THE USE OF YOUTUBE MEDIA IN IMPROVING THE ENGLISH ABILITY OF STUDENTS IN CLASS XI IPA SMA NEGERI 9 REJANG LEBONG

Zulhijah
SMA Negeri 9 Rejang Lebong

Abstract

This study aims to improve English language skills by using Youtube. The research sample is students of class XI Science 1 consisting of 27 students. The stages of the research consisted of Planning, Implementation, Observation and Reflection. The results showed an increase in English proficiency: this was seen in the first cycle only 20 students who had grades above the minimum mastery criteria with an average grade of 82.7 and classical completeness of 74.07%. In cycle II there were 24 students who had grades above the minimum mastery criteria with the average value of students increasing to 86.33 with a classical completeness of 88.88%.

Keywords: *Improvement, Youtube Media, English Language Skills.*

1.   INTRODUCTION

English is a foreign language that has an important role in the world of education, taught from elementary schools to tertiary institutions. Handayani (2016: 106) states that mastery of English is the basic capital to be competent in facing the global era. English learning in Indonesia has been taught from elementary, junior high to high school. English is also a second language or a foreign language that is invited to school after the first language or Indonesian. In fact, based on the results of a survey in Rejang Lebong 9 Senior High School, learning English becomes a subject where many students still get low scores. Interviews conducted showed students were still lacking in the vocabulary mastered and lacked confidence when using English. The learning media used are only textbooks. This condition is a factor in the lack of mastery of English. Whereas the level of literacy in learning English especially high school students is the level at which students are expected to be able to access knowledge with language skills (Hamid B, 2014: 89).

The quality of messages and visuals that are lacking and also the limitations of the media used by the teacher in the learning process will bore students, thus students will lose their motivation to learn. We take an example: a teacher teaches English subjects, material about daily conversation. The teacher uses blackboard media, writes subject matter then is delivered to students through the lecture method, the next day the material about the teacher's sentence does the same thing and so on. The limitations of such media will obviously make students bored and less enthusiastic in learning, also pointing to teacher-centered learning. So in this case the media in learning is a must, so that it is realized, then there are three factors that need to be

anticipated, namely: first the ability of teachers, secondly innovative attitudes of teachers and third availability of facilities and infrastructure.

The use of instructional media becomes a very important point apart from strategies and methods and learning, using appropriate media and the renewal of the media used will facilitate students and educators in carrying out learning and teaching activities. The use of attractive media can arouse enthusiasm, new curiosity and provide a positive influence in the development of student psychology. With the media, educators can provide an environment, atmosphere that is appropriate for students in teaching and learning activities.

Learning media are starting to be developed by utilizing the internet network. The internet is the best technological and communication process today, whose sophistication is still being developed in order to find something better than what already exists. The widespread use of the internet among the public through computers, laptops, cellphones, tabs or even modern communication tools that continue to emerge indicates that the wave of communication between people has now accelerated quite quickly and widely.

In this era of globalization, there are many media that can be used by utilizing the interenet of either video or sound media. The media chosen in this study is video media. The video media chosen for use in learning activities needs to consider the curriculum. Utilization of media must be able to support learning activities that facilitate students to achieve the desired competencies. The use of instructional video media must be able to facilitate students in achieving learning objectives. Audio visual media such as video and multimedia can be used to help students learn information and knowledge about a process or procedure

Video media that is quite popular among students is Youtube. Youtube is a video sharing website (video sharing) or service provider of various popular video which was founded by three paypal employees namely Chad Hurley, Steve Chen, and Jawed Karim in February 2005 (Haryanto, 2015: 118). In accessing Youtube, content will appear consisting of types, categories, and channels with links that can be accessed according to the needs desired by the user. The video taken from Youtube which is used as a media is a type of program that can support in explaining, explaining, adding, entertaining, encouraging students in learning by combining conventional and modern systems.

The choice of YouTube content used will affect the ability to speak English. There are four aspects to learning English, namely listening, speaking, reading and writing. These four aspects are related to one another. For example, the writing aspect is very closely related to the reading aspect; because to be able to write, reading competence is required first. With a lot of reading, someone will be good at writing. Aspects of speaking and listening are oral language activities that are interrelated with language symbols. When communicating ideas verbally, information is conveyed through the sound or sounds of language, whereas when listening to ideas or information, through speech or sound as well as the medium.

2. LITERATURE REVIEW
2.1 LEARNING MEDIA

Media originating from Latin which is a plural form of "medium" General meaning is anything that can be channeled information from information sources to recipients of information. The term media is very popular in the field of communication. Teaching and learning process is basically also a communication process, so the media used in learning is called learning media.

Many experts provide limits on learning media. Learning media are all forms and means to convey information that is created or used in accordance with learning theory, can be used for learning purposes in channeling messages, learning, thinking, encouraging, and encouraging students so that they can encourage deliberate, objective, and controlled learning processes (Syriac et al, 2018: 5). Miarso (1986: 62) regulates the freedom of the media to consider what can be used to overcome students' thoughts, feelings, approval, and desires so that they encourage the learning process in students. Whereas Noehi Nasution (2004: 7) writes learning media in accordance with (1) Gagne, learning media as a component of learning resources in the student environment that can facilitate students to learn, (2) Briggs, learning media are vehicles that use material that studies subject matter . and (3) Wilbur Schramm, learning media is a carrier of information or learning message techniques. From the opinions above it can be denied that learning media is a tool that learns the material used for student learning for learning.

