THE ROLES OF *JOESIN TRANSLATION* YOUTUBE
CHANNEL VIDEOS IN IMPROVING STUDENTS’
PERCEPTION IN LEARNING ENGLISH

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of *Sarjana Pendidikan (S.Pd)*

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SALATIGA

2019
DECLARATION

Bismillahirrahmaniirrahim

In the name of Allah, the Most Gracious and the Most Merciful.

Hereby the writer fully declares that this graduating paper is written by the writer. This paper does not contain any materials which have been published by other people and it does not cite any other people ideas except the information from the references. This graduating paper can be published in the library of IAIN Salatiga.

The declaration is written by the writer to be understood.

Salatiga, February 14 2019

The writer

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DAN
KESEDIAAN DI PUBLIKASIKAN

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Yang menyatakan

Septiyas Ihsanul Alfianto
Hammam, Ph.D.
The Attentive Counselor’s note
Septiyas Ihsanul Alfianto

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Septiyas Ihsanul Alfianto’s graduating paper entitled THE ROLES OF JOESIN TRANSLATION YOUTUBE CHANNEL IN IMPROVING STUDENTS’ PERCEPTION IN LEARNING ENGLISH, I have decided and would like to propose that is this paper can be accepted by the Teacher Training and Education Faculty, I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

[Signature]

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A GRADUATING PAPER

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 08th, 2019 and hereby considered to completely fulfillment of the requirement for the degree of Sarjana Pendidikan (S. Pd) in English Education Department.

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Head : Dr. Mashlihatul Umami, M.A
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Salatiga, March 08th, 2019
Dean of Teacher Training and Education Faculty

Biwardi, M. Pd
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MOTTO

By the time. (1)

Indeed, man is in loss. (2)

Except those who have believed and did righteous deeds, and advised each other to truth, and advised each other to patience. (3)

AL-‘ASHR 1-3

Quoted from:

English Translation of Quran by Muhsin Khan-Taqiyud. 2008 January: Hafiz Khan
DEDICATION

This graduating paper is sincerely dedicated to:

1. My beloved family, Mr. Yasrobi (Alm) and Mrs. Hayati, my brother Rahmadian Cahyo Widianto, and Candra Setiani. Thank you for the endless love, support, prayer, and a place to call home. May Allah bless you

2. My best friends, member of Jare Piknik who always cheers me up every day. Never forget our dumbness

3. My family of English Education 2014. There are flawless experiences for the four years studying with you. Keep awesome.

.
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Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious and the Most Merciful, the Lord of the entire universe. Because of Him, the researcher is able to finish this graduating paper as one of the requirements for Sarjana Pendidikan (S.Pd) of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the researcher to extend the deepest gratitude for:

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2. Suwardi, M.Pd. as the Dean of Faculty of Teacher Training and Education, State Institute for Islamic Studies (IAIN) of Salatiga.
3. Noor Malihah, Ph.D. as the Head of English Education Department of Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) of Salatiga.
4. Hammam, M.Pd. Ph.D. as the counselor who has played an immense role in my graduating paper. His countless hours of
reading and revising are invaluable to this paper. Thank you for all of the support, advise, suggestion, and patience.

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6. All lecturers of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic (IAIN) Salatiga.

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Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, February 14 2019

The writer,

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ABSTRACT


Keywords: Role, Joesin Translation, YouTube, Perception, English Learning

The objectives of this research are to find out whether Joesin Translation YouTube channel improve students’ perception in Learning English and role of Joesin Translation YouTube channel to improve students’ perception in learning English. This research used descriptive qualitative method. The subjects of this research were the students who have been followed learning through Joesin Translation YouTube channel and the holder of Joesin Translation YouTube channel. The data were collected from the observation of the web of YouTube and Joesin Translation channel and interview that distributed to students of Joesin Translation. The interview questionnaires were categorized on the perception. The result showed that Joesin Translation improves learners’ perception. There are desire and want of success, encouragement and need, future expectation, interest, and supportive learning environment. Learners get what their want in the learning through Joesin Translation channel. They also produce their passion and need in learning English, learners also have expressed their expectation and channeled their aspiration in learning through the channel. Learners also facilitated with advantages in learning online such as supportive, helpful, enjoyable learning through Joesin Translation channel. Another result showed that the roles Joesin Translation are facilitate students in learning English by creating videos based on need and desire of students, give the best learning by utilizing advantages of learning through YouTube, motivate students in learning by making video as comfort as possible to make an interest, and provide learning forum that has supportive and helpful environment.
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CHAPTER I
INTRODUCTIOIN

A. Background Study

There are millions websites on internet that already created and remain being used. Today internet has influence many people in daily activities. It has already been used by variative institutions such as economy, social and culture, governments, and educational institutions.

Ramdhani (2003) dalam modul pembelajaran internet mengatakan bahwa “Internet merupakan sebuah sebutan untuk sekumpulan jaringan computer yang dapat menghubungkan berbagai situs akademik, pemerintahan, komersial, organisasi, hingga perorangan, lebih lanjut dijelaskan bahwa internet mampu untuk menyediakan akses untuk layanan telekomunikasi dan berbagai sumber daya informasi untuk jutaan pemakaiannya yang tersebar di seluruh dunia, internet memiliki berbagai macam layanan-layanan internet meliputi komunikasi secara langsung seperti email dan juga chatting, diskusi seperti Usenet Net, Email, dan juga Milis serta sumber daya informasi yang terdistribusi (World Wide Web, Gopher), remote login dan lalu lintas file (Telnet, FTP) dan lain-lainnya.” (“Ramdhani (2003) in the internet learning module said “The internet is a designation for a set of computer networks that connect to academic, government, commercial, organization, and individual websites. Further explanation that the internet is able to provide access to telecommunication services and various sources of information spread across the world, internet has a wide range if services including direct communication, such as email and chat, discussion such as Usenet Net, email, and mailing lists as well as distributed information resources (World Wide Web) Gopher), remote login and file traffic (Telnet, FTP) and others”.)

Learners remember and understand better when they see, hear and do an activity on material. The level of students’ understanding of a subject when they observe, listen and produce materials during instruction is higher (75%) compared to students who only see during instruction (20%), and see and hear only (40%)
(Lindstorm, 1994). Learning with multimedia elements, such as videos, has been shown to be effective for learning activities (Krauskopf, Zahn & Hesse, 2012; Zahn, Pea, Hesse, & Rosen, 2010). Learners are able to watch, listen and produce the required behaviors.

There is a variety of online media, including videos which enable these elements to be available. YouTube, TeacherTube, TED, and Vimeo are online video repositories in which videos are made available (Norlidah Alias, DeWitt, Saedah Siraj, 2013). Users are able to download, view and share video clips on an extensive variety of content which includes film clips, television shows, music and instructional videos, vlogs or videoblogs, as well as amateur video. Most of all YouTube becomes most popular social media when the videos are shared and comments and other forms of interaction occur on the site.

In common cases, study in school is unable to give the maximum potential of knowledge for learners. It may advise its learners to find materials and methods which proper to their behavior. Mostly, as many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips. Using YouTube videos to study as supplementary material will provide learners with full understanding and knowledge that useful to their English language study.

However not every YouTube content is liked by users. Most people share and watch videos for entertainment only. In other hand, the education-content videos have few viewers. Yet, there is Joesin Translation, who offers education content videos for English language learners to study English in way applicative
and communicative. Learners may find materials videos needed as what they are trying to learn including grammar, speaking, verbal words, and even daily expressions.

The statement above, yet, still requires a specific research to ensure the quality of using online materials in learning. On this research, the researcher would like to examining under the title, “THE ROLES OF JOESIN TRANSLATION YOUTUBE CHANNEL VIDEOS TOWARD STUDENTS’ PERCEPTION IN LEARNING ENGLISH”.

B. Limitation of the Study

According to Kasiram (2010: 232), problem statements become the specific attention as the wide and deep systematic dimensions. The study is focused on Joesin Translation channel’s videos’ role toward students’ perception in Learning English. The limitation is very needed in order to avoid the confusion of problem statements. Based on the background study above, the researcher summarizes two problem statements, there are as presented below:

1. What does Joesin Translation YouTube channel improve students’ perception in Learning English?

2. What are roles of Joesin Translation YouTube channel toward students’ perception in Learning English?

C. Objectives of the Study

The objectives of the research are:
1. To find out whether *Joesin Translation* YouTube channel improve students’ perception in Learning English.

2. To describe roles of *Joesin Translation* YouTube channel toward students’ perception in Learning English are.

**D. Significance of the Study**

1. Theoretical Benefit

   The research is conducted to support the development of the new era of education which keep up with the modernity. Hopefully this study will be beneficial for the other researchers in organizing the modern era based- research.

2. Practical Benefits

   a. For the Researcher

      This research helps the writer find a clear description and experiences about usage of social media, which is YouTube channel videos in learning English.

   b. For Learners

      This study helps learners to find an easy and understandable supplementary materials. It also helps them build a new method in learning English.

   c. For Other Researchers

      Hopefully the study will contribute in advanced researches which have close objectives or variables with the study. The researcher
expects sturdy resolution resulted by other researches for a better study tomorrow.

E. Clarification of the Key Terms

The writer defines some of key terms used in the study. The clarification of key terms is used for avoiding the misunderstanding of the terms. Here is the list of definition which has been conducted by the writer.

1. Role

According to Merton (in Raho(2007:67)) said that the role is defined as a pattern of behavior that is expected by the community of someone who occupies a certain status. According to Cambridge Dictionary, role literally means the position or purpose that someone or something has in a situation, organization, society, or relationship. In this study, role describes something useful that is owned by Joesin Translation YouTube channel that helps students in learning English.

2. YouTube

YouTube is a media platform that has extensive contents. One of them is educational content which is become the focus of this research. YouTube EDU (http://www.youtube.com/edu) is a service for educators which contains short lessons from teachers, full university courses, professional development materials, and inspirational videos to educate with content aligned to common core standards. More details, namely a YouTube channel called Joesin Translation which is a channel that raises an English learning.
3. Students

According to Webster dictionary, students are people engaged in study. It means one who is devoted to learning or someone who is studying. The students here refer to people who watch by subscribing Joesin Translation YouTube channel as their media in learning English. On the YouTube platform, they are referred to as viewer or subscriber.

4. Perception

Perception basically has a very broad understanding, concerning internal and external. Various experts have provided various definitions of perception. According to Walgito (2004: 70) perception is a process of organizing, interpreting stimulus that is received by an organism or individual so that it becomes something meaningful, and is an activity integrated in the individual.

According to Bayu (2016:10), perception is a sensory stimulus that is preceded by the senses and sent to the human brain consciously or unconsciously. Perception is very subjective, depending on someone of a particular object.

Perception is a biological process. To be perceived, any information about events in the world must be registered by the sensory nervous system (Randolph Blake: 2006).

F. Graduating Paper’s Outline

In this section, the researcher discuss several parts of the paper consisted of 5 chapters as follows; Chapter I contains the background of the study, the limitations of the study, objectives of the study, significances of the study,
clarification of the key terms, and graduating paper’s outline. Chapter II presents the theoretical framework of the study that consist of the general explanation of role, the clear explanation of YouTube, description of Joesin Translation channel, and the definition of perception. It also consists of the review of existing researches that are resembled to this research. Chapter III describes about the research design, data sources, data collection, data analysis and the validity of findings. Chapter IV presents the data presentation and the data analysis. The final chapter is the closure that consists of conclusion and suggestion of the research.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter explains the theoretical framework of this study. It presents the theoretical framework of the study that consist of the general explanation of role, the clear explanation of YouTube, description of Joesin Translation channel, and the definition of perception. It also consists of the review of existing researches that are resembled to this research.

