

APPENDICES

Appendix I Translation of Al-Qur'an

No.	Name of The Surah	Indonesia	English
1.	Surah Yunus (10:101) قُلْ اَنْظُرُوْا مَاذَا فِى السَّمَٰوٰتِ وَالْاَرْضِ ۚ وَمَا تُغْنِى الْاٰيٰتُ وَالنُّذُرُ عَنْ قَوْمٍ لَا يُؤْمِنُوْنَ	“Katakanlah: Perhatikanlah apa yang ada di langit dan di bumi! Tidaklah bermanfaat tanda- tanda (kebesaran Allah) dan rasul- rasul yang memberi peringatan bagi orang yang tidak beriman.”	"Say, 'Observe what is in the heavens and earth.' But of no avail will be signs or warners to a people who do not believe."

Appendix II. Research Instruments

Research Instrument for RQ 1:

No	Indicator	Questions	Participant's Response
1.	Student's Psychological Aspect In Utilizing YouTube Video As English Language Learning Media	<p>1. Motivation In your perspective, can using YouTube material to study English enhance motivation?</p> <p>a. What motivates you as students to use YouTube as a tool for learning English in the classroom provided by the teacher?</p> <p>b. Do you perceive an improvement in your English skills compared to your peers as a result of utilizing YouTube in your English class?</p> <p>c. Do you feel motivated after watching YouTube videos to learn in class?</p>	
		<p>2. Interest Do you feel interested in learning English by utilizing YouTube videos as learning media in class?</p> <p>a. Does interest in learning English arise when learning using YouTube media in class?</p> <p>b. Which types of lessons do you find most engaging when using YouTube as a medium for English language learning in the classroom facilitated by</p>	

		<p>your teacher?</p> <p>c. Are there any materials or subjects that fail to capture your interest during the learning process with YouTube videos in the classroom?</p>	
		<p>3. Attitude</p> <p>Has the incorporation of YouTube videos in the classroom influenced your attitude and behavior toward learning English?</p> <p>a. Has the integration of YouTube video content in your classroom been aligned with instructional requirements?</p> <p>b. Reflecting on your experience, are there any lessons that have made learning English in class particularly intimidating for you?</p> <p>c. Do you have any recommendations for teachers on how to optimize the use of YouTube videos to enhance the development of other students' characteristics and traits in the classroom?</p>	
		<p>4. Talent</p> <p>a. How do you think YouTube influence your talent in learning English?</p> <p>b. Did you believe your potential differs from learning through</p>	

		YouTube learning videos offered by your teacher?	
		<p>5. Intelligence</p> <p>a. How the incorporation of YouTube videos in classroom instruction enhance your understanding?</p> <p>b. How the utilization of YouTube video media facilitate your ability to respond to questions posed by the teacher in class?</p> <p>c. Does the integration of YouTube videos into classroom instruction facilitate the development of cognitive abilities?</p>	
		<p>6. Anxiety</p> <p>Do you experience anxiety when learning English through YouTube videos in class?</p> <p>a. To what extent do shyness and nervousness impact your ability to concentrate in English class? Furthermore, can the incorporation of YouTube videos reduce these effects?</p> <p>b. Could you elucidate the factors that cause apprehension or fear when utilizing YouTube videos as a medium for learning English in your class?</p> <p>c. Based on your experience, does the utilization of YouTube videos as a medium for learning English aid in</p>	

		alleviating anxiety or doubt associated with the learning process?	
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Research Instrument for RQ 2:

No	Indicator	Questions	Participant's Response
1.	Student's Challenges In Utilizing YouTube Video In Classroom	1. What are the challenges that you face when learn English with YouTube video learning facilitated by your teacher when the video content is not worth to watch? a. Does the quality of YouTube videos in the classroom adequate and relevant to the demands of the classroom? b. Does the English teacher chosen and reviewed the quality of video content used in class? And what solutions do you prepared for it	
		2. What distractions occur when studying from YouTube videos? Do they interfere with classroom learning? a. What effect do the video's distractions have on classroom learning? b. How can you prepare for possible distractions in the teacher's YouTube video content?	

