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YOUNG LEARNERS' PERCEPTION OF THE USE OF VIDEO CLIPS IN ENGLISH INSTRUCTION AT SD ISLAM AL - AZHAR 54 PEKANBARU



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Thesis

Submitted as partial fulfilment of the Requirements
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UIN SUSKA RIAU

ENGLISH EDUCATION DEPARTMENT

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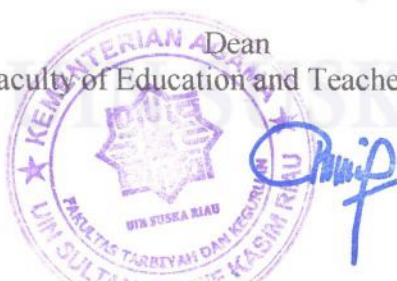
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Finally, the researcher realizes that this thesis is still far from perfection. Therefore, constructive suggestions and criticism are highly welcomed. Hopefully, this work can give meaningful contributions to further research.

Pekanbaru, Desember 23th, 2025
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ABSTRACT

Rayhana Putri Aulia (2026):

Student Perception of Video Clip Use in English Learning for Sixth-Grade Students at Elementary School of Islam Al-Azhar 54 Pekanbaru

This research aimed at testing the perception of sixth-grade students at Elementary School of Islam Al-Azhar 54 Pekanbaru, regarding the use of video clips in English learning. The focus of this research was to understand how students interpreted, responded to, and perceived the impact of video clips on their learning process. Quantitative descriptive method was used in this research with questionnaire consisting of 20 items based on three main indicators—perceived usefulness, perceived ease of use, and intention of use. The samples consisted of 30 students selected with convenience sampling technique. The research findings showed that students had positive to very positive perception of video clip use. They believed that video clips eased material comprehension, increased motivation, enriched vocabulary, improved pronunciation, and made learning more interesting. In addition, students experienced that video clips were easy to use and did not require much effort to understand. Other findings also indicated that students had a high interest in continuing to use video media, such as YouTube, as a source for English learning. Overall, the use of video clips was proven to be a learning medium that was effective, relevant, and able to increase the quality of English learning for Elementary School students.



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ABSTRAK

Rayhana Putri Aulia, (2026): Persepsi Siswa terhadap Penggunaan Video Klip dalam Pembelajaran Bahasa Inggris untuk Siswa Kelas Enam di SD Islam Al-Azhar 54 Pekanbaru.

Penelitian ini bertujuan untuk menguji persepsi siswa kelas enam di SD Islam Al-Azhar 54 Pekanbaru terhadap penggunaan video klip dalam pembelajaran Bahasa Inggris. Fokus penelitian ini adalah untuk memahami bagaimana siswa menafsirkan, merespons, dan merasakan dampak penggunaan video klip terhadap proses belajar mereka. Metode yang digunakan adalah deskriptif kuantitatif dengan kuesioner berisi 20 item berdasarkan tiga indikator utama: Perceived Usefulness, Perceived Ease of Use, dan Intention of Use. Sampel penelitian terdiri dari 30 siswa yang dipilih melalui teknik convenience sampling. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif hingga sangat positif terhadap penggunaan video klip. Mereka menilai bahwa video klip memudahkan pemahaman materi, meningkatkan motivasi, memperkaya kosakata, memperbaiki pelafalan, dan membuat pembelajaran lebih menarik. Selain itu, siswa merasa video klip mudah digunakan dan tidak memerlukan banyak usaha untuk dipahami. Temuan lain juga menunjukkan bahwa siswa memiliki minat tinggi untuk terus menggunakan media video, seperti YouTube, sebagai sumber belajar Bahasa Inggris. Secara keseluruhan, penggunaan video klip terbukti menjadi media pembelajaran yang efektif, relevan, dan mampu meningkatkan kualitas pembelajaran Bahasa Inggris bagi siswa sekolah dasar.



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ملخص

ريحانة بوترى أولياء، (٢٠٢٦): تصور التلاميذ نحو استخدام مقاطع الفيديو في تعليم اللغة الإنجليزية لتلاميذ الصف السادس بمدرسة الأزهر الابتدائية الإسلامية ٤٥ ببكتنارو

هذا البحث يهدف إلى اختبار تصور تلاميذ الصف السادس بمدرسة الأزهر الابتدائية الإسلامية ٤٥ ببكتنارو نحو استخدام مقاطع الفيديو في تعليم اللغة الإنجليزية. ويركز البحث على فهم كيفية تفسير التلاميذ لاستخدام هذه المقاطع واستجابتهم لها وإحساسهم بتأثيرها في عملية تعلمهم. وقد استخدم البحث المنهج الوصفي الكمي من خلال استبانة مكونة من عشرين بندًا مبنية على ثلاثة مؤشرات رئيسة: المنفعة المدركة، وسهولة الاستخدام المدركة، ونية الاستخدام. ويتألف مجتمع العينة من ثلاثين تلميذا تم اختيارهم بتقنية العينة المتنسقة. وأظهرت نتائج البحث أن التلاميذ لديهم تصورات إيجابية إلى إيجابية جدا تجاه استخدام مقاطع الفيديو، حيث رأوا أنها تسهل فهم المادة، وتعزز الدافعية، وتشري المفردات، وتحسن النطق، وتجعل عملية التعلم أكثر جاذبية. كما شعر التلاميذ أن مقاطع الفيديو سهلة الاستخدام ولا تتطلب جهدا كبيرا لفهمها. وتشير النتائج أيضا إلى أن التلاميذ لديهم اهتمام عال بمواصلة استخدام الوسائل المرئية مثل يوتيوب كمصدر لتعلم اللغة الإنجليزية. وبصورة عامة، أثبتت استخدام مقاطع الفيديو أنه وسيلة تعليمية فعالة وذات صلة، وقدرة على رفع جودة تعلم اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية.



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APPENDIX 2 Students' Answer

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CHAPTER I

INTRODUCTION

A. Background of the problem

Learning English is the most important aspect of acquiring a foreign. The ability to learn English has now become a global standard. According to Celce et al. (2014), learning English is a multifaceted process that involves acquiring linguistic skills such as listening, speaking, reading, and writing, with the goal of achieving proficiency in the English language. This process is often facilitated through educational programs, language courses, and immersive experiences. English is formally taught as a foreign language in Indonesian elementary schools, middle schools, and universities.

Young learners who are exposed to English at an early stage tend to be better prepared to acquire the language as they develop. According to Cameron (2001), young learners acquire language differently from adults; rather than relying on abstract explanations, they learn through play, concrete experiences, and exposure to meaningful language use. Therefore, it is essential to design learning environments that are engaging, contextually relevant, and developmentally appropriate for young learners.

The use of video clips in English instruction represents an innovative approach that aligns with the developmental needs of young learners. Video clips provide authentic language input by combining visual and auditory elements. According to Harmer (2007), exposure to video

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enables students to observe paralinguistic features such as body language, gestures, and facial expressions, which are essential for understanding authentic communication. Furthermore, Berk (2009) emphasizes that video media can enhance memory retention, extend attention span, and foster emotional engagement with the learning material, all of which are crucial components of effective English instruction for young learners.

Speaking is one of the English language skills taught to young learners in Riau, Indonesia, in accordance with the Merdeka curriculum. To develop students' speaking skills, Muslem and Abbas (2017) explain that English teachers apply a variety of teaching approaches, including communicative language teaching, information gap activities, and the use of audio-recorded media. Nevertheless, students' speaking proficiency remains relatively low. Many students still experience difficulties in using English to communicate with their classmates, teachers, and English-speaking foreigners (Hosni, 2004). Fluency and accuracy in speaking are indicators of English proficiency; however, EFL learners often struggle to achieve these skills due to their limited exposure to the language.

Many prior studies undertaken by different researchers from different parts of the world have been related to the usage of film and video clips to investigate their effect on the speaking skills of students (Muslem & Abbas, 2017; Ismaili, 2013; Sihem, 2012; Silva, 2013). Nguyen and Mai (2012) carried out a study on the use of video clips combined with small



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group activities and found that students' speaking skills showed improvement, particularly in terms of fluency. Cole and Vander plank (2016) conducted linguistic and English proficiency assessments on both individual learners and classroom-based learners, and the findings indicated that individual learners performed significantly better across all measures. The integration of technology was shown to support teachers, students, and other educational stakeholders in enhancing speaking proficiency. Furthermore, Muslem and Abbas (2017) note that two highly effective approaches to improving English as a Second Language (ESL) speaking ability are learning through media-based resources and engaging in immersion experiences in an English-speaking environment, such as through platforms like YouTube, video-based instruction, live programs, TED talks, and Toastmasters.