A. Theoretical Framework

Kasiram says that a good research needs to put the result of research objects investigation (2010:236). The reason is the researcher has to prepare the research concept with theoretically strong foundations of the research related to why the research itself held.

The writer described the theoretical framework of this study consist of the definition of role, explanation of YouTube, what is Joesin Translation, and the concept of perception. The researcher also reviews the existing researches.

1. Roles of Joesin Translation YouTube Channel

   a. Role

   A role always belongs to a specific larger behavior that involves other roles, called a collaborative behavior. Role theory is constantly presented to us as distinctively, social theory. It is presented as the means of setting personality in its social context; of thinking the social aspects of human learning; of understanding the social sources of intra-psychic conflict; and so forth. It is presented as a
framework for sociology and social anthropology (Connell: 11). It may be surprising to people familiar with this argument to be told that role theory does not involve a social determination at all.

There are two main options open to the role theorist in giving an account of personality formation. The first is to offer role as an alternative to a trait conception of personality, stressing the situational specificity of behavior, and the well-known failure of personality research to find very convincing evidence of the generality of traits across situations. This is the option taken by Brim: 'The learned repertoire of roles is the personality. There is nothing else. The other is to accept some conception of stable traits or lasting features of personality (perhaps along the lines of the charming defence of trait theory by Bem and Allen, 1974), and to offer role acquisition as a means of explaining their formation. This is the option taken by most of the literature on femininity, which explains the formation of traits such as nurturance, lack of aggressiveness, fear of success, etc., in terms of the role-learning pressures on the growing girl.

In this research, role refers to what is the operation, function, and *Joesin Translation* channel’s trait personality of *Joesin Translation* channel as an online educator in helping the audiences learn English.

b. *Joesin Translation*

*Joesin Translation* is YouTube video channel which has education content. It was created in October 2017 by two former students of Kampung Inggris Pare Kediri. They are Imam Jauhari, current student of English Literature
of UNISULA Semarang and Muhammad Muhsin, current student of English Education IAIN Salatiga.

The current number of subscribers of Joesin Translation which accessed in November 2018 at 13.01 pm GMT +7 is 100,041 subscribers. The number of the subscriber is count as a huge numbers since it contained education materials. The total numbers of views of Joesin Translation channel are 4,293,985 times views.

Joesin Translation offers education videos contained several materials learning English such as grammars, speaking, idioms, fun facts, daily words and more interesting videos that are useful for studying English. Their audiences may find English materials divided into 3 levels such following; beginner, intermediate, and higher or advance level. The channel also offers request and translation from its viewers by contacting email, instagram, or personal contact.

c. YouTube

YouTube is an American video-sharing website headquartered in San Bruno, California. The service was created by three former PayPal employees—Chad Hurley, Steve Chen, and Jawed Karim—in February 2005. Google bought the site in November 2006 for US$1.65 billion. YouTube now operates as one of Google's subsidiaries. YouTube allows users to upload, view, rate, share, add to favorites, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short and documentary films, audio
recordings, movie trailers, live streams, and other content such as video blogging, short original videos, and educational videos.

Most of YouTube channels are uploaded by individuals, but media corporations including CBS, the BBC, Vevo, and Hulu offer some of their material through YouTube as part of the YouTube partnership program. Most of the videos found on YouTube are created by amateurs, but some professional film makers also use the platform to share their work. Virtually all types and genres of videos are posted on the site, from sports accidents to homemade music videos. Copyrighted work also makes its way onto YouTube, which has raised many issues for companies that produce media for traditional outlets such as television. (Techopedia, 2018). Unregistered users can only watch videos on the site, while registered users are permitted to upload an unlimited number of videos and add comments to videos. Videos deemed potentially inappropriate are available only to registered users affirming themselves to be at least 18 years old.

Because of the nature of YouTube is sharing and voting, there have even been cases where new talents got discovered through simple videos, one of the most notable of which is teen pop star Justin Bieber. On the other hand, it is also possible for YouTube stars to profit from the videos they post on the site through YouSTube's ad revenue sharing program.

From the description above, it can be seen that YouTube has variety of contents that can be presented. Yet, the writer does not observe YouTube as wide.
The writer focuses on the development of the YouTube content especially in educational sector.

Additionally, Youtube is the only video sharing services under consideration as part of the study currently being discussed. Impacting education, YouTube now provides free access to a huge volume of educational videos.

YouTube has 2 sub-webs that are currently available for educational content. YouTube EDU (http://www.youtube.com/edu) is a service for educators which contains short lessons from teachers, full university courses, professional development materials, and inspirational videos to educate with content aligned to common core standards. Finally, with the motto “Educate, engage, and inspire your students with video!”), YouTube for Schools (http://www.youtube.com/schools) is an option-in program that allows schools to access thousands of educational videos from vetted YouTube channels like PBS, TED, Khan, and Joesin Translation in a secure environment.

d. Role of Joesin Translation

The role of Joesin Translation is to introduce to people that YouTube also has educational sector, it is able to compete with other contents such as entertainment or music. In other hand, Joesin Translation acts as a forum for students who want to learn English but have limited time, without having to join a class session.
2. Concept of Perception

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around it. Perception basically has a very broad understanding, concerning internal and external. Various experts have provided various definitions of perception. According to Walgito (2004: 70) perception is a process of organizing, interpreting stimulus that is received by an organism or individual so that it becomes something meaningful, and is an activity integrated in the individual.

According to Bayu (2016:10), perception is a sensory stimulus that is preceded by the senses and sent to the human brain consciously or unconsciously. Perception is very subjective, depending on someone of a particular object.

Perception is a biological process. To be perceived, any information about events in the world must be registered by the sensory nervous system (Randolph Blake: 2006).

The writer concluded that the notion of perception is a sensing process, a stimulus that is received by individuals through sensory devices which are then interpreted so that individuals can understand and understand the stimulus they receive. The process of interpreting this stimulus is usually influenced also by experience and individual learning processes. It also refers to responses of student interpretation in learning process through Joesin Translation channel.

Below are the factors that influence a person's perception (Miftah Toha: 2004) as follows:
a. Attention

Individuals need a certain amount of energy spent on Joesin Translation as a learning medium. The energy of each person varies so that one's attention to objects is also different and this will affect the perception of an object.

b. Interest.

The perception of an object varies depending on how much energy or perceptual vigilance is moved to perceive. Perceptual vigilance is a person's tendency to pay attention to a particular type of stimulus or can be said to be an interest.

c. The Same Direction.

This factor can be seen from how strong an individual is looking for an object that can provide answers that are sought in their learning. Students will figuring out an object of learning media to find out students need.

d. Experience

Experience depends on memory in the sense of the extent to which a person can remember past events to figure a stimulus in the broadest sense.

e. Motivation

This factor which influences the perception that is able to change one's point of view towards something. Size and placement of objects or stimuli. This factor states that the greater the relationship of an object, the easier it is to understand. This form will affect individual perceptions and by looking at the
shape of the size of an individual object it will be easy to pay attention in turn forming perceptions. The deeper the audience is directly involved in *Joesin Translation* learning forum, the stronger the perception of the audience in understanding the learning.

Not all factors proposed by Miftah Toha are related to perceptions in learning, yet the above factors have been able to represent someone in perceiving or responding to a forum lesson, namely *Joesin Translation*.

3. Language Learners

Educators use a number of terms when referring to English-language learners, including English learners (or ELs), limited English proficient (LEP) students, non-native English speakers, language-minority students, and either bilingual students or emerging bilingual students. The proliferation of terms, some of which may be used synonymously and some of which may not, can create confusion. For example, the term English-language learner is often used interchangeably with limited English proficient student, but some school districts and states may define the terms differently for distinct classifications of students. Nonetheless, the federal government and many state governments have acknowledged that both terms refer to the same group of students—those with limited proficiency in English.

A number of researchers have drawn up lists of characteristics of good language learners. The writer referred to some these in filling out the following list produced by Wenden. The characteristic of good languages learners are:

a. Find a style of learning that suits them.
b. Are actively involved in the language learning process.

c. Try to figure out how the language works.

d. Know that language is used to communicate.

e. Are like good detectives.

f. Learn to think in the language.

g. Realize that language learning is not easy.

h. They are also good culture learners aware of the very close relationship between language and culture.

i. Have a long term commitment to language learning. They are realistic in realising that it takes time and practice.

Meanwhile Alberta (2010) divided the characteristic of English language learners into 5 levels; beginning (level 1), developing (level 2), expanding (level 3), bridging (level 4), and extending (level 5). Otherwise, Joesin Translation channel classified its videos into 3 levels that is unified in playlists to make the learners study in steps. There are beginner videos, intermediate videos, and advanced videos.

Language learners of this study referred to English language learners (ELLs). They are students who are still developing proficiency in English—represent a large and rapidly growing subpopulation of students in classrooms. Accordingly, they are also a key group of students to consider when designing and administering educational assessments (Edglossary:2014). Specifically, language learners in this study are the ones who watch Joesin Translation YouTube channel videos as a learning media.
B. Review of Existing Research

Some researches of YouTube in education have been conducted by the researchers in various types. The writer took several title as review literatures in order to getting references of information related to the object of researches.

Lia Selfia Yunita, a researcher from Tulungagung, Indonesia has done a comparative research under title “The Effectiveness of Using Video Youtube toward Students’ Speaking Ability at the Second Grade of MTs PSM Mirigambar Tulungagung” the research was done in 2015 in Tulungagung, Indonesia. The objective of her research was (1) find out the students’ speaking score before being taught by using video YouTube, (2) find out students’ speaking after being taught by using video YouTube, and (3) find out significant differences score before and after being taught by using video YouTube.

The other study was examined by Diana, a student of IAIN Salatiga in 2016 entitled “The Use of YouTube Video and KWL Strategy to Improve the Students’ Reading Comprehension (A Classroom Action Research of The Seventh Grade Students of MTs Tarqiyyatul Himmah Kauman Lor in The Academic Year of 2016/2017). The study answered two problems of the research (1) The implementation of using YouTube video and KWL strategy to improve students’ reading comprehension of seventh grade of MTs Tarqiyyatul Himmah Kauman Lor in academic year 2016/2017 and (2) The improvement of using YouTube video and KWL strategy to improve students’ reading comprehension of seventh grade of MTs Tarqiyyatul Himmah Kauman Lor in academic year 2016/2017.
YouTube is a global website. It is possible that many research is conducted by people around the world. One of them is a research from Saudi Arabia, examined by a student of Al-Imam Muhammad Ibin Saud Islamic University, Ebtesam Thabet Alqahtani. The research was “Effectiveness of Using Youtube on Enhancing EFL Students’ Listening Comprehension Skills” examined in 2014. This research aimed to examine the potential effect of using YouTube as a teaching tool specifically to enhance Saudi EFL students’ listening comprehension skills for third secondary grade at Al Arqam Private School for Females.

