubungan dengan bahasa Inggris. *
- Question 2:** Learning using YouTube media increased my interest in learning English / Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris. *

3. The use of YouTube media helps me better understand material that has been taught / Penggunaan media YouTube membantu saya lebih memahami materi yang telah diajarkan ?

Nilai:

100

4. The use of YouTube media increases my motivation in learning English / Penggunaan Media YouTube meningkatkan motivasi saya dalam belajar bahasa Inggris ?

Nilai:

100

5. Using Media YouTube makes it easy for me to find information, news and entertainment / Menggunakan Media YouTube memudahkan saya untuk mencari informasi, berita dan hiburan ?

Nilai:

100

6. Using YouTube media helps me increase my motivation and interest in learning English / Menggunakan media YouTube membantu saya meningkatkan minat dan minat saya dalam belajar Bahasa Inggris ?

Nilai:

100

7. Using Media YouTube can help me increase information, knowledge and understanding of various things of the world / Menggunakan Media YouTube dapat membantu saya menambah informasi, pengetahuan dan pemahaman tentang berbagai hal dalam kehidupan, khususnya Bahasa Inggris ?

Nilai:

100

8. The use of YouTube media helps me to create my own identity / Penggunaan media YouTube membantu saya menciptakan identitas saya sendiri dan unik saya ?

Nilai:

100

9. For me the use of YouTube media is very effective in helping me improve my English skills / Penggunaan media youtube sangat efektif dalam membantu saya meningkatkan kemampuan Bahasa Inggris saya ?

Nilai:

100

10. Using Media YouTube helps me find solutions and ways to solve problems related to college assignments / Menggunakan Media YouTube membantu saya menemukan solusi dan cara untuk menyelesaikan masalah yang berkaitan dengan tugas kuliah ?

Nilai:

100

11. YouTube media is able to provide guidance for me in making my choice / Media YouTube mampu memberikan arahan kepada saya dalam menentukan pilihan ?

Nilai:

100

12. I have to be selective in using YouTube media and have to deal with positive things / Saya harus selektif dalam menggunakan media YouTube dan harus menghadapi hal-hal yang positif ?

Nilai:

100

13. The use of YouTube media can help me in the latest techniques to improve my English language skills / Penggunaan media YouTube dapat membantu saya dalam teknik terbaru untuk meningkatkan kemampuan bahasa Inggris saya *

14. For me using YouTube Media can satisfy my curiosity about something that I want to know / Bagi saya menggunakan YouTube Media dapat memuaskan rasa penasaran saya tentang sesuatu yang ingin saya ketahui *

15. The use of Media YouTube can be a reference material for me in finding a topic of discussion / conversation when meeting people around me / Penggunaan Media YouTube dapat menjadi bahan referensi bagi saya dalam mencari topik diskusi atau percakapan ketika bertemu dengan orang-orang di sekitar saya *

Kembali Berlanjut

Google Formulir

APPENDIX 3

The Answer Sheet of the Students' Perception in Using YouTube Media for English Learning

Respondent	Class	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Respondent 1	4	A	A	A	SA	SA	SA	SA	A	SA	A	A	SA	A	SA	SA
Respondent 2	4	SA	SA	A	A	A	A	SA	U	A	SA	U	SA	A	A	A
Respondent 3	4	A	A	SA	A	SA	A	A	U	SA	A	A	A	A	A	A
Respondent 4	4	SA	A	A	SA	SA	A	SA	A	SA	U	U	A	A	SA	SA
Respondent 5	4	SA	A	SA	A	SA	U	A	U	SA	SA	A	A	A	SA	SA
Respondent 6	4	A	A	A	A	SA	A	SA	A	U	A	U	A	A	A	A
Respondent 7	4	A	A	SA	A	A	A	A	U	A	A	D	SA	U	A	U
Respondent 8	4	SA	SA	A	A	A	SD	U	A	A	A	U	A	A	SA	A
Respondent 9	4	A	A	A	A	SA	A	A	U	A	A	A	SA	A	SA	A
Respondent 10	4	SA	SA	SA	SA	SA	U	SA	U	A	SA	SA	SA	SA	SA	U
Respondent 11	4	A	SA	A	SA	A	SA	SA	A	A	A	A	SA	A	SA	A
Respondent 12	4	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
Respondent 13	4	A	A	D	A	A	A	A	D	U	A	U	SA	A	A	A
Respondent 14	4	A	U	A	U	A	U	A	U	A	U	U	U	U	U	U
Respondent 15	4	A	U	A	U	A	U	A	U	U	U	U	SA	A	U	U
Respondent 16	4	A	A	A	U	A	U	A	U	U	U	U	A	A	A	A
Respondent 17	4	A	SA	SA	A	A	SA	A	A	SA	A	A	SA	SA	SA	SA
Respondent 18	4	A	A	A	A	U	U	U	U	A	A	U	A	A	A	U
Respondent 19	4	SA	U	A	SA	SA	U	SA	U	U	A	A	A	A	A	A
Respondent 20	4	SA	SA	SA	A	SA	SA	SA	SA	SA	A	A	SA	SA	SA	SA
Respondent 21	4	SA	SA	SA	SA	SA	A	SA	A	SA	A	A	SA	SA	SA	SA
Respondent 22	4	U	U	U	U	U	U	U	U	D	D	A	U	U	U	U
Respondent 23	4	A	A	A	A	A	A	A	A	A	A	A	A	A	U	A
Respondent 24	4	A	U	A	A	A	A	A	A	A	A	A	A	A	A	A
Respondent 25	4	A	A	U	A	A	A	A	D	A	A	U	SA	A	A	A
Respondent 26	4	A	A	U	U	SA	SA	U	A	SA	A	SA	A	U	A	A
Respondent 27	4	A	A	A	A	A	A	A	U	A	A	A	A	A	A	A
Respondent 28	4	A	A	A	A	A	A	A	U	A	A	A	SA	A	A	A
Respondent 29	4	SA	SA	SA	SA	A	A	A	U	SA	A	A	A	SA	A	SA
Respondent 30	4	SA	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Respondent 31	4	SA	A	A	A	SA	SA	A	A	A	A	U	A	A	SA	A
Respondent 32	4	SA	A	A	A	A	A	A	U	A	A	A	SA	A	A	SA
Respondent 33	4	A	A	A	A	A	A	A	U	A	A	A	SA	A	U	A
Respondent 34	4	SA	SA	SA	SA	SA	SA	A	U	A	A	A	SA	A	A	A
Respondent 35	4	A	A	A	SA	A	U	A	A	U	A	A	U	A	SA	A

Description:

Strongly Agree (SA),

Agree (A),

Uncertain (U),

Disagree (D),

And Strongly Disagree (SD)

STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

PERSEPSI MAHASISWA MENGGUNAKAN YOUTUBE MEDIA PEMBELAJARAN BAHASA INGGRIS SEMESTER KEEMPAT PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UIR

By: Drisya Camelia Balqis
NPM: 176310667

Assalamu'alaikum warahmatullahi wabarakatuh.