Although using video clips as a teaching tool is becoming increasingly popular, especially in language learning settings, little is known about how young students perceive their use in English classes. There is a significant knowledge gap regarding how young learners view the effectiveness of video clips in improving their language proficiency. Despite studies showing that video clips can boost motivation and engagement, thorough research on young students' own perceptions of their usefulness in the classroom remains lacking.

In this study, the researcher aims to find out how students feel about using video clips in learning English. Video clips have not been frequently



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used in English instruction, the learning outcomes show positive results. However, students' perceptions of the use of video clips in English learning have not been thoroughly investigated. Some researchers only focus on the use of video clips during English learning without considering students' opinions about the videos teachers use. Perception is a concept closely related to human psychology. According to Hendra (2001), students' perception is the process of gaining awareness of what they have experienced and how it influences their attitudes and behaviour. There is background information on how schemata affect perception and learning. The research results support the claim that experience-based background knowledge significantly impacts perception.

The subject of this study is Students of SD Islam Al-Azhar, one of the renowned private primary schools in Pekanbaru that has continuously included technology into its curriculum and used modern teaching strategies. The school is an appropriate setting for examining how young learners respond to the use of video clips in English learning due to its innovative educational practices, particularly in the integration of technology. The student population at Al-Azhar consists of children from diverse socioeconomic backgrounds, providing a wide range of perspectives regarding the use of multimedia in classroom instruction. Therefore, the school serves as a relevant research site for understanding how Indonesian students perceive video clips as a medium for English language instruction.



In conclusion, the previous research findings above reported that the use of video clips can significantly enhance students' enthusiasm and motivation to participate actively in learning English. Therefore, the researcher was interest in conduct of the research with title: **“YOUNG LEARNER’S PERCEPTION OF THE USE VIDIO CLIP IN ENGLISH INSTRUCTION AT SD ISLAM AL-AZHAR 54”**

B. Research Problem

1. Identification of the Problem

During observation at Al-Azhar, the following issues are identified:

- a. Video clips can enhance students' motivation and make the learning process more engaging for young learners.
- b. Students prefer using video clips in learning English.
- c. Many students do not focus on learning English.

2. The Limitation of the Problem

This research was focused on the students' perceptions of using Video clips in English Instruction at the 6th grade of SD Islam Al-Azhar 54 Pekanbaru.

3. The Formulation of the Problem

The formulation of the problem is: “How are young learners' perception of using video clips in English Instruction in the 6th grade of SD Islam Al-Azhar 54 Pekanbaru?”

C. The Objective and Significance of the Research

1. The objective of the research



The objective of this research is to find out young learners' perception of using video clip in English Instruction in the 6th grade of SD Islam Al-Azhar 54 Pekanbaru.

2. The Significance of the Research

This research has both theoretical and practical significance. The theoretical significance lies in the hope that this study will serve as a valuable reference for future academic work. The practical significance is seen in its benefits for students and teachers. Firstly, for students, this research can help increase their enthusiasm and motivation when learning with video clips. Secondly, for teachers, understanding students' perceptions of using video clips in English instruction allows them to evaluate whether frequently using video clips produces positive results for students. Practically, video clips can be a useful tool in English learning by making it easier for teachers to convey material and creating a more enjoyable learning experience for students, as video clips are an educational-based learning media.

D. Definition of the Terms

In order to clarify the term used in this research, it is necessary to define the terms, as follows:

1. Perception

Mike May (2007) explains perception from a psychological viewpoint in his book *Sensation and Perception* as the process of



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noticing something and interpreting it. Similarly, Santrock (2010) states that perception involves interpreting what has been perceived. In the context of this study, perception refers to students' feelings and thoughts about the video used by the teacher in English learning activities.

2. Young Learners

Young learners are individuals whose ages range from early childhood to adolescence. Generally, learners between the ages of three and eighteen can be categorized as young learners. In the context of elementary education, children aged 6 to 12 are commonly identified as young learners. According to Curtain and Dahlberg (2010), this group is further classified into two categories: younger learners aged 6 to 8 and older learners aged 9 to 12. In this research young learners are defined as the 6th grade of SD Islam Al-Azhar 54 Pekanbaru.

3. Video Clips

According to Richards & Renandya (2004), Video clips are a highly rich medium that integrate audio, sound effects, and visual components in various forms. Because video clips allow students to see things they have never seen before, video is an effective teaching tool (Isiaka, 2007). In this research the video clips are defined as the short videos that teacher used while teaching the material to the student in the classroom.

4. English Instruction



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English instruction refers to the systematic process of teaching and learning the English language through structured activities, materials, and interaction between teachers and learners. According to Harmer (2007), “Effective English instruction involves engaging students in meaningful communication while balancing accuracy and fluency.” This emphasizes that teaching English should not only focus on grammar and vocabulary but also on real communication skills.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Perception

a. Definition of Perception

Perception refers to the experience of objects, events, or relationships that is formed through the reorganization of information and the interpretation of messages, allowing individuals to assign meaning to stimuli. This process involves several psychological components, including attention, expectation, motivation, and memory. According to Wood (2015), perception is an active process of constructing meaning through the selection, organization, and interpretation of people, objects, events, situations, and other phenomena.

According to Walgito (1990), perception is an impression of an object that becomes meaningful through an internal process within the individual, involving the conversion, organization, and interpretation of the received stimuli. This process is considered a unified internal activity and is consistent with previous perspectives on perception. It further explains that after sensory information is received, it is organized and interpreted so that it acquires meaning for the individual.

On the other side Robbin (2003), Perception is described as a process in which individuals receive information through their sensory organs, which is then organized, synthesized, and evaluated to construct meaning. Robbins' view aligns with previous scholars, emphasizing that perception involves not only the reception of stimuli but also the evaluation or assessment of the perceived object. The definitions of perception proposed by the researchers, Walgito, and Robbins do not contradict one another. Instead, they share several similarities. First, perception is described as an impression or mental representation of an object that originates outside the individual. Second, the perceptual process is formed through sensory experiences. However, there are also some differences among these perspectives. Walgito provides a more detailed explanation of the perceptual process by emphasizing the stages of organization and interpretation in giving meaning, while perception is viewed as a unified internal process. In contrast, Robbins highlights an additional evaluative stage, in which the perceived information is assessed after being received, organized, and interpreted.

The elements that affect perception can be split into functional and structural factors, according to Rahmat (2003) functional variables are those that result from needs, prior experiences, and other things, including what we call personal factors. Objects that serve the aim of the person conducting the perception



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are functional elements that influence perception. Structural factors are variables that only result from the nature of physical stimulus to the effects on nerves brought on by the unique neurological system of everyone. To understand an event, it is necessary to consider all of the structural components that influence perception, rather than focusing solely on one or two elements in isolation.

Perception, in the words by Akande (2009), It refers to students' ability to maintain their own beliefs and distinguish them from the information that has been presented. It can therefore be concluded that students' perceptions of objects, formed after exposure to external stimuli, involve psychological processes that influence how they respond to, understand, or seek to comprehend those objects.

b. Educational Technology Perception

How people understand, assess, and react to the usage of digital tools and resources in educational contexts is referred to as their perception of educational technology. It includes the attitudes, experiences, and beliefs that shape the acceptance and application of technology in the educational process. Roblyer and Doering (2013) "Educational technology perception reflects how students or teachers view the effectiveness, usefulness, and ease of integration of digital tools in supporting learning objectives."

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1) Technology Acceptance Model (TAM)

TAM one of the most widely used theoretical frameworks for explaining and predicting individual acceptance and use of information technology. First introduced by Fred Davis in 1986, TAM has become a foundational model in the study of user behaviour toward new technological systems or applications.

The Technology Acceptance Model (TAM) is derived from the Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen (1975). TRA suggests that an individual's behaviour is determined by their intention to engage in that behaviour, which is influenced by their attitudes and subjective norms. Building on this theory, Davis (1989) modified the concept in TAM to explain how individuals' beliefs regarding the usefulness and ease of use of technology affect their attitudes, intentions, and ultimately their actual technology usage.

2) Key Components of TAM

- a) Perceived Usefulness (PU): The extent to which an individual believes that the use of a specific technology can improve job performance or increase productivity.
- b) Perceived Ease of Use (PEOU): The extent to which an individual believes that the technology can be used with minimal effort.

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- c) Attitude Toward Using (ATU): The individual's favourable or unfavourable evaluation of using the technology.
- d) Behavioural Intention to Use (BI): The individual's level of intention or readiness to use the technology in the future.
- e) Actual System Use (AU): The real action or practice of utilizing the technology.