The writer also found a qualitative research under title “The Potential of YouTube for Teaching and Learning in The Performing Arts” by group of researchers Dorothy DeWitt, Norlidah alias, Saedah Siraj, Moh Yusaini Yaakub, Juhara Ayob, and Rosman Ishak. This research was conducted in 2013 at Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia. Now it is registered as an international Science by Science Direct (www.sciencedirect.com). The objective of this study was to get consensus on the benefit of use of YouTube as a tool for teaching and learning in the performing arts, and maintaining students’ interest and achievement in learning, as well as to determine the suitability of using YouTube as tool for teaching the performing arts in the future.

Another similar research was done by Munassir Alhamami in two places at once. They were King Khalid University, Saudi Arabia and University of Hawaii, USA. The title was “Observation of Youtube Language Learning Videos
(YouTube LLVS)” the study focused on two issues in creating YouTube language learning videos; pedagogy and technology.

The next research that is entitled “You Tube as A Learning Tool” by Barbara Fralinger, Rowan University and Russel Owens, King’s College, USA on December 2009. The research contained both qualitative and quantitative to assess student perceptions of this teaching strategy. The purpose of this study was to investigate student perceptions of the effectiveness of the You Tube tutorial project on their learning so that a future educational workshop to teach the basics of creating and uploading student video tutorials may be implemented.

There are still several researches that are conducted by various researchers. Most of them are have some similarities such as the use of YouTube website in the process of research. There are also have distinct differences among the studies such as the focus of the research.

Lia Selfia Yunita in her research focused on finding out students of MTs PSM Mirigambar Tulungagung’s speaking score before and after being taught by using video Youtube.

Other research conducted by Diana, student of IAIN Salatiga which is aimed on reading comprehension.

Other research came from Al-Imam Muhammad Ibin Saud Islamic University student, Ebtesam Thabet Alqahtani who is targeted on listening comprehension skills.
A group of researchers from University of Malaya conducted a research that determined the suitability of using YouTube as tool for teaching the performing arts in the future.

Another distinct different objective is pedagogy and technology conducted by Munassir Alhamami under the title Observation of YouTube Language Learning Videos (YouTube LLVS).

Another study from Rowan University and Russel Owens, King’s College, USA aimed in the purpose to investigate student perception of the effectiveness of the YouTube tutorial project.

Distinctive points of this research to the other research are the purposes of the study, that are the effectiveness and the perception of learners of Joesin Translation YouTube Channel videos in learning English.
CHAPTER III
RESEARCH METHODOLOGY

This chapter the writer would like to explain the research methodology of the research. It consists of research design, data sources, data collection, data analysis and validity of findings.

A. Research Design

Research methodology is an essential part in researching a study. The research approach used in this study is descriptive qualitative research. The reason why the writer uses qualitative research is to find natural context by describing them in detail data. Quoting what Moleong (2008:6) stated in his book, qualitative research is a research to comprehend phenomena of what is happen on the research subject holistically and by description in words and language form, in a certain natural context and use several scientific methods. Holistically means dealing with the whole of something.

In addition, Morse (1994:100 explained “The process of doing qualitative research presents a challenge because procedures for organizing images are ill-defined and rely on processes of inference, insight, logic, luck, and eventually with creativity and hard work, the results emerge as a coherent whole”. Then, the study of a qualitative study is full of challenges which involves and aware of current social and disciplinary related to the current issues (Morse:1994).

As Creswell (1994:145) explains that qualitative research is descriptive in which the research is interested in process, meaning, and understanding gained
through words or pictures. The data of the study are presented in the form of the words rather than numbers. It is the same with what have explained by experts above, the data will study holistically and use descriptive words used in the findings.

B. Data Sources

Arikunto (1983:102) stated that data sources are the subjects where the data are collected. In my research, the sources of the data were taken from the observation, interview, and documentation of the responses of viewers of *Joesin Translation* videos. Since the qualitative research needs a natural and accurate findings, the writer conducted the research within two months.

1. The Primary Data Sources

According to Lofland and Lofland (1984:47) cited in Moleong (2009:157), the primary sources are supported by additional data, namely; documents and another. The primary sources are the main data in research.

The primary data sources are an interview with the holder of *Joesin Translation* which will then be referred to as R.1 and five learners or viewers of *Joesin Translation* which will then be referred to as R2, R3 R4, R5, and R6. The respondents are taken randomly from variety background of study. The respondents are current active students in the *Joesin Translation YouTube channel* learning forum.

The participants or respondents were willing to take part in the research without any pushes and compulsion from any incriminate parties in the research.

The table below shows the respondents of this research:
Table 3.1 Respondents of the Research

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Sex</th>
<th>Age</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM</td>
<td>R-1</td>
<td>Male</td>
<td>25</td>
<td>Holder of <em>Joesin Translation</em></td>
</tr>
<tr>
<td>BSI</td>
<td>R-2</td>
<td>Male</td>
<td>24</td>
<td>Employee of furniture factory</td>
</tr>
<tr>
<td>MBS</td>
<td>R-3</td>
<td>Male</td>
<td>25</td>
<td>Students of English Department IAIN Salatiga</td>
</tr>
<tr>
<td>CS</td>
<td>R-4</td>
<td>Female</td>
<td>21</td>
<td>Student of Banking Department IAIN Salatiga</td>
</tr>
<tr>
<td>EM</td>
<td>R-5</td>
<td>Male</td>
<td>22</td>
<td>Students of English Department IAIN Salatiga</td>
</tr>
<tr>
<td>KH</td>
<td>R-6</td>
<td>Male</td>
<td>22</td>
<td>Students of English Department IAIN Salatiga</td>
</tr>
</tbody>
</table>

2. The Secondary Data Sources

The secondary research sources based on Lofland and Lofland (1984:47) cited in Moleong (2009:157) is additional documents. It is divided into several types, there are written data and photos. It can be described that the secondary source is supportive data in completing the main source.

There are several secondary used by the writer in supporting and completing the process of collecting data and analyzing the problem. He took
books, journals, papers, other similar videos, articles, similar YouTube channels, and other references that can help the writer to complete analyzing data of the research.

C. Data Collection

1. Observation

According to Creswell (2009:181), qualitative observation is as explained below:

Qualitative observation are those which the research takes field on the behavior of individuals at the research site. In these field notes, the research records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observes may also engage in roles varying from nonparticipant to a complete participant.

This method was chosen as the method of data collection in this research to gain all of the informations of the primary as well as secondary sources. As asserted by Jehoda (Hadi, 1984:136), observation can be used as the research method if the validity, realibility, and the accurateness of the data can be checked and controlled as in the other research data. It is also necessary not only to satisfy the curiosity but also to note and relate the data of the observation with more general propositions systematically.

The observation were conducted to gain informations from holders by a heuristic observation on YouTube, the observation were focused on finding an explanation of role of Joesin Translation toward students learning perception.
2. Interview

According to Kasiram (2010:294), to dig information, the strategy used is in-depth interview and open interview. Thus, in conducting in-depth interviews, it is usually enforced free led interviews to get the required set of data, referring to the research objectives and types of data required.

Then, based on the theory, the writer conducted a free interview and head-to-head interview and through available social media using informants from the audience of Joesin Translation videos.

The interview is conducted to find the answer of objective of the research. It is perception of learners in learning English through Joesin Translation YouTube channel videos. The questions of interview session are based on perception indicators revealed by B. Uno (2011). The perception indicators are desire, encouragement, expectation, interest, and conductive learning environment.

The table below shows the questions of interview session:

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How often do you watch <em>Joesin Translation</em> YouTube channel to improve your English learning?</td>
</tr>
<tr>
<td>2</td>
<td>Why do you choose to study online at <em>Joesin Translation</em>?</td>
</tr>
<tr>
<td>3</td>
<td>What do you expect to learn at <em>Joesin Translation</em>?</td>
</tr>
<tr>
<td>4</td>
<td>What is the effect of <em>Joesin Translation</em> in helping to improve your...</td>
</tr>
</tbody>
</table>
perception to learn English?

5. What are the benefits of learning online at Joesin Translation?

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How is the role of Joesin Translation in increasing students’ learning desires to achieve a certain achievement or desire?</td>
</tr>
<tr>
<td>2</td>
<td>How are Joesin Translation's efforts in providing learners' needs in learning English?</td>
</tr>
<tr>
<td>3</td>
<td>What are the steps of Joesin Translation in making videos so that viewers become interested in learning English?</td>
</tr>
<tr>
<td>4</td>
<td>What efforts have been made by Joesin Translation to provide a conducive and comfortable forum for learning English online?</td>
</tr>
</tbody>
</table>

3. Documentation

Moleong (2008:216) stated that documentation is a material in written form or film which used as sources of research. Documentation is used to get data to perceive the nature and extend of the significant interrelated elements. The writer used some documents to analyze the research.
The documents that are used are photos, copy of interview, transcription of interview, notes, and other documents which were needed. It is necessary to do review through the documentations to dig the data.

D. Data Analysis

To analyze data, the writer used the descriptive qualitative method. It is the role of Joesin Translation toward students perception of learning English, and find out whether viewers are motivate or not by watch videos from the channel. In this process, the data analyzed by steps as follows:

1. Data Selection

In this stage, the writer collected data by taking the original documents from the observation and interview. The writer took picture of each conversations in original. After the data was collected, they were compiled onto a complete table of data. These data results served in the attachment of the study.

2. Data reduction

In this section, the writer reduced the number of data that have been identified from the selected conversation and only focusing on the terms that were belonged to the objection. This process is important because it is the state where the conversation data are categorized as data or not. The final data only consist of data that included objections of the study which is the perception of Joesin Translation channel.

3. Data Presentation
In this section, the writer presented the findings data in discussion chapter. All results of the research are written and ordered systematically. The data was presented descriptively in the form of a research report.

4. Data Analysis

Data analysis is the next step of analysis method and the core of these processes in analyzing data all at once. The writer analyzed the conversation found in the interview session. The writer described each data much deeper of each interview’s participants in order to derive the accurate and detail results.

5. Drawing Conclusion and Verification

Finally, the writer concluded the data found in the process of observation and interview and verify the accuracy based on the theory. This is the final stage of conclusions and suggestions.

E. Validity of Findings

An examination of the validity of the data basically, besides being used to refute the allegations against qualitative research saying is not scientific, it is also an element that is not separated from the core of qualitative research (Moleong, 2007).

The validity of the data is done to prove whether the research is done scientifically and also to test the obtained data at once. The validity of the data in this research is choosing a triangulation technique. Moelong (2009:330) explained “Triangulation is a technique which is applied to check the validity of the data. It also has a function as a comparison to the data”.
Validity of data is data that does not differ between data obtained by researchers with actual data on the object of research so that the validity of the data that has been presented can be accountable.

The triangulation were checked by comparing between the finding from what is explained in interview with the holder of Joesin Translation, the finding of viewers of Joesin Translation and the current statements of experts are resemble or contradiction.
CHAPTER IV
DATA PRESENTATION AND ANALYSIS

In this chapter, the writer presents data and analysis as the answer to the research question stated in the first chapter. The first section of this chapter is data presentation of Joesin Translation channel toward the perception in Learning English. The second section discusses the role of Joesin Translation YouTube channel toward students’ perception.