Kuesioner ini dibuat untuk mendapatkan data sebagai acuan Saya untuk mengetahui bagaimana persepsi mahasiswa di Semester 4 FKIP - UIR dalam menggunakan media YouTube di pembelajaran Bahasa Inggris serta untuk menyelesaikan skripsi Saya.

Nama *

Bernanda Putri Wulandari Boru Hutabarat

Kelas *

4A

NPM *

196310288

QUESTIONNAIRES

Directions:

Please answer the following questionnaire by selecting one of the options based on your level of agreement upon each respective statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan Anda atas tiap pernyataan.

1. Learning using YouTube media makes it easy for me to get information related to English / Belajar menggunakan media youtube memudahkan saya mendapatkan informasi yang berhubungan dengan bahasa inggris *

Agree / Setuju

2. Learning using YouTube media increased my interest in learning English / Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris *

Agree / Setuju

3. The use of YouTube media helps me better understand material that has been taught / Penggunaan media YouTube membantu saya lebih memahami materi yang telah diajarkan *

Agree / Setuju

4. The use of YouTube media enriches my horizons in learning English / Penggunaan media YouTube memperkaya wawasan saya dalam belajar bahasa Inggris *

Strongly Agree / Sangat Setuju



5. Using Media YouTube makes it easy for me to find information, news and entertainment / Menggunakan Media YouTube memudahkan saya untuk mencari informasi, berita dan hiburan *

Strongly Agree / Sangat Setuju

6. Using YouTube media helps me increase my motivation and interest in learning English / Menggunakan media YouTube membantu saya meningkatkan motivasi dan minat saya dalam belajar Bahasa Inggris *

Strongly Agree / Sangat Setuju

7. Using Media YouTube can help me increase information, knowledge and understanding of various things of life, especially English / Menggunakan Media YouTube dapat membantu saya menambah informasi, pengetahuan dan pemahaman tentang berbagai hal dalam kehidupan, khususnya Bahasa Inggris *

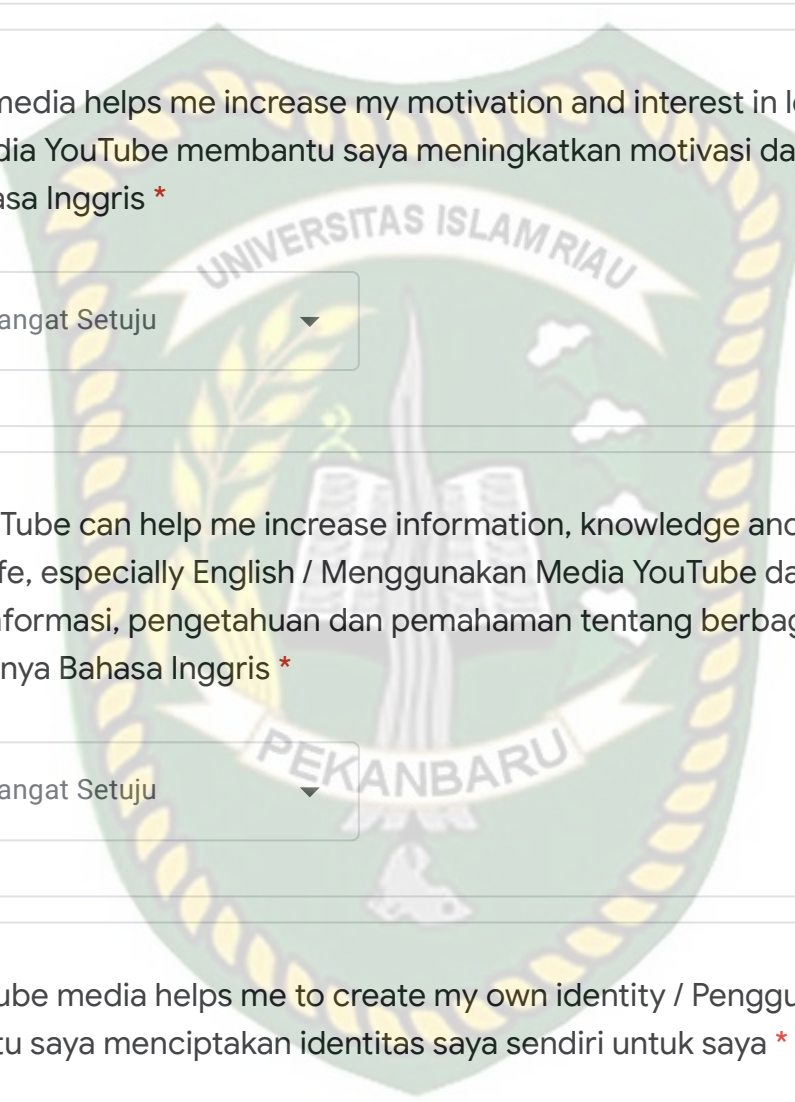
Strongly Agree / Sangat Setuju

8. The use of YouTube media helps me to create my own identity / Penggunaan media YouTube membantu saya menciptakan identitas saya sendiri untuk saya *

Agree / Setuju

9. For me the use of YouTube media is very effective in helping me improve my English skills / Penggunaan media youtube sangat efektif dalam membantu saya meningkatkan kemampuan Bahasa Inggris saya *

Strongly Agree / Sangat Setuju



10. Using Media YouTube helps me find solutions and ways to solve problems related to college assignments / Menggunakan Media YouTube membantu saya menemukan solusi dan cara untuk menyelesaikan masalah yang berkaitan dengan tugas kuliah *

Agree / Setuju



11. YouTube media is able to provide guidance to me in making my choice / Media YouTube mampu memberikan arahan kepada saya dalam menentukan pilihan *

Agree / Setuju



12. I have to be selective on using YouTube media and have to deal with positive things / Saya harus selektif dalam menggunakan media YouTube dan harus menghadapi hal-hal yang positif *

Strongly Agree / Sangat Setuju



13. The use of YouTube media can help me in the latest techniques to improve my English language skills / Penggunaan media YouTube dapat membantu saya dalam teknik terbaru untuk meningkatkan kemampuan bahasa Inggris saya *

Agree / Setuju



14. For me using YouTube Media can satisfy my curiosity about something that I want to know / Bagi saya menggunakan YouTube Media dapat memuaskan rasa penasaran saya tentang sesuatu yang ingin saya ketahui *

Strongly Agree / Sangat Setuju



15. The use of Media YouTube can be a reference material for me in finding a topic of discussion / conversation when meeting people around me / Penggunaan Media YouTube dapat menjadi bahan referensi bagi saya dalam mencari topik diskusi atau percakapan ketika bertemu dengan orang-orang di sekitar saya *

Strongly Agree / Sangat Setuju

THANK YOU

Terima kasih atas partisipasi adik-adik sekalian dan kerja samanya untuk mengisi kuesioner ini. Maaf dikarenakan keadaan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengumpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Drisyia Camelia Balqis.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

PEKANBARU

STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

PERSEPSI MAHASISWA MENGGUNAKAN YOUTUBE MEDIA PEMBELAJARAN BAHASA INGGRIS SEMESTER KEEMPAT PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UIR

By: Drisyia Camelia Balqis
NPM: 176310667

Assalamu'alaikum warahmatullahi wabarakatuh.