3) TAM's advantages and extensions

TAM is a popular choice for research in a variety of information technology situations for its empirical soundness and simplicity. To increase its explanatory value, recent research frequently expands TAM by adding further external variables like trust, security, or demographic characteristics. These changes, such as the addition of factors like self-efficacy, user experience, or innovative characteristics, enable TAM to be customized to meet study objectives.

c. Student's Perception

The act of a person receiving a stimulus through their receptor instrument is known as perception. The brain, the central nervous system, and the psychological mechanism that underlies experience perception all receive stimuli. According to Hendra (2001) students' perception is the process through which an individual gains awareness of what has been witnessed and how it has affected his attitudes and behaviour. This awareness is gained using the five



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senses and is influenced by experience. Rahmat (2003) stated that students' perception is the interpretation of an object, an event, or information depending on the person making that interpretation's personal experiences. As a result, it is also possible to assert that perception is the outcome of one's ideas in particular circumstances.

Even when two people are looking at the identical thing, their perceptions may differ greatly since everyone experiences life and perceives the world in different ways depending on a variety of factors. According to Mangal (2010, p. 106), Stated that Perception is experiences and interpretation by people, there are four determinant variables that affect an individual's perception: the physical and social surroundings, the physical structure, the wants and goals of life, and prior experiences.

This study examines perception in the early stages of English teaching and learning. It focuses on young learners who are at the beginner level of formal education. Based on Cameron's theory, young learners are defined as children who learn a foreign language between the ages of five and twelve. Furthermore, Scott and Ytreberg categorize young learners into two developmental groups stages: the first stage refers to beginners, while the second stage consists of learners who are no longer absolute beginners. The present study adopts this classification because most children in Indonesia begin

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learning English as a foreign language at the elementary school level, which typically places them under twelve years of age.

According to Walgito (2002), students' perception involves the process of organizing and interpreting stimuli received by an individual so that the information becomes meaningful. Perception, therefore, is an integrated cognitive activity in which experiences are interpreted and understood. According to Rivai (2002) stated that perception is various people predict the same thing in different ways, and this is influenced by a variety of circumstances. The first set of factors include attitudes, wholeness or motives, interests of experience, and expectations of people. These factors are present in those who perpetrate perception (perceiver). New things, movement, sound, background size, and closeness are two variables that are present in the item or target that are perceived. The third is the context component, which refers to the time, location, and social circumstances of the setting in which the perception is made.

Walgito (2002) claims that the perception happens throughout the course of a process that includes the following stages: A target or thing that produces a stimulus, after which the senses pick it up. This natural process has to do with the physical side of things. The procedure is known as the natural procedure. An object's input is first received by the sensory organs and subsequently sent via sensory nerves to the brain. Psychological processes include the appropriate

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functioning of the sensory organs and the transfer of stimulus to the brain.

According to Hazari (2014) stated that when students have a positive perception of the learning environment, they learn more efficiently. A person's attitude, whether favourable or negative, is based 22 on how they view things or issues. People use their eyes, hearing, noses, and other sense receptors to take in the objects and happenings around them. According to Sarwono (2010) provides evidence in favor of the idea that perception is capable of drawing inferences about what we hear, perceive, and attempt to estimate.

Based the description above it can be concluded that students' perception is a related of learning, which students acquire knowledge through hands-on experiences and integrate it into their personal knowledge base. In other words, students who have gone through the process can form a perception of it.

2. Young Learners

a. Young Learners definition

Many scholars have offered varying definitions of the term young learners. Although their views differ, several similarities can be identified. In general, young learners are commonly understood as children who learn a foreign language before the age of twelve. This view aligns with Cameron (2001), who defines young learners as individuals aged between five and twelve. Similarly, Nunan (2010)

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suggests that young learners include children ranging from five to fifteen years old. In addition, Scott and Ytreberg (1990) describe young learners as pupils who are approximately between five and ten or eleven years of age.

Nunan (2011) states that young learners range approximately from three to fifteen years of age. Similarly, Phillips (2003) defines young learners as children who are in their early years of formal schooling, typically between five or six to eleven or twelve years old. In addition, Linse (2006) categorizes children aged five to twelve as early learners. These definitions indicate that the term young learners is commonly associated with the primary or elementary school period, prior to entering secondary education. Consequently, the age range of young learners may vary across countries, depending on educational systems and school entry age. Many psycholinguists argue that being exposed to a language at a younger age contributes significantly to more effective language acquisition.

Although young learners may be of the same age, their development can vary considerably. Scott and Ytreberg (1990) suggest that young learners should be categorized into two groups: the first group includes children aged five to seven, while the second group consists of those aged eight to ten or eleven. They argue that children experience different stages of growth and development. They can differ in their approach and tempo. While some learners

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achieve their objectives more quickly, others progress at a slower pace. However, over time, the latter are often able to reach the same level of attainment as the former.

b. Young Learners characteristics

Young students have unique characteristics that set them apart from adult learners. This characteristic includes their aptitude, attitude, and thought processes, among other things. They have a method for learning languages as well. Naturally, this affects how they are taught. To provide the greatest English instruction possible without boring their students, a teacher must be familiar with and understand them. Teachers will struggle with the teaching and learning process if they are unaware of the traits of their students.

Young learners possess specific characteristics. Nunan (2011) explains that children in preschool and the early years of primary school tend to have a holistic approach to language. They are able to understand general meanings, but they are not yet able to analyse language in a detailed manner. At this stage, they are less aware of the learning process and often have limited reading and writing skills, even in their first language. Additionally, they tend to be more self-catered, have limited knowledge of the wider world, and show a strong preference for fantasy, movement, and imaginative activities.

According to Harmer (2007), young learners different from adults, adolescents, and even older children in terms of their



characteristics and learning approaches. He further emphasizes that teachers must understand the cognitive processes and behavioural tendencies of their students in order to provide effective instruction. It implies that each child has unique qualities that educators should be aware of. Teachers must treat every student equally and refrain from favouritism since young students have an extremely sensitive sense of justice (Scott and Ytreberg, 1990). Additionally, to effectively engage young learners, teachers need to be aware of their students' current interests (Harmer, 2007).

Scott and Ytreberg (1990) further outline several characteristics of young learners as follows:

- 1) Young learners comprehend situations more quickly than the language used to describe them.
- 2) They are able to use language skills before becoming consciously aware of those skills.
- 3) Their understanding is closely related to and grounded in the physical environment.
- 4) They generally have a short attention span and find it difficult to sustain concentration for long periods.
- 5) Young learners are typically enthusiastic and have a positive attitude toward learning; therefore, providing praise is essential to maintain their motivation and interest.



- 6) They are often reluctant to admit that they do not understand something.

In addition, McKay (2006) identifies three key characteristics that differentiate young learners from adult learners.

- a. Young learners undergo cognitive, social, emotional, and physical development. These developmental aspects need to be considered, as they may affect learners' motivation and their ability to concentrate on a given task.
- b. Young learners acquire literacy knowledge and skills while learning a second language. They may be developing literacy in their first language at the same time, or their literacy skills may not fully transfer to the second language. This contrasts with adult learners, who generally possess well-established literacy skills when learning a new language.
- c. Young learners are more sensitive to failure and criticism, and therefore require careful guidance and support.

In conclusion, the characteristics of young learners differ significantly from those of adults. Young learners are generally able to absorb new information rapidly; however, they also tend to have limited attention spans and may become disengaged easily. Therefore, it is essential for teachers to develop a thorough understanding of these characteristics. Such awareness enables

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educators to design and implement instructional strategies that effectively support the teaching and learning process.

3. English Instruction to Young Learners

Teaching young student's, a foreign language at a young age differs from teaching adults. Although it is more difficult and fascinating, it is undoubtedly not simpler (Mart, 2012). Young learners learn most effectively when they are enthusiastic, motivated, and actively involved in the learning process. However, they tend to lose interest more easily and have difficulty maintaining motivation when they encounter challenging tasks (Cameron, 2001, p. 1). Therefore, English teachers of young learners should consistently seek appropriate methods or techniques to apply in the classroom.

Therefore, all activities provided for young learners, including English instruction, should be adapted to their abilities and developmental stages. Teaching and learning English at an early age offers learners opportunities to develop language skills during a so-called golden age, when children are particularly receptive to learning. These language abilities are generally categorized into linguistic competence and linguistic performance. According to Chomsky, as cited in Clark and Clark (1977: 6), linguistic competence refers to an individual's underlying ability to use a language, whereas linguistic performance denotes the actual realization of this ability in spoken and listening activities.