A. Data Presentation

1. Joesin Translation YouTube Channel Improves Students’ Perception in Learning English

The data was obtained by the interview to find out the students perception in learning English by the media of Joesin Translation YouTube videos. The interview had the quality of open questionnaire based on five indicators of learning perception (B. Uno; 2011). They are desire, need, expectation, interest, and conductive environment.

Based on the findings of the research, the writer is going to explain the research result below:

a. Desire and want of success.

The writer found that learners are motivated because there are desire and want to success in learning English, both from the overall and specific materials.

This idea supported by the statement of R-4. She stated:
“Saya itu pengen ya, ya gak pengen sih. Yo yo emang kayak mengharuskan buat bisa gitu. Jadi yang saya harapkan ya jadi bisa. Jadi mudeng terus saya jadi harapan saya itu jadi seneng gitu lo sama bahasa Inggris”. ("I want and must be able to communicate in English. Therefore what I expect is to understand and become happy in learning English").

Another statement also was stated from R-2. He stated:

“…. Mumpung masih bisa sih sebenarnya, jadi daripada nganggur mending nyari-nyari pembelajaran online dan akhirnya keterusan salah satunya ya aku belajar bahasa Inggris di Joesin Translation itu. “ (“…. Rather I spend the time for useless thing, it is better to find online learning and at last found interested learning forums. One of them is learning English through Joesin Translation”.)

b. Encouragement and need in learning

Besides the desire factor, learners motivated to learn English is also affected by factor called encouragement and need in learning English. Learners have many reasons for certain needs and encouragement in learning English through Joesin Translation YouTube channel.

As what R-3 stated:

“Ya karena kan saya basicnya di bahasa Inggris kemudian kan harus tahu dasar-dasar kemudian Joesin kan juga itu tadi praktis, lebih mudah, hemat waktu, hemat biaya”. (“My background study is English Department, so I have to master the English. Joesin Translation also has materials that are practical, easy to understand, time-saving and cost-effective”).

The same statement also disclosed by R-5

“Saya berharap melihat Josein Translation itu biar bahasa Inggris saya improve gitu, meningkat”. ("I am hoping that Joesin Translation could improve and increase my English skill").

Other statements were also revealed by R-4:
“... jadi saya itu termotivasi belajar bahasa Inggris itu karena ya itu mau gak mau kan harus ikut tes TOEFL. Nah itu harus lulus kalau mau lulus, gitu mas.” (‘‘...I was motivated to learn English because I have to take the TOEFL test and must to pass it so I could graduate from my department’’.)

R-2 also said:

“... yang kedua emang karena pekerjaan ada sedikit nganu sih ee opo yo bercencimung di bahasa asing. Soale pekerjaan saya kan di saya masuk di devisi engineering dan tugas saya itu desain sesuai order buyer. Sedangkan buyer kami itu banyak yang dari luar negeri jadi mau gak mau harus bisa, paling nggak tau apa yang diinginkan buyer”. (‘‘... second is my work has requirement to master foreign language. My job is creating design according to the buyer's order. Mostly our buyers are from abroad. So we have to, or at least understand what the buyer wants’’.)

c. Future expectation or aspiration

Then learners are motivated to learn something, in this case is learning English because they have aspirations or expectations that they want to achieve in their lives. Learners watch Joesin Translation YouTube channel because they want to master an English learning material, both in vocabulary, grammar, listening, speaking, or anything else they want to master.

R-2 has the following statement:

“Kalau yang saya harapkan tu emang nyari channel atau pembelajaran dari youtube atau online emang dari basic. yang sebenernya pengen lebih banyak nyari vocab dan sudah coba beberapa kali nyari channel youtube terus ketemu sama Joesin Translation ini cocok”. (‘‘I am expecting to find online learning channel on YouTube. What I really want is to find more vocabularies. I have searched for it and finally matched with Joesin Translation’’.)

Something similar is also said by R-3:
“Oh yaa, yang pasti itu ilmu, ilmu, terus kemudian, banyak sih ya kayak vocab juga pasti, terus kemudian kayak grammar yang belum saya pahami”. (“For me the most important certainly is knowledge. Then there are many important aspects, such as enriching vocabularies and grammars which I still don't know before”.)

Another expression stated by R-4. She revealed:

“Jadi kayak belajarnya tuh tapi, belajar tapi kayak masih terpaksa karena tadi tuntutan tuntutan dari kebutuhan. Hoooh gitu. Jadi belum yang bener-bener kayak bahasa Inggris tuh kayak seneng gitu. Jadi masih kayak tuntutan tuntuan karena harus belajar untuk memahami, apa itu lho istilah istilah luar.” (“I want to understand English not because of forced or needs anymore. I want to learn English because I feel happy and interested in English. I also want to know foreign terms”.)

R-6 also has an opinion about the expectation. He said:

“Untuk saya mungkin, ya untuk menambah wawasan. Biar tambah, biar tambah apa ya, biar tambah masuk lah. Biar tambah masuk materinya ke. Mungkin kalau saya kan nyarinya kan yang berhubungan tentang materi di kuliah ketika saya gak paham terus saya cari di Joesin di Joesin gitu”. (“Joesin Translation could add my knowledge of English so I can understand materials. I also searched for materials that related to my lectures. When I did not understand in class, I looked for Joesin Translation channel to be more understanding”.)

d. Interest in learning activity

Then one aspect of the indicator of perception in learning English is the interest in learning. This is supported by a statement from R-2:

“Ya lebih banyak vocabnya daripada langsung prakteknya di lapangan. Pengen nyari vocab dulu nanti mungkin baru belajar buat praktek.” (“There are more theoretical materials than practical materials. I search for vocabularies theory than practice”.)

Another statement expressed by R-5. He revealed:
“Agak sering sih mas soale saya kan subscribe terus belnya itu tak bunyin gitu lho. Jadi setiap mas Joesinnya upload saya tahu, begitu.” ("I quite often watch Joesin Translation video. I have also subscribed for a long time and the notification bell has already turned on so that every time new learning videos uploaded, I got the notification and immediately watch them.")

Then he added:

“Berapa mas ya, gak tentu sih mas ya. Mungkin kalau 5 kali lebih mungkin.” ("I do not count the number of times watched. Maybe I watch five times or more").

R-5 also added:

“Awalnya saya memang suka terus saya juga ambil pendidikan bahasa inggris kan. Tapi di Joesin Translation ini pembelajarannya itu beda gitu lo mas. Jadi menambah semangat gitu, gak monoton.” ("I like English then I took English education as my lecture. Joesin Translation has the unique learning. It is not monotonous. So Joesin Translation able to increase the enthusiasm in studying").

R-6 with the statement added:

“Edukasi sih mas soalnya saya juga yaa meskipun enggak suka suka banget tapi ketika liat emm.. videonya ini tu asik juga di dengerin kan juga suaranya kan enggak, ya logatku banget gitu lo mas. Maksudnya kan diselingii dengan bahasa Indonesia gitu. ("I watch Joesin Translation for education. Although I don't like English very much, it has cool videos that nice to hear and the accent is easy to understand. I mean the video is still mixed with a mixture of Indonesian accent").

e. Learning environment

As a place of good learning, a learning forum must have a conductive educational environment. Whether it is the school environment, tutoring, or online learning media like YouTube channel. In the case of online learning, the forum can be said to be
conducive if it makes it easier for the learners to study in that environment.

R-2 participant says:

“Nggak begitu sering sering banget, cuman ya kalo ada waktu luang, cuman itu tok waktunya menyesuaikan”. (“I am not quite often watching videos of Joesin Translation. I only watch them when I have free time. The time is more flexible”.)

R-4 also stated:

“Kira-kira nih mas ya, kan kadang kan kalau misalnya ada deadline tugas banyak gitu kan saya gak punya waktu luang, gitu jadi saya gak nonton. Tapi seminggu itu mungkin dua sampai empat kali”. (“I cannot count the frequency of watching Joesin Translation channel videos. When I am not on duty and I do not have free time, I do not watch them. So it maybe couples or four times in a week”.)

Later she added:

“Sebenarnya saya itu suka. Videonya itu gak terlalu panjang gitu lho. Langsung ke intinya gitu. Hooh”. (“Actually I like the videos because it is not too long and goes straight to the point”.)

Another statement expressed by R-3. He said:

“What online itu yang pertama praktis, itu yang pasti. Praktis, mudah, gampang diakses, semua orang punya smartphone, dan semua orang suka YouTube. Yang pasti Joesin kan disitu punya channel YouTube dan disana itu istilahnya mempermudah lah. Lebih hemat, lebih mudah, daripada kita ikut bimbel atau sebagainya”. (“The advantages of learning online are practical and accessible. Everyone have smartphones and like YouTube. Joesin Translation can make learning easier rather than taking tutoring or something else”.)

R-6 also has statement:

“… meskipun kalau ada kata-kata yang terlalu cepat gitu nanti saya di back lagi gitu”. (“If there are any words are too fast, then later I can replay them”.)
2. Role of *Joesin Translation* YouTube Channel toward Students’ Perception in Learning English

To obtain the role of *Joesin Translation* in helping learners improve students' perception in English, the writer conducted interviews directly with the holder of *Joesin Translation* channel, which in turn will be referred to as R-1.

As stated at the previous section, the writer also referred to several questions from the five indicators of student learning perception revealed by B. Uno in 2011 which produces several questions as follows:

a. How is the role of *Joesin Translation* in increasing students' learning desires to achieve a certain achievement or desire?

b. How are *Joesin Translation's* efforts in providing learners' needs in learning English?

c. What are the steps of *Joesin Translation* in making videos so that viewers become interested in learning English?

d. What efforts have been made by *Joesin Translation* to provide a conducive and comfortable forum for learning English online?

From the questions mentioned above, the author found several answers raised by the creator of *Joesin Translation* and it has been analyzed as follows:

*Joesin Translation* YouTube channel created all videos were based from its learners’ need. The purpose of learners watching videos of *Joesin Translation* is able to communicate in English. This idea is supported by R-1. He stated in interviews follows:
“Kadang seorang viewers, pembalajar bahasa Inggris pada umumnya, apabila mereka ingin belajar bahasa Inggris yang menjadi tujuan mereka itu adalah satu, keinginan bisa berbicara bahasa Inggris. Itulah kenapa kita sediakan vocabulary building, untuk membuat itu apa namanya, building framework”. (“Sometimes a viewer, commonly English learner has the purpose to able communicate in English. That is the reason why we provide a vocabulary building to create a vocabulary framework”.)

To achieve learners need. Joesin Translation YouTube channel created several learning videos in Learning English that able to understand by learners as good as possible. R-1 said He said:

“Ada yang dari beginner, ada yang dari advance, emmm ada yang intermediate, ada yang langsung advance. Jadi kita memang menyasar itu semua dalam satu rangkuman. Jadi materi itu bisa diakses oleh seluruh viewer, dalam artian tidak hanya untuk orang yang mencari sekolah itu tidak, tapi semua orang yang berkebutuhan untuk menguasai bahasa Inggris. Itu salah satunya. Jadi salah satu apa namanya, bentuk posisi kita dalam mata viewer adalah merangkum materi-materi umum untuk bisa di akses oleh semua kalangan. Jadi tendensinya bukan dari segi pendidikan, tetapi dari segi kebutuhan.” (“Learners are categorized in three levels. They are beginners, intermediate, and advanced levels. So we are targeting all of them in one summary. The material can be accessed by all viewers, in the sense not only for learners who are looking learning for school, but all learners that need to master English. Therefore Joesin Translation channel’s position in the eyes of viewers is a forum to summarize general materials to be accessible to all groups. So the tendency is not in terms of education, but also in terms of needs”.)