Kuesioner ini dibuat untuk mendapatkan data sebagai acuan Saya untuk mengetahui bagaimana persepsi mahasiswa di Semester 4 FKIP - UIR dalam menggunakan media YouTube di pembelajaran Bahasa Inggris serta untuk menyelesaikan skripsi Saya.

Nama *

Cindy Sonia Putri

Kelas *

4A

NPM *

196310701

QUESTIONNAIRES

Directions:

Please answer the following questionnaire by selecting one of the options based on your level of agreement upon each respective statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan Anda atas tiap pernyataan.

1. Learning using YouTube media makes it easy for me to get information related to English / Belajar menggunakan media youtube memudahkan saya mendapatkan informasi yang berhubungan dengan bahasa inggris *

Strongly Agree / Sangat Setuju

2. Learning using YouTube media increased my interest in learning English / Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris *

Strongly Agree / Sangat Setuju

3. The use of YouTube media helps me better understand material that has been taught / Penggunaan media YouTube membantu saya lebih memahami materi yang telah diajarkan *

Agree / Setuju

4. The use of YouTube media enriches my horizons in learning English / Penggunaan media YouTube memperkaya wawasan saya dalam belajar bahasa Inggris *

Agree / Setuju

5. Using Media YouTube makes it easy for me to find information, news and entertainment / Menggunakan Media YouTube memudahkan saya untuk mencari informasi, berita dan hiburan *

Agree / Setuju



6. Using YouTube media helps me increase my motivation and interest in learning English / Menggunakan media YouTube membantu saya meningkatkan motivasi dan minat saya dalam belajar Bahasa Inggris *

Agree / Setuju



7. Using Media YouTube can help me increase information, knowledge and understanding of various things of life, especially English / Menggunakan Media YouTube dapat membantu saya menambah informasi, pengetahuan dan pemahaman tentang berbagai hal dalam kehidupan, khususnya Bahasa Inggris *

Strongly Agree / Sangat Setuju



8. The use of YouTube media helps me to create my own identity / Penggunaan media YouTube membantu saya menciptakan identitas saya sendiri untuk saya *

Uncertain / Tidak yakin



9. For me the use of YouTube media is very effective in helping me improve my English skills / Penggunaan media youtube sangat efektif dalam membantu saya meningkatkan kemampuan Bahasa Inggris saya *

Agree / Setuju



10. Using Media YouTube helps me find solutions and ways to solve problems related to college assignments / Menggunakan Media YouTube membantu saya menemukan solusi dan cara untuk menyelesaikan masalah yang berkaitan dengan tugas kuliah *

Strongly Agree / Sangat Setuju



11. YouTube media is able to provide guidance to me in making my choice / Media YouTube mampu memberikan arahan kepada saya dalam menentukan pilihan *

Uncertain / Tidak yakin



12. I have to be selective on using YouTube media and have to deal with positive things / Saya harus selektif dalam menggunakan media YouTube dan harus menghadapi hal-hal yang positif *

Strongly Agree / Sangat Setuju



13. The use of YouTube media can help me in the latest techniques to improve my English language skills / Penggunaan media YouTube dapat membantu saya dalam teknik terbaru untuk meningkatkan kemampuan bahasa Inggris saya *

Agree / Setuju



14. For me using YouTube Media can satisfy my curiosity about something that I want to know / Bagi saya menggunakan YouTube Media dapat memuaskan rasa penasaran saya tentang sesuatu yang ingin saya ketahui *

Agree / Setuju



15. The use of Media YouTube can be a reference material for me in finding a topic of discussion / conversation when meeting people around me / Penggunaan Media YouTube dapat menjadi bahan referensi bagi saya dalam mencari topik diskusi atau percakapan ketika bertemu dengan orang-orang di sekitar saya *

Agree / Setuju



THANK YOU

Terima kasih atas partisipasi adik-adik sekalian dan kerja samanya untuk mengisi kuesioner ini. Maaf dikarenakan keadaan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengumpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Drisya Camelia Balqis.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir



Dokumen ini adalah Arsip Miik :
Perpustakaan Universitas Islam Riau

STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

PERSEPSI MAHASISWA MENGGUNAKAN YOUTUBE MEDIA PEMBELAJARAN BAHASA INGGRIS SEMESTER KEEMPAT PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UIR

By: Drisyia Camelia Balqis
NPM: 176310667

Assalamu'alaikum warahmatullahi wabarakatuh.
Kuesioner ini dibuat untuk mendapatkan data sebagai acuan Saya untuk mengetahui bagaimana persepsi mahasiswa di Semester 4 FKIP - UIR dalam menggunakan media YouTube di pembelajaran Bahasa Inggris serta untuk menyelesaikan skripsi Saya.

Nama *

Lathifah Marwah

Kelas *

4A

NPM *

196310877

QUESTIONNAIRES

Directions:

Please answer the following questionnaire by selecting one of the options based on your level of agreement upon each respective statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan Anda atas tiap pernyataan.

1. Learning using YouTube media makes it easy for me to get information related to English / Belajar menggunakan media youtube memudahkan saya mendapatkan informasi yang berhubungan dengan bahasa inggris *

Agree / Setuju

2. Learning using YouTube media increased my interest in learning English / Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris *

Agree / Setuju

3. The use of YouTube media helps me better understand material that has been taught / Penggunaan media YouTube membantu saya lebih memahami materi yang telah diajarkan *

Strongly Agree / Sangat Setuju

4. The use of YouTube media enriches my horizons in learning English / Penggunaan media YouTube memperkaya wawasan saya dalam belajar bahasa Inggris *

Agree / Setuju

5. Using Media YouTube makes it easy for me to find information, news and entertainment / Menggunakan Media YouTube memudahkan saya untuk mencari informasi, berita dan hiburan *

Strongly Agree / Sangat Setuju



6. Using YouTube media helps me increase my motivation and interest in learning English / Menggunakan media YouTube membantu saya meningkatkan motivasi dan minat saya dalam belajar Bahasa Inggris *