The grouping of types of instructional media is widely conveyed by Learning media experts, including Asra (2007: 58-59) grouping learning media into several types, namely:

    a. Visual media are media that can only be seen, such as photos, pictures and posters.
    b. Audio media is media that can only be heard just like audio cassettes, MP3s, and radio.
    c. Audio visual media is media that can be seen and heard at the same time as sound films, videos, television and sound slides.
    d. Multimedia is a media that can present complete media elements such as sound, animation, video, graphics and film.
    e. Realia media are all real media in the natural environment, such as plants, rocks, water, rice fields, and so on.

Media is one important factor that also supports the success of a learning process in the classroom. The media is a messenger or information between the source and recipient of information. In other words, the use of media draws closer to the meaning of the information received compared to using only verbal language. In learning English, the use of media is highly recommended, especially if the media is close and contextual to the lives of students. From the explanation above it can be seen that the media is an important component of the delivery strategy. The delivery strategy is essentially the selection and use of the media. Thus, the media is an integral part that cannot be separated from learning itself. In the era of learning that emphasizes student centered learning, media has a broader scope, which without learning media would not be possible. Media must be present in every learning

activity. The use of media is tailored to the needs, characteristics of students, and the material delivered.

2.2 YOUTUBE

YouTube is a website in the form of a popular video sharing service that allows users to load, watch and share video clips for free. Founded in February 2005 by 3 former PayPal employees, namely Chad Hurley, Steve Chen and Jawed Karim. YouTube can be used as a medium to support learning activities. This media can help students understand learning material including clinical skills that must be mastered. This technology will provide convenience for both educators and students in achieving learning outcomes. The application of this technology in Indonesia is very possible to do. At present several educational institutions have provided facilities that make it easy for teachers and students to access online sites including YouTube.

Learning technology using the web or social media like YouTube has long been known by major countries in the world. The use of youTube as a learning media that is very practical and easy to understand but in the current literature search does not make the information found on YouTube as a reference because, YouTube is only a teaching strategy in education. Where this media presents an overview of YouTube and applications as effective learning tools, such as specific examples used in educational programs. Kamhar (2019: 5) states that the use of social media or social media as teaching material has a positive effect in the teaching-learning process inside and outside the classroom such as YouTube. Some of the benefits of using YouTube in education, namely:

1. As a teaching strategy to get references in the learning process.
2. YouTube can be a good instructional source.
3. As a source of teaching motivational tools that can involve students and support modern learning styles.

Through YouTube online teaching and learning process is more practical just by inserting the video URL on the YouTube site to be selected. The teacher should review and evaluate all videos before showing them to students. Educators need to pay attention to the date of the video content to ensure that the information to be conveyed is not out of date. Sometimes the accuracy and quality of the video is very limited and displays images that are inappropriate and not acceptable. Another challenge is the number of videos that appear when searching according to the search. one way to narrow down the choice is to focus on the names of users who have uploaded the video by clicking on the username and will be taken to the user's personal YouTube page. Integrating YouTube videos enables learners to be more creative in learning and not limited to subject matter. The use of Youtube as a learning media gives a response that strongly agrees on the learning process as seen from students' interest in learning and motivation increases (Mujianto, 2019: 156-157) YouTube videos really provide clarity to students to see a visual picture of various conditions and also provide opportunities for students to really see the actual conditions.

3. METHODOLOGY

This type of research is Classroom Action Research (CAR). Class action research is defined as an action research conducted by a teacher who is also a researcher in his class or together with others by designing, implementing and reflecting collaborative and participative actions aimed at improving or improving the quality of the learning process in his class through actions certain in a silkus (Kunandar, 2011: 44-45). CAR is a research activity by observing a learning activity that is given an action by deliberately raised in the classroom. CAR aims to solve problems and improve the quality of learning in the classroom.

In its implementation Classroom Action Research (CAR) has several stages. According to Kemmis and Mc Taggart in Kunandar (2011: 71-76) CAR is carried out through a dynamic and complementary process consisting of four essential moments, namely the preparation of plans, actions, observations, reflections.

The study was conducted at Senior High School 9 of Rejang Lebong 9, located on Raya Curup - Lubuk Linggau No.52, Beringin Tiga, Sindang Kelingi, Rejang Lebong Regency, Bengkulu 39182. The time of this research was in February 2020. The subjects were students of class XI IPA 1, amounting to 27 students consisting of 19 female students and 8 male students. This subject selection is because based on the average grade of class, class XI IPA 1 has the lowest average value. The instrument used in this study was a student learning achievement test.