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In teaching young learners, a teachers have various options when selecting strategies for instruction. The effectiveness of teaching depends not only on what is taught, but also on how classroom conditions are managed to support the development of students' skills. By understanding appropriate teaching strategies, teachers can determine how to guide and engage students successfully in learning English in the classroom. This awareness also enables teachers to select learning materials that align with the ways students acquire language. However, teaching English to young learners presents several challenges, as English is a foreign language for them, making the teaching and learning process more complex.

When teaching English to young students, teachers need to be aware of the principles of acquisition and learning. process of acquiring language, whether naturally or unconsciously, is known as acquisition. Learning, on the other hand, is the deliberate acquisition of language. According to Krashen and Terrell (1983: 18), learning a language entails "picking it up," or "growing linguistic capacity by utilizing it in real, communicative contexts."

The way young learners acquire English and the methods used to teach them are closely related to their stage of development. Young learners tend to respond to language in terms of its function and what they can accomplish with it. They also benefit from a natural tendency to imitate and are generally less self-conscious, which makes them more



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willing to participate in activities prepared by the teacher. These characteristics help maintain a high level of motivation and contribute to making English teaching and learning a positive and engaging experience for young learners.

Below are several aspects that should be considered when designing activities for teaching English to young learners:

- a. Activities need to be sufficiently simple to ensure that learners can understand them easily.
- b. The tasks provided should be appropriate to the learners' abilities and developmental levels.
- c. Learning activities should primarily emphasize oral language, with listening activities also receiving significant attention.
- d. Writing activities should be minimized or avoided, particularly for early childhood learners.

Understanding children's characteristics is a fundamental requirement for teachers in designing effective instruction (Musthafa, 2010). Effective instruction refers to teaching that enables learners to acquire specific skills, knowledge, and attitudes (Reiser & Dick, 1996, p. 3). In this regard, Curtain and Dahlberg (2000), as cited in Musthafa (2010), emphasize that instruction should be developed based on topics and contexts that are meaningful and relevant to young learners. In addition, learners' experiences should be taken into consideration when selecting teaching methods, instructional media, and assessment



strategies in order to achieve effective instruction (Barratt-Pugh & Rohl, 2000, cited in Musthafa, 2010).

4. Media in English Instruction to Young Learner

a. Kind of Media in TEYL

In addition to understanding children's characteristics, the use of appropriate instructional media is one of the key principles in designing effective instruction (Reiser & Dick, 1996). Instructional media, as defined by Scanlan, refer to all materials that can be utilized by teachers to facilitate teaching and learning activities and to support students in achieving instructional objectives.

1) A video clip

video clips are short segment of video content that presents language through visual scenes, spoken language, songs, or animations. It is typically 1–10 minutes in length and designed to be appealing and age-appropriate for children.

2) Types of video clips commonly used:

- a) Animated Stories: Simple, colourful, and often moral-based stories that use basic English.
- b) Educational Songs: Songs with subtitles or lyrics that teach vocabulary, numbers, body parts, etc.
- c) Real-Life Situations: Videos showing daily routines, greetings, or cultural elements.

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d) Classroom Instructional Videos: Videos made for classroom purposes with clear voice and teaching support.

Gass and Selinker (2008) propose several criteria for selecting videos to be used in classroom instruction:

1. Watchability: The video content should be engaging and able to attract students' interest.
2. Completeness: The video should present a complete and clear storyline so that students can enjoy it and remain motivated.
3. Length: The duration of the video should be appropriate, generally ranging from 30 seconds to 10 minutes, depending on the learning objectives.
4. Appropriateness of content: The video should be suitable for students in terms of age rating (e.g., universal, parental guidance, or age-restricted) and culturally appropriate for learners.
5. Level of maturity: The video selection should match the students' age and developmental level.
6. Availability of related materials: The content of the video should align with learners' needs and level, and teachers should consider whether supporting materials are available for instructional use.

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7. Degree of visual support: Videos with strong visual elements are beneficial, particularly when the images clearly illustrate the spoken language.
8. Clarity of picture and sound: Both audio and visual quality should be clear, especially for videos obtained from television or other sources.
9. Density of language: The amount of language used should not be overly dense so that students can understand and learn from it easily.
10. Speech delivery: Factors such as clarity of speech, accent, and speech rate should support students' comprehension.
11. Language content: The language presented in the video should be related to the curriculum or course book to allow effective integration into the overall course.
12. Language level: The language level used in the video should be appropriate for students' proficiency level so that excessive explanation by the teacher is unnecessary.

b. Advantage of Using Video

Harmer (2001) points out that the use of video in the teaching and learning process offers numerous advantages, including:

1. Seeing language in use: Through video, students not only hear the language but also observe it being used in real contexts. They can understand the general meaning and emotional tone through facial expressions, body movements, and other visual cues.
2. Cross-cultural awareness: Video allows students to experience situations beyond the classroom. It provides opportunities for learners to observe cultural elements such as food, clothing, and daily practices in other countries.
3. Creative potential: When students are involved in producing their own videos, they are given the opportunity to create meaningful and enjoyable learning experiences.
4. Motivation: Many students show higher levels of interest and motivation when they can see how language is used in authentic contexts rather than only hearing it, particularly when video is integrated into communicative activities.

B. Relevant Research

According to Syafi'i (2019), that in order to analyze certain older papers that were pertinent to our own research, he had to consult with other researchers. The researcher makes use of prior research that is pertinent to this study in order to complete it.

Several researchers have researched the same variable, namely students' perception of the use of animation video in teaching listening.

Haryanto (2015) conducted a study to investigate students' perceptions of the use of animated video in English learning among senior high school students. This study employed a mixed-method approach, with data collected through interviews and questionnaires. Students' perceptions were analysed based on three dimensions: (1) sound, (2) visual elements, and (3) perceived benefits. The findings revealed that most students had positive perceptions of learning English through animated video clips. The students reported that the videos presented natural conversational language, attractive visual quality, and content that was suitable for learners of different age groups. These aspects contributed to making the learning process more enjoyable and engaging.

Furthermore, Zein (2019) conducted a study entitled "Students' Perception Using Interactive Animation Video for Teaching Extensive Listening (A Case Study at the Eighth Grade Students of SMP Negeri 2 Bangilan Tuban)." The study aimed to explore students' perceptions of the use of interactive animated videos in teaching extensive listening. This research employed a qualitative approach with a case study design. The findings revealed that: (1) the use of interactive animated videos created a learning environment that students perceived as engaging, enjoyable, and not monotonous; (2) students showed positive attitudes and perceptions toward the use of interactive animation videos in the learning process; and (3) interactive animated videos provided several benefits, such as facilitating students' understanding of the material, helping them infer

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unfamiliar vocabulary through visual context, and increasing their motivation to learn English. However, the study also identified some limitations, particularly related to the speed of video delivery and the low quality of certain recordings. Overall, the study concluded that interactive animation videos received positive responses from students and contributed positively to the listening learning process.

Next related study was conducted by Ragil Safitri (2014) entitled “Improving the Students’ English Speaking Skills in Class XA of State Senior High School 1 Gamping through Videos in the Academic Year of 2013/2014.” The study was carried out at SMAN 1 Gamping in October 2013 during the first semester of the 2013/2014 academic year. The results indicated that the use of video successfully improved students’ English speaking skills. The actions implemented in two cycles were effective in enhancing students’ motivation, self-confidence, and various aspects of speaking ability. In addition, the use of video provided appropriate speaking models for students in using specific expressions in particular situations and helped develop their speaking skills in real-life contexts.

The next related study was conducted by Kurniawan (2019, p. 324) entitled “Students’ Perception on the Use of YouTube as a Learning Medium to Improve Their Speaking Skills.” This study employed a qualitative research design, with data collected through questionnaires and interviews. The questionnaire responses were analysed using a Likert scale, while semi-structured interviews were conducted to explore students’

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perspectives on the use of YouTube and how this medium could improve their English-speaking skills. The findings revealed that: (1) students believed that YouTube could enhance their speaking abilities; (2) the use of YouTube in speaking classes increased students' confidence when speaking English in front of a camera and an audience; and (3) feedback and comments from peers on YouTube contributed to improvements in students' speaking performance and the quality of their videos. Overall, the study concluded that integrating YouTube as a learning medium in speaking classes effectively supports the development of students' speaking skills.

Damayanti and Marufah (2021, p. 30) conducted a study entitled "Students' Perception of the Use of YouTube as a Learning Medium in Speaking at the Ninth Grade of MTs Ma'arif NU 1 Kroya." The study employed a descriptive qualitative research design, with data collected through questionnaires and interviews. The findings indicated that students responded positively to the use of YouTube as a learning medium in speaking classes. YouTube was considered effective because it can be accessed anytime and anywhere, enabling students to practice speaking by directly imitating native speakers' pronunciation. However, the study also identified several challenges, such as unstable internet connections that disrupted video playback and caused boredom while waiting. In addition, independent learning through YouTube videos did not provide immediate feedback, leading to uncertainty about pronunciation accuracy and potential frustration. As a result, many students preferred using YouTube in

collaborative learning settings, where they could practice together and receive feedback from peers while learning to speak English.