Agree / Setuju



7. Using Media YouTube can help me increase information, knowledge and understanding of various things of life, especially English / Menggunakan Media YouTube dapat membantu saya menambah informasi, pengetahuan dan pemahaman tentang berbagai hal dalam kehidupan, khususnya Bahasa Inggris *

Agree / Setuju



8. The use of YouTube media helps me to create my own identity / Penggunaan media YouTube membantu saya menciptakan identitas saya sendiri untuk saya *

Uncertain / Tidak yakin



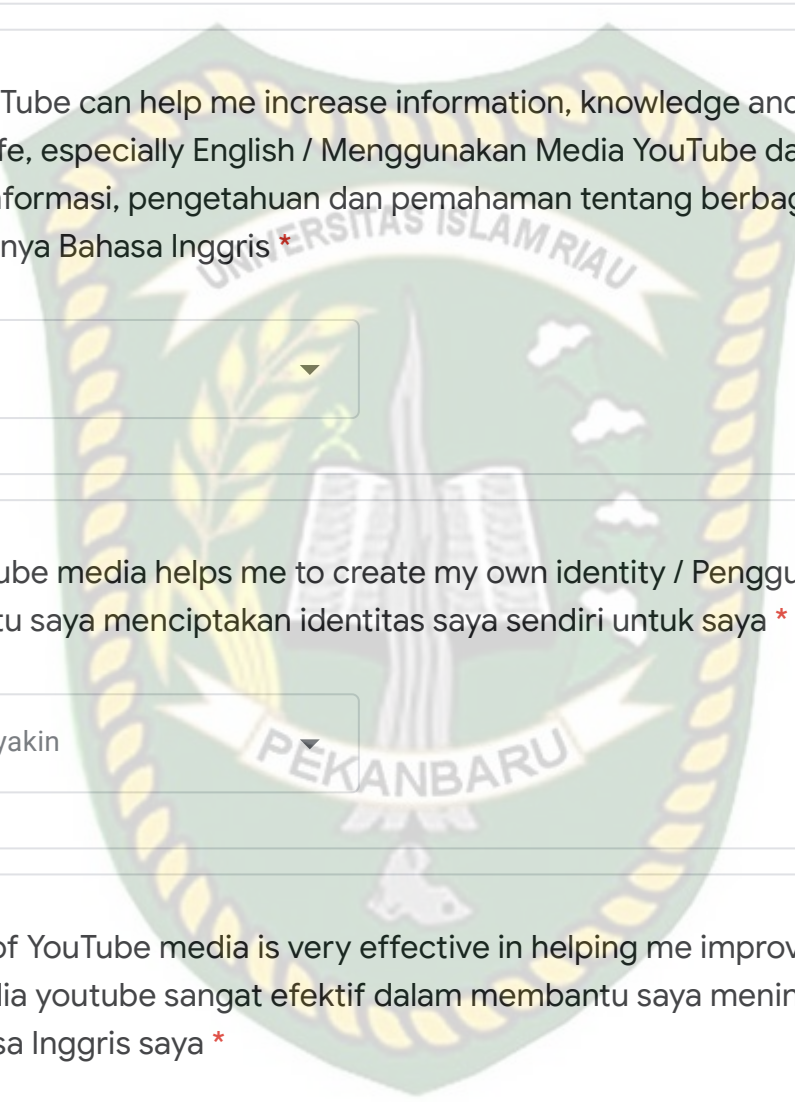
9. For me the use of YouTube media is very effective in helping me improve my English skills / Penggunaan media youtube sangat efektif dalam membantu saya meningkatkan kemampuan Bahasa Inggris saya *

Strongly Agree / Sangat Setuju



10. Using Media YouTube helps me find solutions and ways to solve problems related to college assignments / Menggunakan Media YouTube membantu saya menemukan solusi dan cara untuk menyelesaikan masalah yang berkaitan dengan tugas kuliah *

Agree / Setuju



11. YouTube media is able to provide guidance to me in making my choice / Media YouTube mampu memberikan arahan kepada saya dalam menentukan pilihan *

Agree / Setuju



12. I have to be selective on using YouTube media and have to deal with positive things / Saya harus selektif dalam menggunakan media YouTube dan harus menghadapi hal-hal yang positif *

Agree / Setuju



13. The use of YouTube media can help me in the latest techniques to improve my English language skills / Penggunaan media YouTube dapat membantu saya dalam teknik terbaru untuk meningkatkan kemampuan bahasa Inggris saya *

Agree / Setuju



14. For me using YouTube Media can satisfy my curiosity about something that I want to know / Bagi saya menggunakan YouTube Media dapat memuaskan rasa penasaran saya tentang sesuatu yang ingin saya ketahui *

Agree / Setuju



15. The use of Media YouTube can be a reference material for me in finding a topic of discussion / conversation when meeting people around me / Penggunaan Media YouTube dapat menjadi bahan referensi bagi saya dalam mencari topik diskusi atau percakapan ketika bertemu dengan orang-orang di sekitar saya *

Agree / Setuju



THANK YOU

Terima kasih atas partisipasi adik-adik sekalian dan kerja samanya untuk mengisi kuesioner ini. Maaf dikarenakan keadaan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengumpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Drisy Camelia Balqis.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

PERSEPSI MAHASISWA MENGGUNAKAN YOUTUBE MEDIA PEMBELAJARAN BAHASA INGGRIS SEMESTER KEEMPAT PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UIR

By: Drisyia Camelia Balqis
NPM: 176310667

Assalamu'alaikum warahmatullahi wabarakatuh.
Kuesioner ini dibuat untuk mendapatkan data sebagai acuan Saya untuk mengetahui bagaimana persepsi mahasiswa di Semester 4 FKIP - UIR dalam menggunakan media YouTube di pembelajaran Bahasa Inggris serta untuk menyelesaikan skripsi Saya.

Nama *

aisyah ardianingsih

Kelas *

4 A

NPM *

196310097

QUESTIONNAIRES

Directions:

Please answer the following questionnaire by selecting one of the options based on your level of agreement upon each respective statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan Anda atas tiap pernyataan.