Another aspect of people motivated to learn English. With an interest, learners will not feel bored in learning because students have something interest to. Joesin Translation has made the subject matter as enjoyable as possible so that the learners like learning at Joesin Translation. With this capital, learners will feel more interested in learning in the forum. This is supported by the R-1 statement as Joesin Translation holder. He stated:

“Akhirnya kita kasih materi-materi bahasa Inggris yang sifatnya standard dan kita coba untuk membuat gaya sekomunikatif mungkin sehingga mereka memang merasakan proses pembelajaran itu senyaman mungkin”. (“We made video contents based on standard characteristic and we tried to make a
communicative style learning video to make learners feel the learning is comfort").

Another statement is related to the number of subscribers of *Joesin Translation*. Subscribers mean people who have followed all the activity of *Joesin Translation* channel in YouTube. They are learners of English language. In the curve statistics, the writer found that the number of subscribers from *Joesin Translation* rose with a significant amount. Below are 2 statistics in November 2018 and January 2019:

![Chart 4.1 Statistic of Subscriber of Joesin Translation on November 2018](image)

*Picture 4.1 is statistic Joesin Translation subscribers started on November 4 to November 28, 2018, the number of subscribers from Joesin Translation increased by 9,967 subscribers.*
Picture 4.2 describes that the number of subscribers of Joesin Translation increased by 7,977. It is started on December 30 2018 to January 20 2019.

Pictures 4.1 and 4.2 explain that there are more than 5000 learners who are interested in learning English in this channel's Joesin Translation YouTube forum every month. This statement supported by R-1 related to the Joesin Translation times watched. He revealed:

“Iya, kalau lihat statistikanya, viewnya untuk viewer satu hari kita bisa mendapatkan 10,000, 20,000, 25,000 jadi perhitungannya 10,000 ke atas. ... Bayangkan setiap hari kita memberikan, apa namnya eee, video kita di akses oleh 10,000 ke atas viewer untuk mendapatkan bahasa Inggris”. (“If we look at the statistic, our view for each day increases up to 25,000 views. The calculation is minimally 10,000 times. Every day we give learning to the viewers to get English material”.)
An achievement that has been obtained by Joesin Translation is certainly not independent of the comfort and conductivity of the learning environment, in this case the YouTube platform environment. Conducive means giving an opportunity to the desired results that are supportive. The general picture can be seen in this R-1 statement:

“Karena sekarang apabila kita terangkan bahasa Inggris dalam bentuk written, pembaca atau pembelajar sering sekali bosan. Nah ituah kenapa kita mencoba masuk di YouTube untuk memberikan apa namanya, sedikit penampilan yang berbeda ya menggunakan media presentasi. Begitu jadi kita menyasarnya audio visual”.” ("If we explain English in written form, readers or learners are often bored. That is why we try to enter on YouTube web to give a slightly different appearance that is using audio-visual media presentations").

Then he added:

“Saya ingin membuat satu bentuk wadah pembelajaran bahasa Inggris yang tidak terikat oleh aturan sekolah ya, karena pembelajar bisa belajar kapanpun lewat media ini. Salah satunya YouTube. Jadi pembelajar bisa merasakan pembelajaran seperti di dalam kelas, tetapi mereka lebih punya waktu yang lain. Itulah kenapa saya memotivasi diri saya untuk membuat sebuah channel pembelajaran bahasa Inggris.” ("I want to make a form in Learning English session that is not bound by school rules. Learners can study anytime through this YouTube media. Therefore learners feel learning is like in the classroom, yet they have more time to spend. That is why I motivated myself to create an English learning channel").

B. Data Analysis

This study aims to find the role of Joesin Translation Channel in increasing learner perception in learning English by means of observation and interview. There are two objective of the research in this study, including:

1. What does Joesin Translation YouTube channel improve students' perception in Learning English?

2. What are roles of Joesin Translation YouTube channel toward students’ perception in Learning English?
The differences between objectives of research above are the participants of interview of each research objectives. The first objective of research involved learners of *Joesin Translation* YouTube channel. It is viewers or learners perspectives toward *Joesin Translation* in increasing their learning English. The second objective of research involved the holder of *Joesin Translation* YouTube channel. The interview with holder of *Joesin Translation* at the same time integrated the role of *Joesin Translation* and learners perspectives in learning English. The writer combined both discussions to objective researches because both answers were complementary, reciprocal, and related to each other.

Then the researcher conducted research by means of observation and interviews. Observation is done by analyzing *Joesin Translation* itself as a forum for learning forums. Interview questions are based on 5 perceptual indicators proposed by B. Uno, including desire and want of success, encouragement and need learning, Future expectation or aspiration, interest in learning activities, and conductivity of learning environments. There were 6 participants that followed as participants in this study.

The writer observed *Joesin Translation* YouTube channel directly on the web. The observation had the purpose to observe real-time aspiration of its viewers by watch its contents, playlists, read commentaries, total of likes and dislikes, total of times watched, and number of subscribers of *Joesin Translation* videos. It also had purpose to check the validity of findings whether the findings are accurate or inaccurate.
*Joesin Translation* YouTube channel were created on October 17, 2017. It was created by a couple of students. They are called Joe Zubaidi and Muhsin Ibnu Zuhri.

The writer found that *Joesin Translation* has contents in Learning English includes grammar, speaking, listening, vocabulary, *joesinpedia*, literature, news, and public speaking. It is clearly written on the channel’s About.

*Joesin Translation* categorized the videos based on its levels. There are beginner, intermediate, and advance levels. It is leveled for each content mentioned above.

The total of times watched that accessed on February 13, 2019 is 5,578,091 times watched by 128,982 subscribers across the world. Videos of *Joesin Translation* are likeable. It can be seen from the videos has less dislikes.

*Joesin Translation* also has advises and criticism for its development. Yet, commentaries of *Joesin Translation* mostly have requesting materials. The commentaries came from viewers or learners on YouTube, especially English learners.

The writer found that there is a synthesis data between holder of *Joesin Translation*, English learners, and the web of *Joesin Translation* YouTube channel.

Based on the exposure of the data that has been analyzed from the interviews with the participants, it was found that as on the research findings,
Joesin Translation influences desire and want of success leaners to learn English. This is supported by a statement from R-4. He said:

"I want and must be able to communicate in English. Therefore what I expect is to understand and become happy in learning English".

Below is statement from R-2:

“Rather I spend the time for useless activity it is better to find online learning and at last found interested learning forums. One of them is learning English through Joesin Translation”.

These statements above show that students are affected by a role of Joesin Translation on YouTube. These learners prioritize doing things, which is online learning through Joesin Translation YouTube channel rather than not doing any activity. The writer ensured this has become a positive thing for the learners and Joesin Translation itself.

Another finding is the factor of encouragement and need in learning. The writer found that this factor is the very basic of learners in seeking learning especially English learning. This is also a factor that greatly influenced Joesin Translation channel to create all the video lessons. This idea is supported by statement of R-3:

“My background study is English Department, so I have to master the English. Joesin Translation also has materials that are practical, easy to understand, time-saving and cost-effective”.

Another statement stated by R-5:

“I am hoping that Joesin Translation could improve and increase my English skill”.

R-4 also has the supportive statement below:
“I was motivated to learn English because I have to take the TOEFL test and must to pass it so I could graduate from the department”.

R-2 also said:

“Second, my work has requirement to master foreign language. My job is creating design according to the buyer's order. Mostly our buyers are from abroad. So we have to master, or at least understand what the buyer wants”.

R-1 also stated in interview:

“Sometimes a viewer, commonly English learner has the purpose to able communicate in English. That is the reason why we provide a vocabulary building to create a vocabulary framework”.

Therefore based on the above statements, a need and encouragement is one of the crucial factors where the role of a Joesin Translation channel provides online learning services.

People learning a lesson must have certain goals to achieve with his tutor, which is in this study is Joesin Translation. R-2 has supportive statement below:

"I am expecting to find online learning channel on YouTube. What I really want is to find more vocabularies. I have searched for it and finally matched with Joesin Translation”.

Something similar is also said by R-3. He stated:

"For me the most important certainly is knowledge. Then there are many important aspects, such as enriching vocabularies and grammars which I still don't know before”.

Another expression stated by R-4. She revealed:

"I want to understand English not because of forced or needs anymore. I want to learn English because I feel happy and interested in English. I also want to know foreign terms".

R-6 also has an opinion related to the point of perception. He said:

"Joesin Translation could add my knowledge of English so I can understand materials. I also searched for materials that related to my lectures. When I did not understand in class, I looked for Joesin Translation channel to be more understanding".
Therefore the role of *Joesin Translation* YouTube channel in helping learners is reaching their expectations or goals, namely by making videos based on their needs.

In addition to the above aspects, perception is able to grow based on interest. The role of *Joesin Translation* in increasing interest is in a way that is liked by the subscribers. This is supported by a statement from R-2 which stated below:

“*There are more theoretical materials than practical materials. I search for vocabularies theory than practice*”.

In addition, tables 4.1 and 4.2 have clearly shown that the increase of subscribers of *Joesin Translation* have illustrated that *Joesin Translation* has an important role in attracting students to learn English.

Finally, the role of *Joesin Translation* in increasing the perception of students learning English is to create a comfortable and conducive environment class forum. Conducive means a condition that supports the occurrence of an activity or purpose of something. R-2 participants said:

"*I am not quite often watching videos of Joesin Translation. I only watch them when I have free time. The time is also flexible*”.

R-4 also had statement below:

"*I cannot count the frequency of watching Joesin Translation channel videos. When I am not on duty and I do not have free time, I do not watch them. So it maybe couples or four times in a week*”.

She added:
“Actually I like the videos because it is not too long and goes straight to the point”.

Another statement expressed by R-3. He said:

"The advantages of learning online are practical, easy to access, everyone have smartphones and like YouTube. Joesin Translation can make learning easier rather than taking tutoring or something else”.

R-6 also had statement below:

“If there are any words are too fast, then later I can replay them”.

The statement from R-1 as the holder of Joesin Translation also supported the idea. He revealed:

"I want to make a form in Learning English session that is not bound by school rules. Learners can study anytime through this YouTube media. Therefore learners feel learning is like in the classroom, yet they have more time to spend. That is why I motivated myself to create an English learning channel”.

Those statements above reinforced that one of the role of Joesin Translation is to help improve student perception, by providing a supportive and helpful environment.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion from the previous chapter, the writer infers conclusions as follows:

1. Regarding whether Joesin Translation Youtube channel increases the perception of learning learners in learning English, the writer concluded that Joesin Translation can improve learners' perception by paying attention to five indicators of perception. There are desire, need, expectation, interest, and learning environment. Learners get what they want to master in learning English through the Joesin Translation channel. They also provided their passion and needs in learning English. Some learners have also expressed their expectations and have channeled their aspirations in learning English on the channel. They also have an interest that encourages them to learn English through Joesin Translation. Finally they have got supportive, helpful and enjoyable learning through Joesin Translation YouTube channel. Therefore, the Joesin Translation YouTube channel is able and has already improved students’ perception in learning English in the points of desire, need, expectation, interest, and learning environment.