C. Operational Concept

Syafi'i (2016) states that an operational concept is derived from related theoretical frameworks that identify the factors which can be practically applied in research. Therefore, this study focuses on a single variable, namely students' perceptions of the use of video clips among young learners in English instruction. In this research, the aspects of video perception proposed by Ly, Chu, Tran, and Pham (2024) are employed as the instrument to measure students' perceptions of the use of video clips in English teaching. The indicators of the research are as follows:

- a. Perceived Usefulness (PU) (Davis, 1989) refers to the extent to which students believe that the use of a particular system can improve their learning performance.
- b. Perceived Ease of Use (PEOU) (Davis, 1989) refers to the extent to which students believe that using a particular system requires minimal effort.
- c. Intention of Use (IU) (Rafique et al., 2018) refers to students' conscious willingness and future commitment to continue using video as a medium for learning English.



CHAPTER III

METHOD OF THE RESEARCH

A. Research Design.

This study employed a quantitative research approach with a descriptive design, in which the findings are presented in numerical form. According to Creswell (2017), quantitative research relies on objective measurements and statistical data to understand and explain phenomena. A research design also determines how a study is planned, developed, and conducted in order to maximize the validity of the results. This study adopted a descriptive quantitative design because it was appropriate to the nature of the investigation. Descriptive quantitative research involves the collection of numerical data at a specific point in time. Descriptive statistics enable researchers to describe a particular situation using numerical data and to identify patterns or trends within the research context (Roni, Merga, & Morris, 2020).

Therefore, this descriptive quantitative study collected data through the administration of a questionnaire. The purpose of the descriptive approach in this research is to obtain data and information regarding students' perceptions of the use of video clips in English instruction.



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B. Time and Location of the Research.

The researcher was conducted this research on June - July 2025. The site of this research is at Elementary School Al-Azhar on Jl. Swakarya No.17, Tuah Karya, Kec. Tuah Madani, Kota Pekanbaru, Riau 28293. Subject and Object of the Research.

C. The Subject of The Research

The subject of this research was the 6th grade students' who study at SD Islam Al-Azhar 54 Pekanbaru. While the object of this research was students' perception toward using video clip in English Instruction.

D. Population and Sample of the Research.

1. Population of the Research.

A population, or sampling frame, refers to a group of individuals or organizations that share common characteristics and can be identified and studied by the researcher (Creswell, 2012). The population of this study consisted of sixth-grade students at Al-Azhar Pekanbaru. In total, the population included 60 students from two classes.

Table III.1
The total population of 6th grade student of SD Islam Al-Azhar Pekanbaru

NO	Class	Students
1.	VI ^a	30
2.	VI ^b	30
	Total	60



2. Sample of the Research.

According to Creswell (2012), a sample is a subgroup of the target population selected by the researcher to represent and generalize about the population.

This research employed a convenience sampling technique, as the selected class was purposively designated by the school. According to Creswell (2012), Convenience sampling is a type of non-probability sampling in which participants are selected because they are readily available and willing to participate in the study. In this study, convenience refers to the fact that the respondents were chosen because they were present in the setting at the time of data collection and voluntarily agreed to complete the questionnaire. The sample of this study consisted of students from class VIb of SD Islam Al-Azhar 54 Pekanbaru, totalling 30 students.

Table III.2
Sample of the Research

No	Sample	Student
1.	VI ^b	30
	Total	30

E. Technique of Collecting Data.

To answer the research question, the data collection techniques used questionnaire.

According to Arikunto (1998), a questionnaire is a set of written questions provided to respondents to obtain information based on their personal responses. In this study, data was collected through a closed-ended

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questionnaire. This type of questionnaire provides several predetermined answer options for each item, enabling respondents to select the response that best corresponds to their views. The use of a closed-ended questionnaire in this research facilitated the identification of students' perceptions toward the use of video clips in English instruction.

The researcher uses a questionnaire adopted by Ly, Chu, Tran, & Pham (2024) and based on the indicators about students' perception toward using video clip in English instruction. The questionnaire included several statements that designed to help the respondents understand, to know about how are students' perception of using video clip in English Instructions at the 6th grade of SD Islam Al-Azhar 54 Pekanbaru. Questionnaire indicators of students' perception of using video clip were 3 indicators, and consisted of 20 questions. According to John W. Creswell (2012), the Likert Scale is a commonly used approach in survey research to measure attitudes, perceptions, and opinions by asking respondents to indicate their level of agreement or disagreement with a series of statements.

Table III.3
Likert-Scale Score

Option	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Creswell (2012)



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Table III.4
The Blue Print of the Questionnaire of Students' Perception Toward using Video clip in English Instruction

Question	Indicators
1 – 13	Perceived Usefulness to the use video clip
14 – 17	Perceived Ease to the use of video clip
18 – 20	Intention of Use

Ly, Chu, Tran, & Pham (2024)

Based on the above instruments, the validity and reliability have been tested by previous researcher. And the results of the validity and reliability tests are as follows:

1. Validity

Creswell (2012) explains that validity refers to the extent to which scores obtained from an instrument are reasonable and meaningful, allowing researchers to draw appropriate conclusions from the sample to the population. Accordingly, validity concerns how appropriate, meaningful, and useful the inferences drawn from assessment results are in relation to the objectives of the assessment.

a) Validity of questionnaire.

Validity is an individual score from an instrument that is reasonable, meaningful. According to Creswell (2008), validity refers to the extent to which the conclusions drawn from research results are accurate, meaningful, and appropriate for their intended purpose. In other words, validity indicates how well the findings obtained from a sample can be generalized to the larger population.

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In this research, the validity of the instrument was examined using Confirmatory Factor Analysis (CFA). The result as follow:

Table III.5
Validity of Students' Perception Questionnaire

Item	r-count	r-table	Result
1	0,573	0,361	Valid
2	0,805	0,361	Valid
3	0,551	0,361	Valid
4	0,778	0,361	Valid
5	0,49	0,361	Valid
6	0,69	0,361	Valid
7	0,708	0,361	Valid
8	0,632	0,361	Valid
9	0,643	0,361	Valid
10	0,775	0,361	Valid
11	0,803	0,361	Valid
12	0,776	0,361	Valid
13	0,626	0,361	Valid
14	0,588	0,361	Valid
15	0,774	0,361	Valid
16	0,638	0,361	Valid
17	0,459	0,361	Valid
18	0,501	0,361	Valid
19	0,294	0,361	Invalid
20	0,69	0,361	Valid

All constructs meet the criteria for convergent validity, as indicated by Average Variance Extracted (AVE) values greater than 0.5 and Composite Reliability (CR) values greater than 0.7

2. Reliability.

Reliability refers to the accuracy and stability of a measurement.

It is reflected in the extent to which consistent results are obtained when the measurement is repeated at different times or administered by different individuals. Brown (2003) explains that reliability is often

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characterized as consistency. In this study, the type of dependability examined was internal consistency reliability. According to Creswell (2012), internal consistency reliability refers to the administration of an instrument only once using a single version. The categories used to evaluate the level of reliability of the instrument are presented in the table below.

Table III.6
The Level of Acceptable Reliability

NO	Reliable	Validity
1.	>0.90	Very high
2.	0.80-0.90	High
3.	0.70-0.79	Reliable
4.	0.60-0.69	Marginally/Minimally
5.	0.60	Unacceptably low

(Cohen, Manion & Marison, 2007/506)

a. Reliability of the Questionnaire.

To obtain the reliability of questionnaire offered, the researcher utilized SPSS 26.0 Program to find out whether the questionnaire was reliable or not

Table III.7
Reliability of Students' Perception Questionnaire

Cronbach's Alpha	N of Items
0,926	20

Based on the table above, the obtained value exceeds the standard Cronbach's alpha threshold, with a coefficient of 0.926. Therefore, it can be concluded that the questionnaire is reliable, and its reliability level can be classified as very high.



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F. Technique of Data Analysis.

In this study, the data obtained from the questionnaire was analysed using descriptive statistics. The respondents respond to demographic questions about name, class, and gender and the students answer the questionnaire adopted from Ly, Chu, Tran, & Pham (2024). Likert scale is used to measure students' perception of using video clip in English Instruction.