1. Learning using YouTube media makes it easy for me to get information related to English / Belajar menggunakan media youtube memudahkan saya mendapatkan informasi yang berhubungan dengan bahasa inggris *

Strongly Agree / Sangat Setuju

2. Learning using YouTube media increased my interest in learning English / Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris *

Agree / Setuju

3. The use of YouTube media helps me better understand material that has been taught / Penggunaan media YouTube membantu saya lebih memahami materi yang telah diajarkan *

Agree / Setuju

4. The use of YouTube media enriches my horizons in learning English / Penggunaan media YouTube memperkaya wawasan saya dalam belajar bahasa Inggris *

Strongly Agree / Sangat Setuju

5. Using Media YouTube makes it easy for me to find information, news and entertainment / Menggunakan Media YouTube memudahkan saya untuk mencari informasi, berita dan hiburan *

Strongly Agree / Sangat Setuju



6. Using YouTube media helps me increase my motivation and interest in learning English / Menggunakan media YouTube membantu saya meningkatkan motivasi dan minat saya dalam belajar Bahasa Inggris *

Agree / Setuju



7. Using Media YouTube can help me increase information, knowledge and understanding of various things of life, especially English / Menggunakan Media YouTube dapat membantu saya menambah informasi, pengetahuan dan pemahaman tentang berbagai hal dalam kehidupan, khususnya Bahasa Inggris *

Strongly Agree / Sangat Setuju



8. The use of YouTube media helps me to create my own identity / Penggunaan media YouTube membantu saya menciptakan identitas saya sendiri untuk saya *

Agree / Setuju



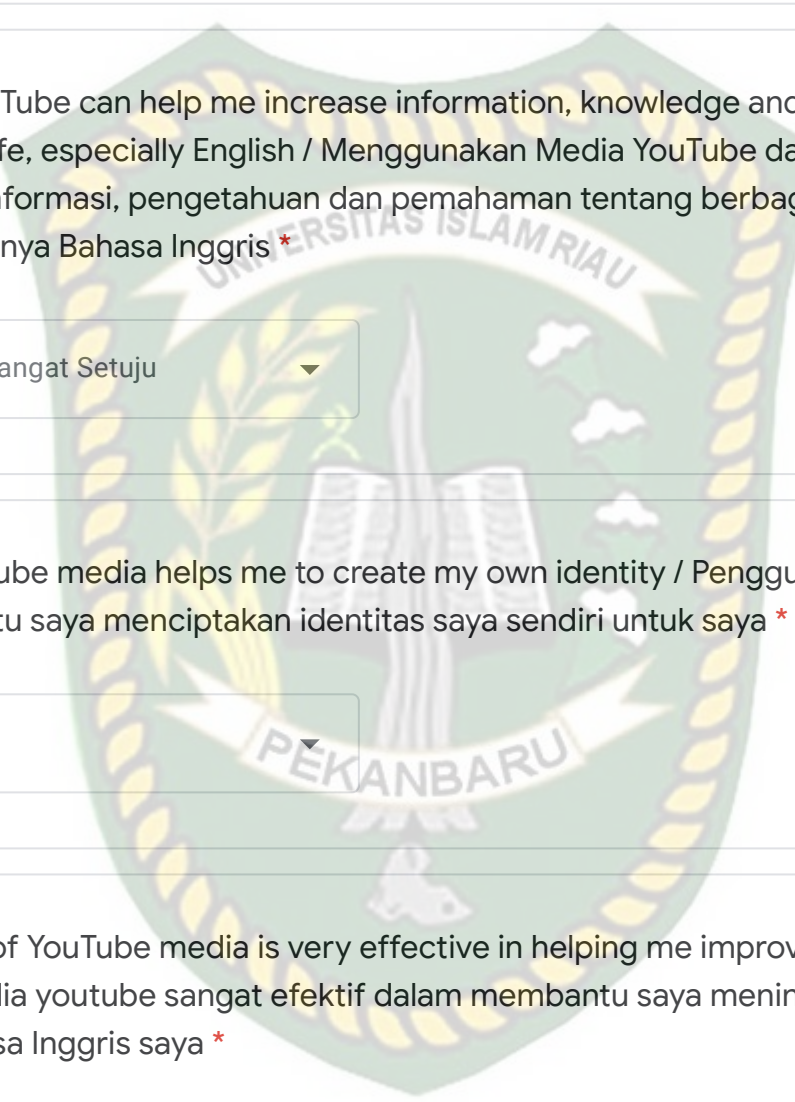
9. For me the use of YouTube media is very effective in helping me improve my English skills / Penggunaan media youtube sangat efektif dalam membantu saya meningkatkan kemampuan Bahasa Inggris saya *

Strongly Agree / Sangat Setuju



10. Using Media YouTube helps me find solutions and ways to solve problems related to college assignments / Menggunakan Media YouTube membantu saya menemukan solusi dan cara untuk menyelesaikan masalah yang berkaitan dengan tugas kuliah *

Uncertain / Tidak yakin



11. YouTube media is able to provide guidance to me in making my choice / Media YouTube mampu memberikan arahan kepada saya dalam menentukan pilihan *

Uncertain / Tidak yakin



12. I have to be selective on using YouTube media and have to deal with positive things / Saya harus selektif dalam menggunakan media YouTube dan harus menghadapi hal-hal yang positif *

Agree / Setuju



13. The use of YouTube media can help me in the latest techniques to improve my English language skills / Penggunaan media YouTube dapat membantu saya dalam teknik terbaru untuk meningkatkan kemampuan bahasa Inggris saya *

Agree / Setuju



14. For me using YouTube Media can satisfy my curiosity about something that I want to know / Bagi saya menggunakan YouTube Media dapat memuaskan rasa penasaran saya tentang sesuatu yang ingin saya ketahui *

Strongly Agree / Sangat Setuju



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Strongly Agree / Sangat Setuju



THANK YOU

Terima kasih atas partisipasi adik-adik sekalian dan kerja samanya untuk mengisi kuesioner ini. Maaf dikarenakan keadaan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengumpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Drisya Camelia Balqis.

Wassalamu'alaikum warahmatullahi wabarakatuh.

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Dokumen ini adalah Arsip Miik :
Perpustakaan Universitas Islam Riau

STUDENTS' PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

PERSEPSI MAHASISWA MENGGUNAKAN YOUTUBE MEDIA PEMBELAJARAN BAHASA INGGRIS SEMESTER KEEMPAT PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UIR

By: Drisyia Camelia Balqis
NPM: 176310667

Assalamu'alaikum warahmatullahi wabarakatuh.

Kuesioner ini dibuat untuk mendapatkan data sebagai acuan Saya untuk mengetahui bagaimana persepsi mahasiswa di Semester 4 FKIP - UIR dalam menggunakan media YouTube di pembelajaran Bahasa Inggris serta untuk menyelesaikan skripsi Saya.

Nama *

Ade Ramadhan

Kelas *

4A

NPM *

196310439

QUESTIONNAIRES

Directions:

Please answer the following questionnaire by selecting one of the options based on your level of agreement upon each respective statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan Anda atas tiap pernyataan.