2. Based on the findings presented in the previous chapter, the author has concluded the Joesin Translation YouTube channel. The general role is
making videos of learning English. But there are four specific roles that the writer has concluded. The roles of *Joesin Translation* YouTube channel toward students' perception to learn English is:

a. Create a learning video on the YouTube channel based on the needs of the viewer, where the general goal is able to communicate using English.

b. Facilitate the best learning on YouTube by categorizing the videos based on the level of difficulty, utilize the advantages of learning online through YouTube, and create communicative presentation model videos.

c. Motivate students in learning by making videos as comfort as possible. This is done to make students interested and always take English lessons through *Joesin Translation*.

d. Provide learning forum on YouTube that has a supportive and helpful environment. This aims to make the video learning session support students in learning English.

**B. Suggestion**

The writer would like to express a number of opinions presented below:

1. For students, especially those who have not subscribed *Joesin Translation*. The writer wants to give the opinion that looking for additional learning resources is highly recommended. This is based on the findings mentioned before that additional learning is able to increase learning perception, both from learning online forums or other forums.
2. For teachers, in this modern era, it is possible to find a variety of learning resources. One of them is video videos that can be found on the internet, especially on YouTube. This is very crucial because sometimes learners need fresh methods that make them interested and motivated to learn English.

3. For Joesin Translation, both the owner and the employees, make videos that are more interesting than they already are. The author recommends always paying attention to the criticisms and suggestions provided by the learners.

4. For further researchers, there are still many things that can be investigated and extracted from Joesin Translation Youtube channel.
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Appendix 1

Transcribe of Interview with the Holder of Joesin Translation YouTube Channel

Godong Pring Café Salatiga

November 30 2018 2.45 pm

Name : Muhammad Muhsin
Gender : Male
Code Name : R-1
Activity : Holder of Joesin Translation Translation
Interview Date and Place : November 30 2018 14:45 at

R= Research/writer
P= Participant/R-1

R: 00:09 Saya mulai langsung dari pertanyaan basic, apa itu Joesin Translation Translation itu sendiri?

P: 00:19: So, Joesin Translation Translation itu adalah salah satu channel pembelajaran bahasa Inggris di Youtube yang memberikan eee… materi-materi bahasa Inggris, mulai dari materi dasar sampai materi advance. Disana meliputi seluruh aspek acquiring language dari speaking, grammar, listening, reading, dan writing. Seperti itu. Jadi ini platform yang memang dikhususkan untuk eee media pembelajarn online bahasa Inggris di Youtube terutama.
R: 0:59: Mengapa milih, kenapa *Joesin Translation Translation* memilih membuka channel di Youtube, kenapa Youtube. Dan kenapa channel-channelnya itu berisi tentang English learning, pembelajaran bahasa Inggris?


R: 2:16: Oke, karena biasanya kalau di written para siswa bosan gitu ya? Terus, emm, motivas mas Muhsin membuat channel *Joesin Translation Translation* itu apa?

P: 2:34 Karena yang pertama ini merupakan salah satu bidang saya sebagai pengajar bahasa Inggris. Ya merupakan salah satu bidang saya sebagai pengajar bahasa Inggris dan motivasi saya kenapa membuka *Joesin Translation Translation* ini adalah saya ingin membuat satu bentuk wadah pembelajaran

R: 3:20 Berarti salah satunya juga selain karena waktu senggang, dan juga efektivitas?

P: 3:27 Heem. Efektivitas, efektivitas pembelajarn anak


P: 3:54: Em satu yang menjadi pertimbangan kita dalam mebuat konten ini adalah. Yang kita sajikan dalam konten ini itu adalah materi yang mana materi tersebut disesuaikan dengan kebutuhan mereka di sekolah. Disesuaikan. Nah, kadang seorang viewers, pembalajar bahasa Inggris pada umumnya, apabila mereka ingin belajar bahasa Inggris yang menjadi tujuna mereka itu adalah satu, keinginan bisa berbicara bahasa Inggris. Itulah kenapa kita sediakan vocabulary building, untuk membuat itu apa namanya, building framework. Kemudian mereka sering kesulitan dalam grammar, dan mereka di kelas mungkin kurang orientasi mereka tentang tata bahasa Inggris. Akhirnya kita kasih materi-materi bahasa Inggris yang sifatnya standard dan kita coba untuk membuat gaya

R: 6:02 Berarti larinya itu, emm *Joesin Translation* membuat channel, dengan konten yang sesuai kebutuhan para viewer?

P: 6:12 Heem

*(coffee break)*

R: 15:28 Bisa dilihat dari minat belajar itu, bisa dilihat dari apakah mereka mengikuti atau berlangganan atau emmm subscribe channel *Joesin Translation* seperti itu ya?

P: 15:37 Iya, kalau lihat statistikanya, viewnya untuk viewer satu hari kita bisa mendapatkan 10.000, 20.000, 25.000. kadang kalau lagi emang bukan musimnya apa namanya lagi aktif di sekolah ya mungkin 15.000, 16.000. jadi
perhitungannya 10.000 ke atas. Bayangkan setiap hari kita memberikan, apa namnya eee, video kita di akses oleh 10.000 ke atas viewer untuk mendapatkan bahasa Inggris

R: 16:05 Musim itu maksudnya, mendekati UAS giitu?


R: 16:35: Bisa dikatakan need learning juga?


R: 20:17 Terakhir. Tentang hal-hal positif buat mas Muhsin mengelola di emm pembelajaran di Joesin Translation Translation. Hal-hal yang pernah di dapatkan?

R: 22:17 Cukup mas

P: 22:18 Ya
R: 22:18 Terimakasih
Appendix 2

Transcribe of Interview with Respondent 2

Sarangan Café Boyolali

December 04 2018 8.49 pm

Name: Bagus Setiadi Indrayanto
Gender: Male
Code Name: R-2
Activity: Office Worker
Interview Date and Place: December 04 2018 20.49 at Sarangan Café Boyolali

R= Researcher/writer
P= Participant/R-2

R: 00:00 : Masuk pertanyaan satu ya mas

P: Bagus 00.02 : Ya.

R: 00.03 : Ini terkait Joesin Translation. Nah yang pertama itu mengapa, mengapa mas Bagus itu memilih Joesin Translation sebagai pembelajaran Bahasa Inggris?

P: 00.14 : Ya yang pertama emang pengen belajar dari nol, terus yang kedua emang karena pekerjaan ada sedikit nganut sih ee opo yo berkecimpung di bahasa
asing. Soale pekerjaan saya kan di saya masuk di devisi engineering dan tugas saya itu desain sesuai order buyer. Sedangkan buyer buyer kami itu banyak yang dari luar negeri jadi mau gak mau harus bisa, paling nggak tau apa yang diinginkan buyer.

R: 0.52 : ooo gitu. Emang seberapa sering mas bagus mengikuti pembelajaran Joesin Translation?

P: 1.01 : oo nggak begitu sering sering banget, cuman ya kalo ada waktu luang, cuman itu tok Waktunya menyesuaikan. Kadang seminggu bisa tiga kali, empat kali. Minimal ya dua kali waktu libur sabtu minggu.

R: 1.16 : cari cari waktu senggang ya mas

P: 1.18 : Cari hiburan lah, sambil hiburan

R: 1.20 : hiburannya belajar ya mas

P: 1.21 : iyaaaaa

R: 1.23 : untuk terkait pembelajaran ni mas. pembelajaran kan yang kita selama ini tau kan secara tradisional yaitu di kelas kita ngobrol-ngobrol sama guru sama murid ada proses belajar mengajarnya. Kalo mas bagus sendiri memilih belajar online kenapa nggak ambil les atau gimana gitu kenapa memilih belajar online khususnya di youtube?

P: 1.50 : ya emang satu waktunya ga ada, yang kedua mumpung masih bisa sih sebenernya. jadi daripada nganggur mending nyari-nyari pembelajaran online dan
akhirnya keterusan salah satunya ya aku belajar bahasa inggris di *Joesin Translation* itu.

R: 2.14 : o gitu ya, waktunya lebih fleksibel ya mas

P: 2.17 : yaa

R: 2.20 : emang yang di dapet dari mas dari mas bagus belajar dari *Joesin Translation* itu apa yang diharapkan ?

P: 2.27 : emm kalo yang saya harapkan tu emang nyari channel atau pembelajaran dari youtube atau online emang dari basic. yang sebenernya pengen lebih banyak nyari vocab dan sudah coba beberapa kali nyari channel youtube trus ketemu sama *Joesin Translation* ini cocok. Jadi emang bener-bener sesuai sama ekspektasi awal.

R: 2.57 : jadi emang mas bagus cocok di*Joesin* karena

P: 3.00 : ya lebih banyak vocabnya daripada langsung prakteknya di lapangan. Pengen nyari vocab dulu nanti mungkin baru belajar buat praktek.

R: 3.13 : brati ini kan mas bagus butuhnya itu basic ya mas , brati memang dari basic.

P: 3.15 : yaa mas

R: 3.20 : terus dari 3 bulan ini mas bagus belajar di *Joesin Translation* yang didapat selama ini pengaruhnya untuk memotivasi mas bagus supaya belajar bahasa inggris terus itu apa ?
P: 3.36 : yaa salah satunya pekerjaan lebih ya sedikit terbantulah. Kalo kemaren kalo misale waktu kerja dapet email dari buyer atau dapet order dari buyer itu kita kalo misale meh nyocoke spek atau spesifikasi dari buyer produk-produknya itu harus translate satu satu. Kalo sekarangkank vocab udah mulai lepaslah istilahnya vocabnya udah mulai teris, jadi sedikit-sedikit mulsi bisa mengerti. Walaupun ada beberapa kata yang belum bisa, ;lha ya gimana wong baru tiga bulan mas mungkin nanti kalau udah setaun udah bisalah.

R: 4.38 ; baik mas mungkin cukup untuk pertanyaanya. Terakhir mas, harapan untuk Joesin Translation kedepannya.

P: 4.49 : yaa kalo harapannya semoga materinya lebih bisa kompleks lagi. Jadi kalo misale ada viewer yang bisa bertahan itu sebisa mungkin suka sama Joesin Translation walaupun nggak menutup kemungkinan nantti tetep nhyari channel lain biar tambah proo.

R: 5.14 : seenggaknya udah subscribe mas, nggakpapa kalo liat channel lain. Saya rasa cukup mas trimakasih atas waktunya, maaf sudah mengganggu, makasih ya mas bagus

P: 5.23 : yak siap ..!!!!!
Appendix 3

Transcribe of Interview with Respondent 3

Mahardika’s Houses

December 07 2018 1.27 pm

Name : Mahardika Bima Sakti
Gender : Male
Code Name : R-3
Activity : Student of English Faculty IAIN Salatiga
Interview Date and Place : December 07 2018 12.27 at Mahardika’s Houses

R= Researcher/writer

P= Participant/R-3


P: 0:47 Yaaa
R: 0:52 Gini mas. Mas Bima kan dah lama nih mas ngikutin *Joesin*

P: 0:57 Lumayan

R: 1:00 Memang mas Bima ini, seberapa sering mas Bima menonton *Joesin* untuk pembelajaran


R: 1:22 Mengapa mas Bima memilih menonton *Joesin*?