The data was scored for each item are totalled and averaged to determine the overall tendency of student perceptions. And the percentage of respondents for each category is also calculated to understand the distribution of responses. By applying the following formulation are known:

$$P = \frac{F}{N} \times 100\%$$

Note;

P = Number Percentage

F = Frequency of score obtained from student enthusiasm

N = Total number of students

(Sudijono, 2008)

The average scores were interpreted using specific criteria to categorize the responses:

Table III.8
Interval of Students' Perception

Option	Mean Score
Very Positive Perception	3.26 – 4.00
Positive Perception	2.51 – 3.25
Negative Perception	1.76 – 2.50
Very Negative Perception	1.00 – 1.75

Cohen, L & Morrison, K (2018)

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The results were presented in tables and graphs to facilitate interpretation. Based on this analysis, conclusions were drawn about whether students' perceptions of using video clips in English teaching were generally positive, neutral, or negative.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study concludes that video clips are positively perceived by sixth-grade students at SD Islam Al-Azhar 54 as an effective tool for learning English. The use of video clips enhances students' vocabulary, listening skills, pronunciation, and overall engagement in English lessons. Students find video clips relatively easy to use and demonstrate strong interest in continuing to use video-based resources for learning. However, some students experience confusion and shyness, suggesting that video clips alone may not address all learning challenges entirely. Therefore, video clips are best regarded as a valuable supplementary tool rather than a standalone solution in English language instruction.

B. Suggestions

Based on the findings and conclusions, the following suggestions are proposed:

1. For Teachers.

Teachers are encouraged to use video clips more frequently in English instruction. Although the use of video clips was not very frequent, the results already showed positive outcomes. Therefore, more frequent use of video clips is expected to further enhance students' learning outcomes and improve the effectiveness of the teaching and learning process.

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Additionally, teachers should actively assist students who are shy or hesitant by including confidence-building activities and facilitating group discussions related to the video content, thereby fostering greater engagement and participation in the learning process.

2. For student:

Students are encouraged to actively engage with video clips as part of their English learning process and to make full use of the multimedia resources available to them. When encountering difficulties in understanding video content, they are advised to seek clarification to optimize their learning outcomes. Furthermore, students are encouraged to participate in group discussions and confidence-building activities related to the video materials, as these practices can enhance their communication skills and increase their motivation to learn English more effectively.

3. For Future Researchers:

Future researchers are advised to conduct studies involving larger and more diverse samples to enhance the generalizability of the findings. It would also be valuable to explore the long-term impact of video-based learning on students' language proficiency to better understand its effectiveness over time. Additionally, investigating how video clips can be combined with other digital



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tools to further improve learning outcomes could provide deeper insights into optimizing multimedia-based language instruction.

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APPENDICES

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APPENDIX 1 RESEARCH INSTRUMENT

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Direction!!

- Silakan isi data identitas secara lengkap.
- Bacalah setiap pernyataan dengan cermat.
- Jawablah sesuai dengan perasaan dan pendapat kamu yang sebenarnya.
- Jawaban kamu dalam kuesioner ini tidak akan memengaruhi nilai pelajaran kamu.
- Pilih lah berdasarkan apa yang anda rasakan.
- Berilah tanda checklist (ü) pada jawaban yang kamu pilih.
- Jawaban kamu hanya akan di gunakan untuk kepentingan penelitian.

terima kasih untuk partisipasinya :)

Respondent Identity!

Name : _____

Gender : _____

Class : _____

Adopted from (Ly, Chu, Tran, & Pham 2024)

NO	STATEMENT	PROBABILITY			
		Sangat Setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Video dari guru membuat saya lebih tertarik belajar Bahasa Inggris.				
2	Saya lebih cepat memahami pelajaran Bahasa Inggris setelah menonton video yang di berikan oleh guru.				
3	Video yang di berikan oleh guru membantu saya menghafal kosakata Bahasa Inggris				
4	Video yang di berikan guru membuat saya semangat belajar Bahasa Inggris.				
5	Saya lebih mudah memahami isi pelajaran saat menonton video yang diberikan oleh guru.				



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Direction!!

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- Bacalah setiap pernyataan dengan cermat.
- Jawablah sesuai dengan perasaan dan pendapat kamu yang sebenarnya.
- Jawaban kamu dalam kuesioner ini tidak akan memengaruhi nilai pelajaran kamu.
- Pilih lah berdasarkan apa yang anda rasakan.
- Berilah tanda checklist (ü) pada jawaban yang kamu pilih.
- Jawaban kamu hanya akan di gunakan untuk kepentingan penelitian.
terima kasih untuk partisipasinya :)

Respondent Identity!

Name : _____

Gender : _____

Class : _____

Adopted from (Ly, Chu, Tran, & Pham 2024)

NO	STATEMENT	PROBABILITY			
		Sangat Setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Video dari guru membuat saya lebih tertarik belajar Bahasa Inggris.				
2	Saya lebih cepat memahami pelajaran Bahasa Inggris setelah menonton video yang di berikan oleh guru.				



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3	Video yang di berikan oleh guru membantu saya menghafal kosakata Bahasa Inggris					
4	Video yang di berikan guru membuat saya semangat belajar Bahasa Inggris.					
5	Saya lebih mudah memahami isi pelajaran saat menonton video yang diberikan oleh guru.					
6	Saya jadi bisa mengucapkan kata Bahasa Inggris dengan benar lewat video yang diberikan oleh guru.					
7	Video yang diberikan oleh guru membantu saya berbicara Bahasa Inggris lebih lancar.					
8	Saya lebih percaya diri dalam pelajaran Bahasa Inggris setelah menonton video.					
9	Menonton video membuat saya tidak bosan belajar Bahasa Inggris.					
10	Saya dapat memahami contoh percakapan Bahasa Inggris dari video.					
11	Saya merasa kemampuan Bahasa Inggris saya meningkat setelah menonton video					

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12	Saya merasa kemampuan Bahasa Inggris saya meningkat setelah menonton video					
13	Menonton video membantuku meningkatkan kemampuan mendengarkan					
14	Saya mudah memahami isi video Bahasa Inggris yang ditonton.					
15	Saya tidak bingung saat menonton video Bahasa Inggris.					
16	Video mudah digunakan sebagai media belajar.					
17	menggunakan video saat belajar tidak membutuhkan banyak usaha					
18	Saya suka YouTube karena aku bisa belajar hal baru					
19	Saya suka YouTube karena memungkinkan saya belajar hal baru					
20	Bahkan jika nilai saya tidak bagus, saya tetap memilih YouTube karena bisa mengembangkan kemampuan bahasa Inggris saya.					



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APPENDIX 2 STUDENTS' ANSWER

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Direction!!

- Silakan isi data identitas secara lengkap.
- Bacalah setiap pernyataan dengan cermat.
- Jawablah sesuai dengan perasaan dan pendapat kamu yang sebenarnya.
- Jawaban kamu dalam kuesioner ini tidak akan memengaruhi nilai pelajaran kamu.
- Pilih lah berdasarkan apa yang anda rasakan.
- Berilah tanda checklist (✓) pada jawaban yang kamu pilih.
- Jawaban kamu hanya akan di gunakan untuk kepentingan penelitian.

terima kasih untuk partisipasinya :)

Respondent Identity!

Name : Arfam Saqid nugroho
Gender : Male
Class : 6B Madinah

Adopted from (Ly, Chu, Tran, & Pham 2024)

NO	STATEMENT	PROBABILITY			
		Sangat Setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Video dari guru membuat saya lebih tertarik belajar Bahasa Inggris.		✓		
2	Saya lebih cepat memahami pelajaran Bahasa Inggris setelah menonton video yang di berikan oleh guru.	✓			
3	Video yang di berikan oleh guru membantu saya menghafal kosakata Bahasa Inggris	✓			
4	Video yang di berikan guru membuat saya semangat belajar Bahasa Inggris.		✓		
5	Saya lebih mudah memahami isi pelajaran saat menonton video yang diberikan oleh guru.		✓		



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

6	Saya jadi bisa mengucapkan kata Bahasa Inggris dengan benar lewat video yang diberikan oleh guru.	✓					
7	Video yang diberikan oleh guru membantu saya berbicara Bahasa Inggris lebih lancar.	✓					
8	Saya lebih percaya diri dalam pelajaran Bahasa Inggris setelah menonton video.		✓	✓			
9	Menonton video membuat saya tidak bosan belajar Bahasa Inggris.			✓			
10	Saya dapat memahami contoh percakapan Bahasa Inggris dari video.			✓			
11	Saya merasa kemampuan Bahasa Inggris saya meningkat setelah menonton video	✓					
12	Saya merasa kemampuan Bahasa Inggris saya meningkat setelah menonton video		✓				
13	Menonton video membantu meningkatkan kemampuan mendengarkan	✓					
14	Saya mudah memahami isi video Bahasa Inggris yang ditonton.	✓	✓				
15	Saya tidak bingung saat menonton video Bahasa Inggris.	✓	✓				
16	Video mudah digunakan sebagai media belajar.	✓	✓				
17	menggunakan video saat belajar tidak membutuhkan banyak usaha		✓				
18	Saya suka YouTube karena aku bisa belajar hal baru	✓					
19	Saya suka YouTube karena memungkinkan saya belajar hal baru	✓	✓				
20	Bahkan jika nilai saya tidak bagus, saya tetap memilih YouTube karena bisa mengembangkan kemampuan bahasa Inggris saya.		✓				



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- Jawablah sesuai dengan perasaan dan pendapat kamu yang sebenarnya.
- Jawaban kamu dalam kuesioner ini tidak akan memengaruhi nilai pelajaran kamu.
- Pilih lah berdasarkan apa yang anda rasakan.
- Berilah tanda checklist (✓) pada jawaban yang kamu pilih.
- Jawaban kamu hanya akan di gunakan untuk kepentingan penelitian.

terima kasih untuk partisipasinya :)

Respondent Identity!