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Strongly Agree / Sangat Setuju

2. Learning using YouTube media increased my interest in learning English / Belajar menggunakan media YouTube meningkatkan minat saya untuk belajar bahasa Inggris *

Agree / Setuju

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4. The use of YouTube media enriches my horizons in learning English / Penggunaan media YouTube memperkaya wawasan saya dalam belajar bahasa Inggris *

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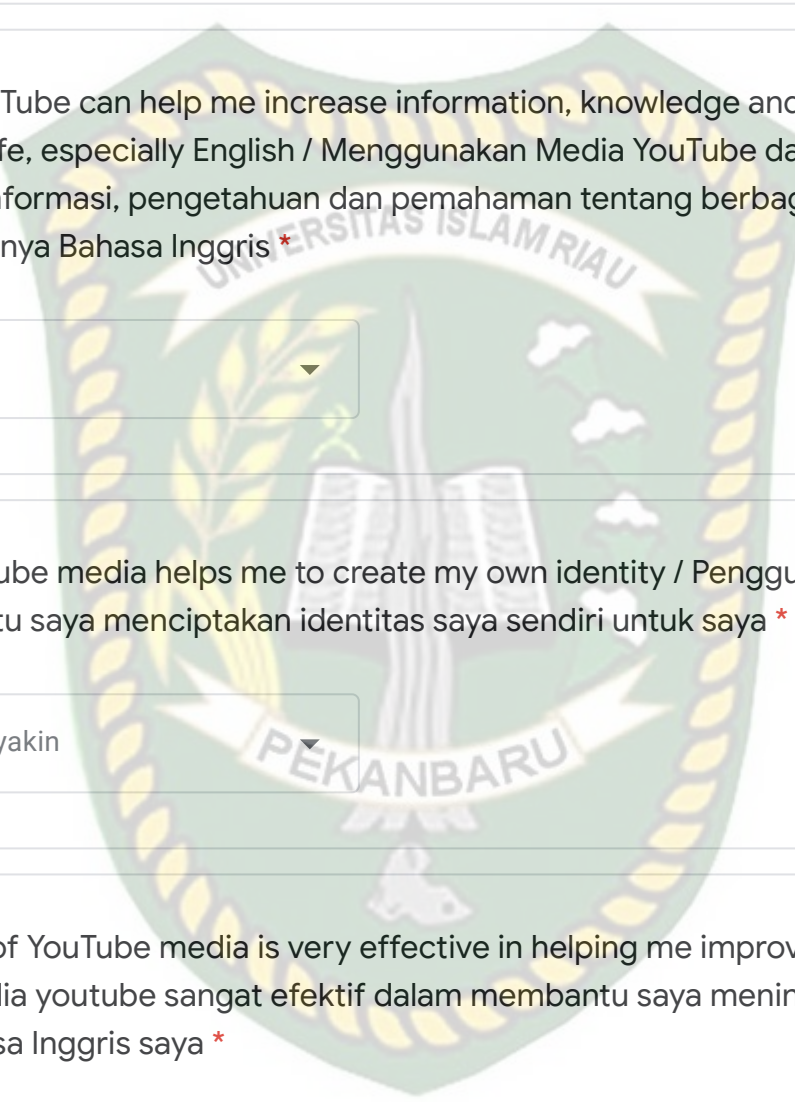
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Strongly Agree / Sangat Setuju



THANK YOU

Terima kasih atas partisipasi adik-adik sekalian dan kerja samanya untuk mengisi kuesioner ini. Maaf dikarenakan keadaan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengumpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Drisya Camelia Balqis.

Wassalamu'alaikum warahmatullahi wabarakatuh.

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Perpustakaan Universitas Islam Riau



UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Drisyta Camelia Balqis
NPM	:	176310667
Hari/ Tanggal Seminar	:	Kamis, 04 Maret 2021
Pembimbing Utama	:	Dra. Betty Sailun, M.Ed.

Judul Proposal Penelitian:

Students' Perception on Using Youtube as a Learning Media to Improve Their Speaking Skill of The Third Semester at English Language Education Study Program of FKIP UIR.

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	Disetujui/Direvisi/Dirubah judul baru*
Students Perception In Using Youtube Media for English Learning of the Fourth Semester at English Language Education of FKIP UIR		
2. Identifikasi Masalah	:	Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	:	Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	:	Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	:	Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	:	Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	:	Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan dalam Seminar	Tanda Tangan
1. Dra. Betty Sailun, M.Ed.	Ketua/ Pembimbing Utama	1.
2. Prof. Dr. Seno Himala Putra, M.Pd.	Anggota	2.
3. Muhammad Ilyas, S.Pd., M.Pd.	Anggota	3.

Pekanbaru, 20.....

Mengetahui,
Dekan,

Dr. Hj. Sri Amnah, S.Pd., M.Si.
NIDN: 0007107005

Ketua Program Studi,

Muhammad Ilyas, S.Pd., M.Pd.
NIDN. 1021068802



FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : DRISYA CAMELIA BALQIS
NPM : 176310667
Tempat/ Tgl Lahir : PEKANBARU, 03-05-1999
Alamat : Jl. KENANGA GJ FLAMBOYAN NO. 2
No. Telp/Hp : 082287910617

Bermaksud mengajukan judul skripsi sebagai berikut:

Judul I : AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING PERFORMANCE AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION - UNIVERSITAS ISLAM RIAU
Judul II : STUDENTS PERCEPTIONS ON USING YOUTUBE AS A LEARNING MEDIA TO IMPROVE THEIR SPEAKING SKILLS AT THE THIRD SEMESTER OF ENGLISH LANGUAGE PROGRAM OF FKIP UIR
Judul III : Students perception in using youtube Media for English learning of the ~~third~~ fourth semester at English Language Education of FKIP-UIR

Pekanbaru, 18-08-2020

Mahasiswa yang mengajukan

Menyetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Muhammad Ilyas, S.Pd., M.Pd.
NIDN 1021068802

Drisyia Camelia Balqis
NPM : 176310667

Mengetahui,
Wakil dekan bidang akademik

Dra. Hj. Tity Hastuti, M.Pd.
NIP 195911091987032002

Usulan Pembimbing:

Pembimbing (Ditentukan oleh Kaprodi): DRA. BETTY SAILUN, M.Ed.

Catatan apabila judul belum disetujui:

Pertimbangan Utama Ka. Prodi dalam menetapkan Pembimbing:

1. Judul ini merupakan penelitian Payung (Kolaboratif) dengan dosen yang bersangkutan
2. Kepakaran Dosen sesuai Rumpun Ilmu
3. Pemerataan Distribusi Pembimbing



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيَوِيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 16 April 2021

Nomor : 1154 /E-UIR/27-FKIP/2021
Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di –
Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : Drisya Camelia Balqis
Nomor Pokok Mhs : 176310667
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **"Students Perception in Using Youtube Media For English Learning of The Fourth Semester at English Language Education of FKIP UIR."**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan,

Dr. Hj. Sri Amnah, S.Pd., M.Si

NIP. 1970 10071998 032002

NIDN : 0007107005

Sertifikasi : 13110100601134

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 525 /FKIP-UIR/Kpts/2021

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Dra. Betty Sailun, M.Ed.	Lektor - Penata Tk.I/ III/d	Pembimbing Utama

Nama Mahasiswa	Drisya Camelia Balqis
NPM	176310667
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	Students Perception in Using Youtube Media For English Learning of The Fourth Semester at English Language Education of FKIP UIR..