P: 1:29 Kalau saya sih ya yang pertama itu suka dubbingnya, itu jelas opoo… dubbingnya suaranya itu jelas kemudian penjelasannya juga jelas, dengan cara-cara yang sederhana, dengan penjelasan yang sederhana, kita itu bisa memahami, mungkin kayak di video tentang ehmmm, salah satu video, salah satu video tentang itu “Kupas Tuntas Pengucapan huruf berbahasa Inggris” nah itu kan di situ kita bisa tahu bagaimana emm.. melogatkan atau apa aksen yang pas itu bagaimana seperti itu

R: 2:09 Kenapa lebih memilih online mas? Kenapa gak mas Bima ini basicnya dimana mas? Kuliah?

P: 2:16 Saya kuliah di IAIN Salatiga di jurusan pendidikan bahasa Inggris

R: 2:22 Ohh yaa, bisa dikatakan memang dunianya ya mas?

P: 2:27 Ya
R: 2:28 Terus gini mas, kenapa lebih memilih, gak lebih sih, kenapa mas Bima ini memilih untuk di online? Kenapa gak, misal kalau memang butuh tambahan pembelajaran, kenapa gak ambil lesson atau ikut bimbel apa itu?

P: 2:44 Aaa, kalau online itu yang pertama praktis. Itu yang pasti, praktis, mudah, gampang diakses, semua orang punya smartphone, dan semua orang suka YouTube. Yang pasti Joesin kan disitu punya channel YouTube dan disana itu istilahnya mempermudah lah. Lebih hemat, lebih mudah, daripada kita ikut bimbel atau sebagainya

R: 3:08 Oh jadi di waktu kita lebih efisien?

P: 3:10 Heem, lebih efisien, waktunya lebih efisien, lebih praktis.

R: 3:15 Terus, yanggg, apa yang diharapkan oleh mas Bima. Yang kedepannya, mungkin mas bima kan udah nonton. Kedepannya mas Bima pengen dapat apa dari Joesin?

P: 3:29 Ini masuknya pesan untuk channelnya atau…

R: 3:33 Gini aja mas, yang didapat mas Bima nonton Joesin itu apa?

P: 3:38 Oh yaa, yang pasti itu ilmu, ilmu, terus kemudian, banyak sih ya kayak vocab juga pasti, terus kemudian kayak grammar yang belum saya pahami.

R: 3:50 Bagaimana pengaruhnya?

P: 3:51 Oh kalau saya, ya sangat sih sangat signifikan. Yang tadinya belum paham ternyata oh ternyata seperti ini tho, oh ternyata seperti ini tho.
R: 4:01 Jadi, emm… Saya boleh mengatakan tidak kalau mas Bima ini mencari situs channel Joesin karena satu, butuh. Bisa dikatakan begitu?

P: 4:14 Ya memang, ya saya itu sebagai kebutuh siih buat saya/

R: 4:18 Karena?

P: 4:19 Ya karena kan saya basicnya di bahasa Inggris kemdian kan harus tahu dasar-dasar kemudian Joesin kan juga itu tadi praktis, lebih mudah, hemat waktu, hemat biaya.

R: 4:31 Untuk minat mungkin ada? Minat belajar bahasa Inggris

P: 4:37 Ya kalau minat ya pasti. Minat belajar belajar bahasa Inggrisnya.

R: 4:43 Minatnya karena memang suka atau karena tadi tuntutan kebutuhan dii pembelajaran bahasa Inggris atau gimana?


P: 5:30 Pendapat tentang lingkungan?
R: 5:31 Pendapat tentang lingkungan belajar. Bisa dikatan seperti itu. Online, khususnya di *Joesin*


R: 6:09 emm, oke mas saya kira cukup beberapa pertanyaan.ehh… terakhir mas. Ada saran gak buat Joesin itu sendiri?

P: 6:21 Kalau saya ada ada beberapa masukan. Eee,,, gimana kalau misalnya itu kan jarang banget sih ya mas Joe sama mas Sin itu jarang banget maksudnya close up wajah atau gimana. Gimana kalau sekali-kali ke tempat wisata seperti yang banyak turisnya kemudian disana kayak dialog disana terus tanya lah tanya tentang tentang misalnya pembelajaran apa itu lanagsung tapi ke terus gimana pendapat mereka tentang misalnya apa grammar atau vocab seperti itu. Kan lebih menarik

R: 6:56 Mas Bima, as a viewer atau bisa dikatakan pelajar menuntut atau meminta sesuatu dari mas Joesin untuk membuat sebuah pembelajaran yang berbeda. Gitu ya?

P: 7:08 Nah heem seperti itu.
R: 7:10 Oke. Terimakasih mas atas waktunya. Maaf mengganggu. Semoga menyenangkan hidupnya dan terimakasih

P: 7:17 (Tertawa) Ya ya. Semangat skripsinya mas.
Appendix 4

Transcribe of Interview with Respondent 4

Bendosari Park Salatiga

December 03 2018 4.28 pm

Name: Candra Setiani
Gender: Female
Code Name: R-4
Activity: Student of Banking Faculty IAIN Salatiga
Interview Date and Place: December 03 2018 16.28 at Bendosari Park Salatiga

R: Researcher/writer

P: Participant/R-4

R: 0:01 Langsung saja yang pertama. Emmm terkait tentang motivasi di dalam pembelajaran, khususnya pembelajaran di Joesin Translation. Yang pertama itu seberapa sering Anda menonton Joesinn Translation?

P: 0:17 Eeee… Untuk tingkat keseringannya itu saya gak bisa hitung yam mas. Kadang tuh kalau misalnya saya emm lagi gak ada tugas, terus maksudnya saya ada waktu yang luang gitu saya biasanya saya emm apa ini menonton Joesin Translation gitu.

R: 0:33 Oh ya mbaknya kan di Perbankan mbak jurusannya?
P: 0:36 Heem

R: 0:37 Berarti bisa nanti ada pertanyaan terkait kenapa Anda belajar bahasa Inggris juga akan ada. Ohh yang selanjutnya itu mengapa, mengapa anda lari, kan Anda butuh pembelajaran bahasa Inggris, kenapa Anda lari ke harus Joesin Translation itu kenapa atau gimana?

P: 0:57 Ini saya ceritanya dari awal ini?

R: 0:59 Heem


R: 1:46 Langsung ke materi. Maksudnya gak ada basa basi.

P: 1:48 Heem, heem, heem, heem.

R: 1:50 Terus mengapa kamu memilih untuk belajar di situ?

P: 1:54 Lha itu tadi soalnya. Sebenarnya saya m… Sebenarnya saya itu suka. Videonya itu gak terlalu panjang gitu lho. Durasinya gak terlalu panjang, tap… eemmm.. Durasinya gak terlalu panjang.
R: 2:11 Durasinya tidak terlalu panjang?

P: 2:13 Heeh terus…

R: 2:13 Tidak bertele-tele?


R: 2:19 Untuk sesering apa, sesering apa mbak Candra belajar di *Joesin Translation*?

P: 2:26 Mungkin seminggu ya kira-kira nih mas ya. Kan kadang kan kalau misalnya ada deadline tugas banyak gitu kan saya gak punya waktu luang, gitu jadi saya gak nonton. Tapi seminggu itu mungkin dua sampai empat kali.

R: 2:37 Gitu?

P: 2:38 Heem

R: 2:39 Brarti seminggu bisa menonton sebuah video atau beberapa video dalam 3 sampai empat kali


R: 2:50 Satu dua video menurut saya sudah bagus ya.

P: 2:52 Ohh yay a gitu.

R: 2:53 Terus emmm apa yang yang emm… mendorong Anda belajar bahasa Inggris khususnya di *Joesin Translation*? Misal karena butuh atau karena memang minat atau gimana?

R: 3:52 Memang di jurusan Anda Perbankan Syariah itu bahasa INggris buat apa?

P: 3:59 Da.. ehm… Kalau orang ekonomi, para ekonom itu kan biasanya kan dari luar negeri to mas, la dari luar itu kan biasanya tu dia menciptakan bukunya kan dalam bentuk basaha Inggris. Sebenarnya kan ada buku terjemahan, tapi kadang kalau sudah dalam bentuk terjemahan itu kan aneh gitu gak sih. Kalau menurut saya tuh

R: 4:14 Ehmmmm yaa

P: 4:15 Ya tergantung sih, tapi maksudnya ya itu tuh berpengaruh gitu lo. Terus dalam dunia ekonomi kan juga banyak istilah istilah dalam bahasa Inggris. Kayak gitu kayak gitu.

R: 4:26 Selain itu

P: 4:26 Terus juga, kalau di Perbankan sendiri itu kan nanti syarat kelulusan harus ada TOEFL ya
R: 4:31 Ohh gitu

P: 4:33 Hoooh itu jadi, jadi saya itu termotivasi belajar bahasa Inggris itu karena ya itu mau gak mau kan harus ikut tes TOEFL. Nah itu harus lulus kalau mau lulus, gitu mas.

R: 4:40 Ohh gitu. Berarti karena ada bisa dikatakan kebutuhan?

P: 4:44 Ya ya ya betul.

R: 4:46 Terkait. Mbak Candra sendiri suka bak terhadap pembelajaran bahasa Inggris, khususnya di Joesin Translation channel?

P: 4:58 Semen…

R: 4:59 Atau atau gini wae. Mbak Candra itu minat belajar bahasa Inggris? dan apa mbak Can… Misal iya atau tidak dan alasannya kenapa dan Joesin Translation itu?


R: 5:31 Tahu tahu mulai dari mana, bertahap.

P: 5:32 Hemm Hemm, heem. Tahu dasarnya. Terus kita bisa tahap ke atas itu to. Gitu
R: 5:38 Terus apa yang di dapatkan mbak Candra setelah nonton? Pengaruh, pengaruh Joesin Translation dalam pembelajaran mbak Candra itu apa?


R: 5:59 Setelah nonton.

P: 5:59 Heem


R: 6:16 Karena ada dorongan?

P: 6:18 Heem, karena kan kadang tuh saya pernah nonton juga di channel lain. saya lupa namanya ya. Itu tuh saya nonton satu video, dua video kok kok tambah bingung tambah bingung jadinya saya

R: 6:28 Krena tidak ada kelanjutannya?


R: 6:43 Di Joesin juga ada 3 tahap sih untuk pembelajaran. Nah itu yang pertama basic, yang kedua itu intermediate untuk kelas menengah, dan yang ketiga itu advance

R: 7:03 Emmmm untuk kedepannya mbak Candra itu pengen apa? Setelah nonton Joesin Translation?

P: 7:23 Untuk Joesin atau untuk diri saya sendiri?

R: 7:24 Untuk diri sendiri aja.

P: 7:26 Emmm

R: 7:29 Mungkin untuk apa? Biar bisa apa gitu?


R: 7:48 Jadi sekarang kurang minat terhadap bahasa Inggris?


R: 8:16 Nah saya harap nanti kedepannya mbak Candra bisa menyukai bahasa Inggris.
P: 8:20 Amin amin.

R: 8:21 Dan selalu mengikuti pembelajaran dari Joesin Translation.

P: 8:24 Iya

R: 8:26 Saya rasa cukup untuk emm interviewnya. Terimakasih atas waktunya.

P: 8:32 Iya heem.