Name : Denggan Nauli Basa Nasution
Gender : Perempuan
Class : 6B Madinah

Adopted from (Ly, Chu, Tran, & Pham 2024)

NO	STATEMENT	PROBABILITY			
		Sangat Setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Video dari guru membuat saya lebih tertarik belajar Bahasa Inggris.		✓		
2	Saya lebih cepat memahami pelajaran Bahasa Inggris setelah menonton video yang di berikan oleh guru.		✓		
3	Video yang di berikan oleh guru membantu saya menghafal kosakata Bahasa Inggris		✓		
4	Video yang di berikan guru membuat saya semangat belajar Bahasa Inggris.		✓		
5	Saya lebih mudah memahami isi pelajaran saat menonton video yang diberikan oleh guru.		✓		

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6	Saya jadi bisa mengucapkan kata Bahasa Inggris dengan benar lewat video yang diberikan oleh guru.	✓				
7	Video yang diberikan oleh guru membantu saya berbicara Bahasa Inggris lebih lancar.	✓				
8	Saya lebih percaya diri dalam pelajaran Bahasa Inggris setelah menonton video.		✓			
9	Menonton video membuat saya tidak bosan belajar Bahasa Inggris.		✓			
10	Saya dapat memahami contoh percakapan Bahasa Inggris dari video.	✓				
11	Saya merasa kemampuan Bahasa Inggris saya meningkat setelah menonton video		✓			
12	Saya merasa kemampuan Bahasa Inggris saya meningkat setelah menonton video		✓			
13	Menonton video membantuku meningkatkan kemampuan mendengarkan		✓			
14	Saya mudah memahami isi video Bahasa Inggris yang ditonton.	✓				
15	Saya tidak bingung saat menonton video Bahasa Inggris.	✓				
16	Video mudah digunakan sebagai media belajar.		✓			
17	menggunakan video saat belajar tidak membutuhkan banyak usaha		✓			
18	Saya suka YouTube karena aku bisa belajar hal baru	✓				
19	Saya suka YouTube karena memungkinkan saya belajar hal baru	✓				
20	Bahkan jika nilai saya tidak bagus, saya tetap memilih YouTube karena bisa mengembangkan kemampuan bahasa Inggris saya.		✓			



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APPENDIX 3

STUDENTS' RESULT

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Table Appendix 3. 1 The Recapitulation of Students Answer of Questionnaire.

Item	SA		A		D		SD		Total	
	F	P	F	P	F	P	F	P	F	P
1	5	16,7%	18	60,0%	7	23,3%	0	0%	30	100%
2	4	13,3%	18	60,0%	8	26,7%	0	0%	30	100%
3	5	16,7%	18	60,0%	6	20,0%	1	3,3%	30	100%
4	3	10,0%	17	56,7%	7	23,3%	3	10,0%	30	100%
5	5	16,7%	15	50,0%	9	30,0%	1	3,3%	30	100%
6	4	13,3%	15	50,0%	10	33,3%	1	3,3%	30	100%
7	5	16,7%	13	43,3%	10	33,3%	2	6,7%	30	100%
8	2	6,7%	17	56,7%	9	30,0%	2	6,7%	30	100%
9	9	30%	14	46,7%	5	16,7%	2	6,7%	30	100%
10	7	23,3%	15	50,0%	7	23,3%	1	3,3%	30	100%
11	10	23,3%	12	40,0%	9	30,0%	2	6,7%	30	100%
12	6	20,0%	14	46,7%	10	33,3%	0	0%	30	100%
13	12	40,0%	14	46,7%	3	10,0%	1	3,3%	30	100%
14	10	33,3%	10	33,3%	8	26,7%	2	6,7%	30	100%
15	12	40,0%	12	40,0%	5	16,7%	1	3,3%	30	100%
16	8	26,7%	16	53,3%	5	16,7%	1	3,3%	30	100%
17	6	20,0%	13	43,3%	9	30,0%	2	6,7%	30	100%
18	17	56,7%	8	26,7%	4	13,3%	1	3,3%	30	100%
19	17	56,7%	6	20,0%	7	23,3%	0	0%	30	100%
20	2	6,7%	18	60,0%	7	23,3%	3	10,0%	30	100%
Total	149		283		145		24		30	100%

Table Appendix 3. 2 The Recapitulation of Students Score of Questionnaire

No	Category	Score	Total
1	Strongly Agree	4	596
2	Agree	3	849
3	Disagree	2	290
4	Strongly Disagree	1	24
Total			1759



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State Islamic University of Sultan Syarif Kasim Riau

APPENDIX 4

THESIS GUIDANCE ACTIVITY

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Nomor: Un.04/F.II.4/PP.00.9/25182/2024

Pekanbaru, 24 Desember 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada

Yth.

1. Dr. Riza Amelia, SS., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Rayhana Putri Aulia

Nim : 12110420638

Jurusan : Pendidikan Bahasa Inggris

Judul : The Impact Of Video Clip With Small Group And Individual Group On Young Learner's Speaking Performance At Ponpes Al-Munawwarah Boarding School

Waktu : 6 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m

an. Dekan

Wakil Dekan I



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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YAYASAN PESANTREN ISLAM AL AZHAR SEKOLAH DASAR ISLAM AL AZHAR 54

Jalan. Swakarya No.17 Kel. Tuah Karya, Kec. Tuah Madani, Kota Pekanbaru
Telepon (0761) 8419865 Website : <http://www.ypiia-riau.al-azhar.or.id>

SURAT IZIN PRARISET PENELITIAN Nomor: 693/III/E/YPIA-SDIA54/1446.2025

Yang bertanda tangan dibawah ini:

Nama : H. Abdul Hakim, M.Pd.
NIY : 107081638
Jabatan : Kepala SD Islam Al Azhar 54 Pekanbaru
Alamat : Jl. Swakarya No.17 Kel. Tuah Karya Kec. Tuah Madani

Memberikan izin kepada :

Nama : Rayhana Putri Aulia
NIM : 12110420638
Mahasiswa : Pendidikan Bahasa Inggris UIN Suska Riau

Berdasarkan surat dari Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan Nomor: B-6603/Un.04/F.II.3/PP.00.9/2025, perihal Izin Pra-Riset/penelitian. Bahwa mahasiswa yang bersangkutan diberi izin untuk melakukan Pra-Riset/penelitian di SD Islam Al Azhar 54 Pekanbaru.

Demikian agar surat izin penelitian ini dibuat agar dapat digunakan sebagaimana mestinya.

Pekanbaru, 18 Maret 2025
SD Islam Al Azhar 54 Pekanbaru
Kepala Sekolah,



H. Abdul Hakim, M.Pd

Tembusan Yth:
Pengurus YPI Al Azhar Cabang Riau.

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**YOUNG LEARNERS' PERCEPTION OF THE USE ⁸ VIDEO CLIPS IN ENGLISH
INSTRUCTION AT SD ISLAM AL-AZHAR 54 dekuhbaru**

A PROPOSAL



By

Rayhana Putri Aulia

*Acc to join
Seminar proposal
15/5/25
R. Putri Aulia*

SIN : 12110420638

SUPERVISOR

Riza Amelia S.S, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1446 H/2025 M**



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Alamat : Jl. H. R. Soebrantas Km. 15 Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing	: Proposal
a. Seminar usul Penelitian	: ..
b. Penulisan Laporan Penelitian	: ..
2. Nama Pembimbing	: Dr. Riza Amelia S.S. M.Pd
a. Nomor Induk Pegawai (NIP)	: 198204152008012017
3. Nama Mahasiswa	: Rayhana Putri Aulia
4. Nomor Induk Mahasiswa	: 12110420638
5. Kegiatan	: ..