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru

Tanggal : 16 April 2021

Dekan,

Dr. Hj. Sri Amnah, S.Pd.,M.Si

NIP. 1970 10071998 032002

NIDN. 007107005

Sertifikasi : 13110100601134

Tembusan disampaikan kepada :

1. Yth. Rektor UIR Pekanbaru

2. Yth. Kepala Biro Keuangan UIR Pekanbaru

3. Yth. Kepala Biro Administrasi Umum UIR Pekanbaru



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/42020
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 115/E-UIR/27-FKIP/2021 Tanggal 16 April 2021, dengan ini memberikan rekomendasi kepada:

1. Nama : **DRISYA CAMELIA BALQIS**
2. NIM / KTP : 176310667
3. Program Studi : PENDIDIKAN BAHASA INGGRIS
4. Jenjang : S1
5. Alamat : PEKANBARU
6. Judul Penelitian : **STUDENTS PERCEPTION IN USING YOUTUBE MEDIA FOR ENGLISH LEARNING OF THE FOURTH SEMESTER AT ENGLISH LANGUAGE EDUCATION OF FKIP-UIR**
7. Lokasi Penelitian : UNIVERSITAS ISLAM RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Juni 2021



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Riau di Pekanbaru
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2020/2021

NPM : 176310667
 Nama Mahasiswa : DRISYA CAMELIA BALQIS
 Dosen Pembimbing : 1. Dra BETTY SAILUN M.Ed 2. Dra BETTY SAILUN M.Ed
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : Persepsi Mahasiswa dalam Menggunakan Media YouTube untuk Pembelajaran Bahasa Inggris Pada Semester 4 di Pendidikan Bahasa Inggris FKIP-UIR
 Judul Tugas Akhir (Bahasa Inggris) : Students' Perception in Using YouTube Media for English Learning of The Fourth Semester at English Language Education of FKIP-UIR
 Lembar Ke : 1 (Satu)

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	29 th September 2020	Discussed About the Tittle	The Advisor Asked to Revise the Tittle of the Research	
2	17 th October 2020	Approved the Tittle	The Advisor Approved the Tittle of the Research	
3	11 th January 2021	Revision Chapter I,II,III	The Advisor Asked to Complete the Background	
4	29 th January 2021	Approved the Proposal	The Advisor Approved the Proposal	
5	7 th April 2021	Revision After Seminar Proposal	The Advisor Suggest to Continue the Research	
6	1 st July 2021	Thesis Consultation	The Advisor Suggest to Retype and Added Abstract	
7	2 nd July 2021	Thesis Approval	The Advisor Approved the Thesis	
8	23 rd August 2021	Thesis Examination	Join the Thesis Examination	

Pekanbaru, 04 Oktober 2021
 Wakil Dekan I/Ketua Departemen/Ketua Prodi



MTC2MZEWNJY3



Dr. Miranti Eka Putri, S.Pd, M.Ed.

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD



UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريفية

Alamat: Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 FaXl. +62 761 674834 Website: www.uir.ac.id Email: edufac.fkip@uir.ac.id

SURAT KETERANGAN BEBAS PLAGIAT

Nomor: 060/SKBP -PBIng-FKIP/UIR/VIII/2021

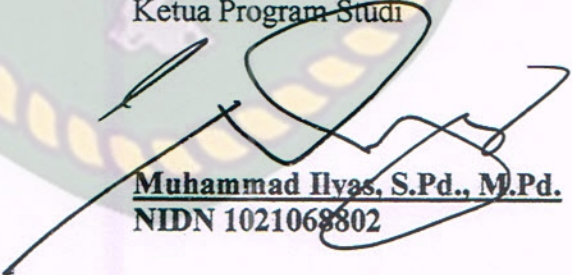
Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau menerangkan bahwa:

Nama	:	Drisya Camelia Balqis
NPM	:	17 631 0667
Program Studi	:	Pendidikan Bahasa Inggris (S1)
Judul Skripsi	:	Students' Perception in Using YouTube Media for English Learning of the Fourth Semester at English Language Education Study Program of FKIP-UIR

Dinyatakan sudah memenuhi syarat batas maksimal plagiasi kurang dari 30% pada skripsi yang disusun. Surat keterangan ini digunakan sebagai prasyarat untuk mengikuti ujian skripsi.

Pekanbaru, 16 Agustus 2021

Ketua Program Studi


Muhammad Ilyas, S.Pd., M.Pd.
NIDN 1021068802



BERITA ACARA UJIAN SKRIPSI

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Pekanbaru tanggal 23 Agustus 2021 Nomor: 1185 /FKIP-UIR/Kpts/2021, maka pada hari Senin tanggal 23 Agustus 2021, telah dilaksanakan Ujian Skripsi **Program Studi Pendidikan Bahasa Inggris** Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Jenjang Studi S1 Tahun Akademik 2021/2022 berikut ini.

1. Nama : Drisya Camelia Balqis
2. NPM : 176310667
3. Judul Skripsi : Students' Perception in Using YouTube Media for English Learning of the Fourth Semester at English Language Education Study Program of FKIP-UIR.
4. Waktu Ujian : 08.30 - 09.30 WIB
5. Tempat Pelaksanaan Ujian : Daring

Dengan keputusan Hasil Ujian Skripsi
Lulus*/ Lulus dengan Perbaikan*/ Tidak Lulus*

Nilai Ujian

Nilai Ujian Angka = 85,37 Nilai Huruf = A.....

Tim Penguji Skripsi

No.	Nama	Jabatan	Tanda Tangan
1	Dra. Betty Sailun, M.Ed.	Ketua	1.
2	Prof. Dr. Seno Himala Putra, M.Pd.	Anggota	2.
3	Muhammad Ilyas, S.Pd., M.Pd.	Anggota	3.