		<p>3. Availability of Technology and Internet Access</p> <p>a. Does the availability of technology support classroom learning, especially English?</p> <p>b. Have you ever experienced difficulties in accessing videos due to technical issues?</p> <p>c. What solutions did you apply when experiencing such access difficulties?</p>	
		<p>4. Advertisements in YouTube Videos</p> <p>a. How much do advertisements in YouTube videos affect your learning experience?</p> <p>b. Do you feel that the ads interrupt the learning flow?</p> <p>c. What is your teacher's solution when this happens?</p>	

Appendix III. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon: (0511) 3265426; (0511) 6783136
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0808 /Un.14/III.1/PP.00.9/05/2025 27 Mei 2025
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala SMP Hidayatullah Martapura
 Kabupaten Banjar

Assalamu'alaikum Wr.Wb


Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Husin
 NIM : 210101030313
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Mesjid NO. 21 RT 01 RW 01
 No HP : 085100432662

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



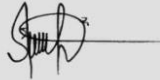
Banjarmasin, 27 Mei 2025
 Wakil Dekan Bidang Akademik dan Kelembagaan,



 Prof. Dr. Ahmad Mubdi, M.Ag.
 NIP 197808082005011006

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix IV Research Completion Letter

	<p>PEMERINTAH KABUPATEN BANJAR DINAS PENDIDIKAN SEKOLAH MENENGAH PERTAMA HIDAYATULLAH NPSN : 70039789 Alamat: Jl. Irigasi Teluk Sanggar, Komplek Taman Hudaya No.01 Desa Bincau Kec. Martapura KAB. BANJAR KALIMANTAN SELATAN</p>	
<p>SURAT KETERANGAN NOMOR : 400.3.5.3/161/ SMPHid/2025</p>		
<p>Yang bertanda tangan di bawah ini :</p> <p>Nama : Siti Khairiyah, S.Ag Jabatan : Kepala Sekolah Unit Kerja : SMP Hidayatullah</p>		
<p>Menerangkan dengan sesungguhnya bahwa :</p> <p>Nama : HUSIN NIM : 210102030313 Perguruan Tinggi : UIN Antasari Banjarmasin Jurusan : Tadris Bahasa Inggris</p>		
<p>Telah melaksanakan penelitian di SMP Hidayatullah Martapura mulai 24.7.2024 sampai dengan 30.07.2024. Untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul... <u>EXPLORING STUDENT'S PSYCHOLOGICAL ASPECT IN UTILIZING YOUTUBE VIDEO AS ENGLISH LANGUAGE LEARNING MEDIA: A NARRATIVE INQUIRY STUDY</u></p> <p>Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya dengan penuh tanggung jawab dan dapat disimplementasikan ke sekolah.</p>		
<p>Martapura, 17 Juni 2025</p> <p>Kepala SMP Hidayatullah,</p> <p></p> <p>Siti Khairiyah, S.Ag NIP. -</p>		

Appendix V. Photographs












Appendix VI Consultation Schedules and Notes

CONSULTATION NOTES

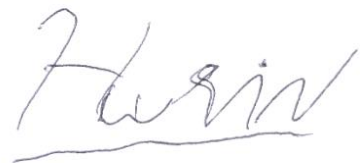
Name of Advisor: Dr. Hj. Raida Asfihana, M.Pd

No.	Day/Date	Notes	Signature
1.	Wednesday, 12 June 2024	Transliteracy State the gap clearly Narrative frame analysis Change into thesis format	
2.	Friday, 16 May 2025	Find the location for research Fix the instrument Create the research license	
3.	Thursday, 22 May 2025	Ensure research participants Determine the number of participants	
4.	Sunday, 24 May 2025	Research approval	
5.	Tuesday, 27 May 2025	Establish the number of research participants Establish research location and research permit	
6.	Sunday, 15 June 2025	Make diagram in chapter IV the findings per Research Questions. Relate the discussion to the theory in chapter II Refine interview results Correct the quotation	
7.	Monday, 25 June 2025	Improve citation writing Improve writing structure Change the research title (the word "Utilize is changed to "Utilizing)	

CURRICULUM VITAE

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8. Organization/Work Experience :
 - a. ESA Antasari (2021-2024)
 - b. Teaching English at SMP Muhammadiyah 1 Banjarbaru (2022-2024)
 - c. English Private Tutor at Smart Private Center Banjarbaru (2024)
 - d. English Private Tutor at Bimbel ABC (2025)
9. Academic Achievement :

Banjarmasin, 17th June 2025



Husin