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23/02/2025		Rahmat	
2.	27/02/2025		Rahmat	
3.	20/03/2025		Rahmat	
4.	10/04/2025		Rahmat	
5.	28/04/2025		Rahmat	
6.	28/04/2025		Rahmat	
7.	05/05/2025		Rahmat	

Pekanbaru, 15 Mei 2025
Pembimbing,

Dr. Riza Amelia S.S. M.Pd

NIP. 198204152008012017

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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama Rauhana Putri Aulid
Nomor Induk Mahasiswa 12118030623
Hari/ Tanggal Kabu /21 Mei 2021
Judul Proposal Penelitian

NO	URAIAN PERBAIKAN
1.	Revise title
2.	Numbering system
3.	Revise background
4.	Revise formulation
5.	Revise significance of the research
6.	Revise Definition of the terms
7.	Revise operational concept
8.	Revise populations of the research
9.	Revise reference
10.	See examiner notes

Penguji I

Dr. Fauziah Anastasia, M.HumPekanbaru, 21 Mei 2021
Penguji II
Rizki Amelia, M.Pd**Note:**

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa	: Rayhana Putri Aulia
Nomor Induk Mahasiswa	: 12110420638
Hari/Tanggal Ujian	: Rabu/ 21 Mei 2025
Judul Proposal Ujian	: Young Learners' Perception of the Use of Video Clips in English Instruction at SD Islam Al-Azhar 54 Pekanbaru
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, SS., M.Hum	PENGUJI I		31/4/25
2.	Rizki Amelia, M.Pd	PENGUJI II		

a.n. Mengetahui
Dekan
Wakil Dekan I

Pekanbaru, 28 Mei 2025
Peserta Ujian Proposal

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Rayhana Putri Aulia
NIM. 12110420638

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Pekanbaru, 9 September 2025

Hal : Permohonan Perpanjangan SK Pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rayhana Putri Aulia
NIM / HP : 12110420638 / 085159646620
Tempat / tanggal lahir: Tandun / 20 Februari 2003
Semester / Tahun : IX / 2025
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ibu permohonan perpanjangan SK pembimbing dengan judul "**YOUNG LEARNERS' PERCEPTION OF THE USE OF VIDEO CLIP IN ENGLISH INSTRUCTION AT SD ISLAM AL - AZHAR 54 PEKANBARU**" Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Riza Amelia, SS., MPd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. SK pembimbing sebelumnya
5. Sinopsis yang di ACC (cover)

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalamu'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Roswati, M.Pd.
NIP. 197601222007102001

Hormat Saya,


Rayhana Putri Aulia
NIM. 12110420638



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Nomor : B-20884/Un.04/F.II.1/PP.00.9/2025
Sifat : Biasa
Lampiran : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 17 September 2025

Kepada Yth.
Dr. Riza Amelia, SS., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RAYHANA PUTRI AULIA
NIM : 12110420638
Jurusan : Pendidikan Bahasa Inggris
Judul : Young Learner's Perception of the use of Video Clip in English Instruction at SD Islam Al-Azhar 54 Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
a.n Dekan
Wakil Dekan I,
Dr. Sukma Erni, M.Pd.
NIP. 19680515 199403 2 004





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Fax. (0761) 561547 Web: www.fktk.uin-suska.ac.id, E-mail: fktk_uin-suska@yahoo.co.id

Nomor : B-11468/Un.04/F.II/PP.00.9/06/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Izin Melakukan Riset

Yth : Kepala
SD Islam Al Azhar 54 Pekanbaru
Di Pekanbaru

Pekanbaru, 16 Juni 2025

Assalamu 'alaikum Warahmatullahi Wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama : Rayhana Putri Aulia
NIM : 12110420638
Semester/Tahun : VIII (Delapan) 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
judul skripsinya : YOUNG LEARNER'S PERCEPTION OF THE USE OF VIDEO CLIP IN
ENGLISH INSTRUCTION AT SD ISLAM AL-AZHAR 54 PEKANBARU

Lokasi Penelitian : SD Islam Al Azhar 54 Pekanbaru

Waktu Penelitian : 3 Bulan (16 Juni 2025 s.d 16 September 2025)

Sehubungan dengan itu kami mohon berikan bantuan/izin kepada mahasiswa yang
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP 19650521 199402 1 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



UIN SUSKA RIAU

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YAYASAN PESANTREN ISLAM AL AZHAR SEKOLAH DASAR ISLAM AL AZHAR 54

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Telepon (0761) 8419865 Website : <http://www.ypiia-riau.al-azhar.or.id>

SURAT IZIN RISET PENELITIAN

Nomor: 72/VII/E/YPIA-SDIA54/1447.2025

Yang bertanda tangan dibawah ini:

Nama : H. Abdul Hakim, M.Pd.
NIY : 107081638
Jabatan : Kepala SD Islam Al Azhar 54 Pekanbaru
Alamat : Jl. Swakarya No.17 Kel. Tuah Karya Kec. Tuah Madani

Memberikan izin kepada :

Nama : Rayhana Putri Aulia
NIM : 12110420638
Mahasiswa : Pendidikan Bahasa Inggris UIN Suska Riau

Berdasarkan surat dari Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan Nomor: B-1146/Un.04/F.II.3/PP.00.9/06/2025, perihal Izin Riset/Penelitian. Bawa mahasiswa/i yang bersangkutan diberi izin untuk melakukan Riset/penelitian di SD Islam Al Azhar 54 Pekanbaru.

Demikian agar surat izin penelitian ini dibuat agar dapat digunakan sebagaimana mestinya.

Pekanbaru, 24 Juli 2025
SD Islam Al Azhar 54 Pekanbaru
Kepala Sekolah,


H. Abdul Hakim, M.Pd

Tembusan Yth:
Pengurus YPI Al Azhar Cabang Riau.



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**YOUNG LEARNERS' PERCEPTION OF THE USE OF VIDEO CLIPS IN ENGLISH
INSTRUCTION AT SD ISLAM AL - AZHAR 54 PEKANBARU**

A PROPOSAL



By

Rayhana Putri Aulia

SIN : 12110420638

Aceh to 2026
Muna aqasah
28/11/2026
R. A.

SUPERVISOR

Riza Amelia S.S, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi

a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :

2. Nama Pembimbing : Dr. Riza Ameria, S.S., M.Pd.
a. Nomor Induk Pegawai (NIP) : 19820415 000801 2 017

3. Nama Mahasiswa : Rayhana Putri Aulia

4. Nomor Induk Mahasiswa : 12110420638

5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	Kamis 10/10/2025	Instrument	RZA	
2.	Rabu 19/10/2025	Bab 4	RZA	
3.	Kamis 25/10/2025	Bab 4 & 5	RZA	
4.	Rabu 22/10/2025	Bab 4 & 5	RZA	
5.	Rabu 29/10/2025	Bab 4 & 5	RZA	
6.	Jumat 03/11/2025	Bab 4 & 5	RZA	
7.	Rabu 08/11/2025	Bab 4 & 5	RZA	

Pekanbaru, 03 Des 2025
Pembimbing,

Dr. Riza Ameria, S.S., M.Pd.
NIP. 19820415 000801 2 017



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APPENDIX 5

DOCUMENTATION

UIN SUSKA RIAU

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VI A CLASS



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VI B CLASS



CURRICULUM VITAE

Rayhana Putri Aulia was born on February 20, 2003, in Tandun, Rokan Hulu. She is the first child of Mr. Yulis Tomi and Mrs. Hartati. She lives Tandun, Rokan Hulu. The writer finished her study at SDN 013 Tandun in 2015. Then, she continued her study at MTS Al-Munawwarah Pekanbaru and graduated in 2018. Afterwards, she studied at MA Al-Munawwarah Pekanbaru and graduated in 2021. In the same year, she was accepted as a student at the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. During her study, the writer gained valuable experience as a participant of the International KKN/PPL Program at Rajaprajanugroh 39 School, located in Naratthiwat, Southern Thailand. Finally, she completed her thesis entitled "Young Learners' Perception of The Use of Video Clips in English Instruction at SD Islam Al - Azhar 54 Pekanbaru". This thesis marks not only the completion of her academic journey at UIN Sultan Syarif Kasim Riau, but also a meaningful milestone in her pursuit of knowledge and personal growth. She hopes that every step, experience, and lesson throughout this journey will become a strong foundation for her future endeavours.

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