R: 8:33 Ada yang mau disampaikan untuk Joesin Translation?


R: 9:05 Oh ya terimakasih atas waktunya mbak.

P: 9:06 Iya sama-sama.
Appendix 5

Transcribe of Interview with Respondent 5

Eka’s Houses

December 05 2018 3.28 pm

Name : Eka Mahardika
Gender : Male
Code Name : R-5
Activity : Student of English Faculty IAIN Salatiga
Interview Date and Place : December 05 2018 at Eka’s House 15.28

R: Researcher/writer

P: Participant/R-5

R: 0:00 Mengapa Anda menonton Joesin Translation mas?

P: 0:04 Ya awalnya saya emang suka bahasa inggris. Tapi saya gak begitu mahir bahasa inggris. Saya terus nemu channel Joesin Translation ini, pembelajarannya menarik mas, saya jadi tertarik.

R: 0:18 Jadi udah subscribe juga mas ya

P 0:20 Udah, udah lama, udah ngikutin lama, iya

R 0:23 terus kenapa lebih memilih di online, kenapa gak memilih di private atau les-lesan kkayak gitu mas?
P 0:32 yaa, hemat waktu, hemat tenaga, hemat uang juga mas. Soalnya kita kan kalo online bisa dimana aja kapan aja gitu

R 0:40 fleksibel gitu?

P 0:41 fleksibel ya mas ya

R 0:43 mas dika seberapa sering melihat atau menonton pembelajaran di Joesin

Translation

P 0:50 emm, agak sering sih mas soale saya kan subscribe terus belnya itu tak bunyiin gitu lho. Jadi setiap mas Joesin nya upload saya tahu, begitu.

R 1:00 oo berarti tiap ada video baru ada notification masuk gitu

P 1:05 iya

R 1:05 berarti memang tiap video mengikuti ya mas?

P 1:09 ya gak semua mungkin, tapi kebanyakan

R 1:13 berarti kalau di eee, kalkulasikan seminggu itu bias berapa kali mas kira-kira?

P 1:23 berapa mas ya, gak tentu sih mas ya. Mungkin kalau 5 kali lebih mungkin.

R 1:28: seminggu?

P 1:29: iya

R 1:29 wow lumayan ya

P 1:30: iya 5 kali nan mungkin ya mas ya
R 1:33 apa yang mas Dika harapkan di _Joesin Translation_

P 1:39: ya kalau saya berharap _Joesin Translation_ bisa lebih baik lagi.

R 1:44: oooohh ya, tapi maksud saya bukan untuk _Joesin Translation_, tapi yang di dapatkan, dari mas Dika itu apa?

P 1:55 saya berharap melihat Josein Translation itu biar bahasa inggris saya improve gitu, meningkat.

R 2:02: emmm iya. Terus penngaruh _Joesin Translation_, missal mas Dika sebelum nonton _Joesin Translation_, misal gimana, terus habis mengikuti pembelajaran di _Joesin Translation_, ada perubahan?

P 2:23: menurut saya lumayan sih ya mas ya. Banyak kosakata, kebanyakan kosakata yang gak saya tahu itu. Terus _Joesin Translation_ kan juga banyak kosakata baru setiap saya lihat videonya


P 2:41 iya butuh

R 2:43 tapi memang dari awalnya mas Dika sudah seneng sama bahasa inggris gitu

P 2:47 iya awalnya emang saya udah seneng bahasa inggris

R 2:52 berarti bisa dikatakan, _Joesin Translation_ itu membantu memotivasi mas dika gak?

P 2:59 membantu, tambah membantu gitu mas.
R 3:03 gimaana itu mas?

P 3:03 awalnya saya memang suka terus saya juga ambil pendidikan bahasa inggris kan. Tapi di Joesin Translation ini pembelajarnya itu beda gitu lo mas. Jadi menambah semangat gitu, gak monoton

R 3:18 karena videonya itu menarik?

P 3:19 karena videonya itu menarik mas

R 3:23 mungkin, ada tambahan lagi mas yang lain yang belum disampaikan?

P 3:27 mungkin cukup ya mas ya

R 3:29 cukup ya mas
Appendix 6

Transcribe of Interview with Respondent 6

Khoirino’s Houses

December 07 2018 1.20 pm

Name : Khoirino Hasyin
Gender : Male
Code Name : R-6
Activity : Student of IAIN Salatiga English Faculty
Interview Date and Place : December 07 2018 13.20 at Khoirino’s House

R: Researcher/writer

P: Participant/R-6

R: 0:01 Selamat siang mas Rino. Boleh minta waktunya sebentar ya mas

P: 0:05 Oh iya mas


P: 0:31 lumayan
R: 0:31 Nih saya mau mengajukan beberapa pertanyaan terkait *Joesin Translation* itu ke mas Rino

P: 0:36 Heem

R: 0:37 Ini langsung aja jadi kan, mas rino dah lama nih ngikutin, emmm seberapa sering mas biasanya mas nonton

P: 0:47 Kalo aku sih, emmm sebenernya ga terlau sering ya coba kalo, kan kebetulan kan itu kan temen saya yang buat, emm maksudnya channelnya kan punya temen saya. Ketika temen saya apa namanya dia upload status atau gimana kan nah saya langsung buka itu.

R: 1:07 Emmmmm, karena, berarti karena temen ya muncul di

P: 1:12 Iyaa, ya karena publikasi si pendirinya ini mungkin terus langsung saya buka

R: 1:19 Ada alasan lain kenapa mungkin?

P: 1:21 Emmmmm, edukasi sih mas soalnya saya juga yaa meskipun enggak suka suka banget tapi ketika liat emm.. videonya ini tu asik juga di dengerin kan juga suaranya kan enggak, ya logatku banget itu lo mas. Maksudnya kan diselingi dengan bahasa Indonesia itu.

R: 1:45 Jadi em… lebih enak untuk didengerin, lebih mudah

R: 1:58 Jadi salah satu keunggulan di YouTuube juga ya mas

P: 1:58 Heem

R: 2:03 Emm… terkait keunggulan di YouTube itu mas Rino kebetulan di bahasa Inggris juga ya mas

P: 2:08 Iya heem kebetulan juga saya belajar di pendidikan bahasa Inggris

R: 2:13 Nah, ini kenapa mas Rino lari ke sebuah channel pendidikan, bisa dikatakan untuk tambahan pembelajaran ya mas ya?

P: 2:22 Heem ya

R: 2:22 Itu kenapa? Kenapa memilih online kenapa enggak ambil les, bimbel, atau kurusus dimana gitu?

P: 2:31 Kalau menurut saya praktik, praktis aja sih mas soalnya ya kan setiap hari kita pegang hp itu terus materi dari Joesin kan gak terlalu berat juga, masih basic gitu lo jadi ketika kita lihat terus durasinya gak terlalu panjang. Ya asik aja bisa diselingi misal pas lagi Facebook-an terus bosen kok lahh, lihat YouTube, buka Joesin gitu

R: 2:54 Oohh gitu ya jadi ada, lebih efisien dan praktis

P: 2:53 Buat selingan. Heem efisie juga, praktis

R: 3:00 kalau ada hal yang miss bisa kita putar ulang

P: 3:05 Heem.
R: 3:08 Terus yang mas Rino harap, yang mas Rino pengen dapetin di *Joesin* itu apa?

P: 3:15 Pertama ya pengetahuan pasti. Tentang basic-basic bahasa Inggris. Terus…

R: 3:22 Untuk apa mas, mas Rino belajar bahasa Inggris basic tentang apa?

P: 3:27 Untuk menunjang sekolah saya, karena saya dari background-nya bahasa Inggris, kan saya juga gak begitu pintar kalau di kelas itu. Terus ya saya, mungkin saya paham untuk diri saya sendiri itu.

R: 3:42 Jadi bisa di katakan butuh ya mas. Butuh pembelajaran itu ya

P: 3:44 Heem butuh.

R: 3:48 Emmm, berarti karena butuh? Tadi gimana mas untuk pengaruh emm opoo… kedepannya?

P: 3:54 Kedepannya mungkin… Kedepannya untuk saya atau kedepannya untuk channel *Joesin*?

R: 4:01 Untuk mas Rino

R: 4:20 Emm.. Gitu ya mas. Terus pengaruhnya ke mas rino bagaimana? 
Pengaruh emm *Joesin Translation* ini dalam membantu pembelajarannya mas Rino.

P: 4:29 Bagus sih mas sangat membantu kalau pribadi ya buat saya itu sangat membantu karena kan, ya disisi lain juga saya kan gak tau mana channel yang menyediakan education tentang bahasa Inggris yang paling dasar lah itu, tapi ketika saya, ya itu, keunggulannya ya berhubung dia teman saya sendiri saya juga tahu updatenya setiap hari jadi ya saya langsung cek di YouTube-nya. Sangat membantu

R: 4:56 Sangat membantu ya mas ya

P: 4:56 Heem

R: 4:57 Emm.. Terkait emm, mas Rino kab basic di bahasa Inggris, pembelajaran bahasa Inggris, terus menonton karena butuh karena tuntutan emm bisa dikatakan tuntutan jurusan itu ya mas ya, pembelajaran. La itu mas Rino merasa, apa ya, terbebani dengan itu gak?

P: 5:21 Terbebani gimana ya maksudnya?

R: 5:22 Jadi saya harus, harus melihat. Saya harus belajar itu gak mas?


P: 5:58 Kalau saran ya mungkin di perbanyak lagi untuk mater-materi yang paling dasar gitu untuk mungkin jangkaunnya gak untuk anak kuliah aja. Bisa buat SMP, SMA gtu apalagi SD sekarang juga anak kecil udah banyak yang pegang hape, dah banyak yang kenal YouTube itu mugkin daripada mereka lihat yang gak apa namanya yang cuma hiburan-hiburan aja coba sekali mereka biar tahu kalau di YouTube juga ada channel mengedukasi kayak kayak gini

R: 6:33 Menn... Meluaskan

P: 6:36 Emmm meluaskan hoooh gak Cuma, materi yang dasar-dasar misal untuk SD itu juga perlu mungkin balita juga bisa. Kedepannya mungkin

R: 6:45 Oke saya rasa cukup mas. Emm. Apa ada yang mau tambahan lagi?

P: 6:51 Udah mas mungkin cukup gitu aja.

R: 6:53 Terimakasih mas Rino atas waktunya. Saya harap kedepannya bisa membantu dalam meningkatkan kualitas pendidikan Indonesia

P: 7:03 Oke Oke

R: 7:04 Makasih mas

P: 7:05 Yok sama-sama.
Kosa Kata Bahasa Inggris Yang Wajib Dihafal Untuk Pemula

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CURRICULUM VITAE

Full Name : Septiyas Ihsanul Alfianto
Nickname : Septiyas
Date of Birth : September 26th 1995
Address : Reksosari RT.05/RW.01 kec. Suruh, kab. Semarang
Phone Call : 088214610467

Education History :

1. SDN Reksosari 1 graduated in 2007
2. SMP NU Suruh graduated in 2010
3. MAN Suruh graduated in 2013
4. IAIN Salatiga graduated in 2019

Salatiga, March 28th 2019

Septiyas Ihsanul Alfianto
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Salatiga, 30 Januari 2019
Mengetahui, Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

Aemmad Maimun, M. Ag.
NIK: 197005101998031003