Pekanbaru, 23 Agustus 2021
Panitia Ujian
Ketua,

Dra. Betty Sailun, M.Ed.
NIDN: 0027046002

Mengetahui
Dekan,

Dr. Hj. Sri Amnah, S.Pd., M.Si.
NIDN: 0007107005

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : DRISYA CAMELIA BALQIS
 Tempat/Tgl.Lahir : PEKANBARU / 03 Mei 1999
 NPM : 176310667
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA / INDONESIAN LANGUAGE	B-	2.75	2	5.5
IG13002	BASIC ENGLISH GRAMMAR / BASIC ENGLISH GRAMMAR	B+	3.33	3	9.99
IG3004	BASIC READING / BASIC READING	B+	3.33	3	9.99
IG13005	INTERPRETATIVE LISTENING / INTERPRETATIVE LISTENING	B+	3.33	3	9.99
BS12001	LANDASAN PENDIDIKAN / INTRODUCTION OF EDUCATION	A	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM / ISLAMIC EDUCATION	A-	3.67	2	7.34
BS12007	PENDIDIKAN PANCASILA / PANCASILA EDUCATION	A-	3.67	2	7.34
IG13001	PRONUNCIATION PRACTICE / PRONUNCIATION PRACTICE	A	4	3	12
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION / SPEAKING FOR EVERYDAY COMMUNICATION	B+	3.33	3	9.99
IG23010	ACADEMIC LISTENING / ACADEMIC LISTENING	B	3	3	9
BS22002	AL ISLAM 1 (FIKIH IBADAH) / AL ISLAM 1 (FIQIH IBADAH)	C+	2.33	2	4.66
IG23012	BELAJAR DAN PEMBELAJARAN / TEACHING AND LEARNING ENGLISH	A-	3.67	3	11.01
IG22009	EXTENSIVE READING / EXTENSIVE READING	B+	3.33	2	6.66
BS22004	ILMU KEALAMAN / NATURAL SCIENCES	B	3	2	6
IG23007	INTERMEDIATE GRAMMAR / INTERMEDIATE GRAMMAR	B	3	3	9
IG23006	PARAGRAPH WRITING / PARAGRAPH WRITING	A-	3.67	3	11.01
BS12008	PENDIDIKAN KEWARGANEGARAAN / CITIZENSHIP	A-	3.67	2	7.34
IG22008	SPEAKING FOR GROUP ACTIVITIES / SPEAKING FOR GROUP ACTIVITIES	A-	3.67	2	7.34
IG22011	VOCABULARY IN CONTEXT / VOCABULARY IN CONTEXT	B+	3.33	2	6.66
IG33016	ACADEMIC READING / ACADEMIC READING	A	4	3	12
IG33013	ADVANCED GRAMMAR / ADVANCED GRAMMAR	B	3	3	9
BS32005	AL ISLAM 2 (FIKIH MU`AMALAT) / AL ISLAM 2 (FIKIH MU`AMALAT)	B+	3.33	2	6.66
IG32018	ENGLISH PHONETICS AND PHONOLOGY / ENGLISH PHONETICS AND PHONOLOGY	B+	3.33	2	6.66
IG23012	ESSAY WRITTING / ESSAY WRITTING	B+	3.33	3	9.99
IG32018	INTRODUCTION TO JOURNALISM / INTRODUCTION TO JOURNALISM	A	4	2	8
IG32017	INTRODUCTION TO LINGUISTICS / INTRODUCTION TO LINGUISTICS	A-	3.67	2	7.34
BS32006	KURIKULUM DAN PEMBELAJARAN / CURRICULUM AND LEARNING	B+	3.33	2	6.66
IG32019	SECOND LANGUAGE ACQUISTION / SECOND LANGUAGE ACQUISTION	B+	3.33	2	6.66
IG33014	SPEAKING FOR FORMAL SETTING / SPEAKING FOR FORMAL SETTING	B	3	3	9
IG43023	ACADEMIC WRITING / ACADEMIC WRITING	A-	3.75	3	11.25
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) / AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	B	3	2	6
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING / ASSESMENT IN ENGLISH LANGUAGE TEACHING	A	4	2	8
IG42031	BUSINESS CORRESPONDENCE / BUSINESS CORRESPONDENCE	A	4	2	8

IG42025	CROSS CULTURAL UNDERSTANDING / CROSS CULTURAL UNDERSTANDING	A-	3.75	2	7.5
IG42024	ENGLISH MORPHOLOGY / ENGLISH MORPHOLOGY	B	3	2	6
IG42026	ENGLISH SYNTAX / ENGLISH SYNTAX	B	3	2	6
BS42010	ETIKA DAN PROFESI PENDIDIKAN / ETIC AND EDUCATIONAL PROFESSION	B+	3.5	2	7
IG42028	NEWS AND REPORT WRITING / NEWS AND REPORT WRITING	A-	3.75	2	7.5
BS42009	PENGELOLAAN PENDIDIKAN / MANAGEMENT OF EDUCATION	A-	3.75	2	7.5
FK42008	PSIKOLOGI PENDIDIKAN / EDUCATIONAL PSYCHOLOGY	B+	3.5	2	7
IG52035	DISCOURSE ANALYSIS / DISCOURSE ANALYSIS	B	3	2	6
IG52037	EDITING / EDITING	A-	3.75	2	7.5
IG52033	ENGL.FOR YOUNG LEARNERS / ENGL.FOR YOUNG LEARNERS	A-	3.75	2	7.5
IG52040	ENGLISH FOR OFFICE / ENGLISH FOR OFFICE	B+	3.5	2	7
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG / EVALUATION AND LEARNING ACHIEVEMENT	A	4	3	12
BS52011	FILSAFAT PENDIDIKAN ISLAM / PHILOSOPHY OF ISLAMIC EDUCATION	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE / INTRODUCTION TO LITERATURE	A-	3.75	2	7.5
IG52036	LINGUISTICS AND LITERARY RESEARCH / LINGUISTICS AND LITERARY RESEARCH	C-	1.75	2	3.5
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG / TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION	A	4	2	8
IG52034	SEMANTICS / SEMANTICS	C+	2.5	2	5
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG / STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH	A-	3.75	3	11.25
BS62014	BIMBINGAN DAN KONSELING / GUIDANCE AND COUNSELING	A-	3.75	2	7.5
IG62045	ENGLISH FOR SPECIFIC PURPOSE / ENGLISH FOR SPECIFIC PURPOSE	A	4	2	8
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN / ENTREPRENEURSHIP EDUCATION	A	4	2	8
IG63049	PENELITIAN PENDIDIKAN BAHASA INGG / RESEARCH ON LANGUAGE TEACHING	B+	3.5	3	10.5
IG62046	PSYCHOLINGUISTICS / PSYCHOLINGUISTICS	A	4	2	8
IG62048	SOCIOLINGUISTICS / SOCIOLINGUISTICS	A-	3.75	2	7.5
FK63012	STATISTIK PENDIDIKAN / EDUCATIONAL STATISTICS	A	4	3	12
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) / TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	A	4	2	8
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGG / THEORY AND PRACTICE MICRO TEACHING OF EDUCATION	A	4	3	12
IG63047	TRANSLATION / TRANSLATION	B+	3.5	3	10.5
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KLP) / EDUCATION FIELD AND PRACTICE	A-	3.75	4	15
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGG / SEMINAR OF ENGLISH EDUCATION	A	4	2	8
BS86016	THESIS / THESIS	A-	3.75	6	22.5
			Jumlah	154	541.29
			IPK	3.51	

Pekanbaru, 05 Oktober 2021
Kepala BAAK,



DR. Kurnia Hastuti, S.T., M.T