Data collection techniques used are collecting data directly (primary), namely data about student learning outcomes. The intended student learning outcomes are learning outcomes in the form of tests in each cycle, namely learning outcomes in the cognitive domain. Success criteria for action in this study are set based on completeness of learning set by the school if the student gets a grade of *KKM* 75. Based on classical learning completeness, it is considered complete if 80% of students get a grade of ≥ 75.

This research was carried out in Langsa, especially conducted in SMP N 5 Langsa and used qualitative design. Bogdan and Biklen (1992, p. 62), qualitative research is frequently called naturalistic because the researcher frequents places where the events he or she is interestedin, naturally occur.

4. RESULTS
4.1 PLANNING

Based on the results of the initial conditions and the results of observations, the researchers plan learning, namely:

a. Determine sub topics of opinion and thoughts that will be taught in each cycle
b. The learning device used :
c. Learning Implementation Plan that has been prepared by YouTube media
d. Prepare cycle test questions
e. Actions to resolve problems that occur in the initial conditions. The actions that can be seen in Table 1 below:

Tabel 1. Initial Conditions Troubleshooting Actions

N o	Problems In Initial Conditions	Action
1	The value of students' learning outcomes in English is still low, it can be seen from the average results of daily tests that are 72.5 and completeness classification gets 9.67%.	Use of Youtube Media is to require students to discuss with each other about the material obtained and issue an opinion about the material obtained
2	Students still do not actively think of using English in their lessons	Learning uses a variety of YouTube video materials so students can exchange ideas.
3	Students do not have enough vocabulary in learning English	The use of diverse videos can add to the student's vocabulary.
5	English teachers do not use learning media to support the teaching process	The use of youtube media can add learning media that make students not bored.

4.2 IMPLEMENTATION

The meeting for each cycle I was held for 2 x 45 minutes (2 hours of study), attended by 27 students. At first the students explained the learning objectives and steps of the learning model using YouTube. Researchers in increasing student concentration did some questions to students about English vocabulary.

Each student is asked to open the "BBC learning English" channel. The teacher acts as a reviewer and determinant of which videos can be discussed by students. The initial video discussed is a video that still has subtitles aimed as an adaptation for students. Each student is given the opportunity to listen to a video for 10 minutes with a maximum duration of video 4 minutes.

Students who have finished individually reviewing videos are asked to look for friends who have the same video. Grouping based on the same video will form 7 groups. The task of students in groups is to exchange opinions about the results of their observations. The discussion in each student group is given 15 minutes and then delivered in front of the class.

The discussion held in front of the class aims to make students confident in using English. The other group was given the opportunity to ask about the material described. At the end of each cycle, the teacher will play another video that does not have three subtitles in class. Student assignments note important things in the video. At the end of the video, the teacher will give a cycle question to find out the students'

understanding.

The implementation in cycle II is done almost the same as cycle I. The difference lies in the provision of youtube material where, the teacher has told students the video the day before learning. This action is intended so that students not only understand the video that is their duty but, understand the videos of other groups.

Group discussions held in front of the class also take place more actively because students have watched videos at home. In the question and answer session students who rarely asked questions began to dare to express opinions even though asking questions sometimes still used Indonesian. At the end of the second cycle test, students began to get used to reviewing conclusions from the video. This is evidenced by only a few students who cheat their friends' answers.

4.3   OBSERVATION

Observations made during the learning process takes place to see the learning process. As for some aspects that have not been implemented well in the first cycle:

1. There are 6 students who have not watched the video seriously.
2. There are 2 students who do not respect each other during the discussion. Seen during the group discussion, the 2 students talked about something else.
3. There are 5 students who do not care about the cycle test video given because they do not pay attention in the video display.
4. There are 6 students who do not take the cycle test calmly and copy the work of their friends.

Observations in Cycle II obtained better results. The process of students watching the video went well, it seemed the students were more focused and noted more summary points. This condition occurs because students begin to get used to using YouTube media. The discussion process also went well even though there was still one group discussing other things. However, with the teacher visiting the group, students return to focus on discussion. On video screening for the cycle test students ask for playback 4 times. This is because students do not want to get low grades like cycle I.

4.4   REFLECTION

During carrying out cycle I and cycle II, researchers reflected on the teaching and learning process and obtained conclusions:

1. Students have worked well together in discussions
2. Students can conclude learning activities at the end of the meeting
3. Students are confident speaking English in groups.

The activeness of students in discussions also has an impact on learning outcomes in each cycle. The recapitulation of values in each cycle is shown in Table 2.

Table 2. Recap of Student Learning Outcomes for Each Cycle

Cycle	Average value	Number of Students Reaching minimum mastery criteria	Classical completeness
Cycle I	82,7	20	74,07 %
Cycle II	86,33	24	88,88 %

In the table above it can be seen that each cycle has an increase in learning outcomes. This can be seen in the first cycle only 20 students who have grades above the minimum mastery criteria with an average grade of 82.7 and classical completeness of 74.07%. In cycle II there were 24 students who had grades above the minimum mastery criteria with the average value of students increasing to 86.33 with a classical completeness of 88.88%.

Data analysis of test results each cycle individually the development of student learning outcomes experience changes. These changes can be seen in Figure 1 below:
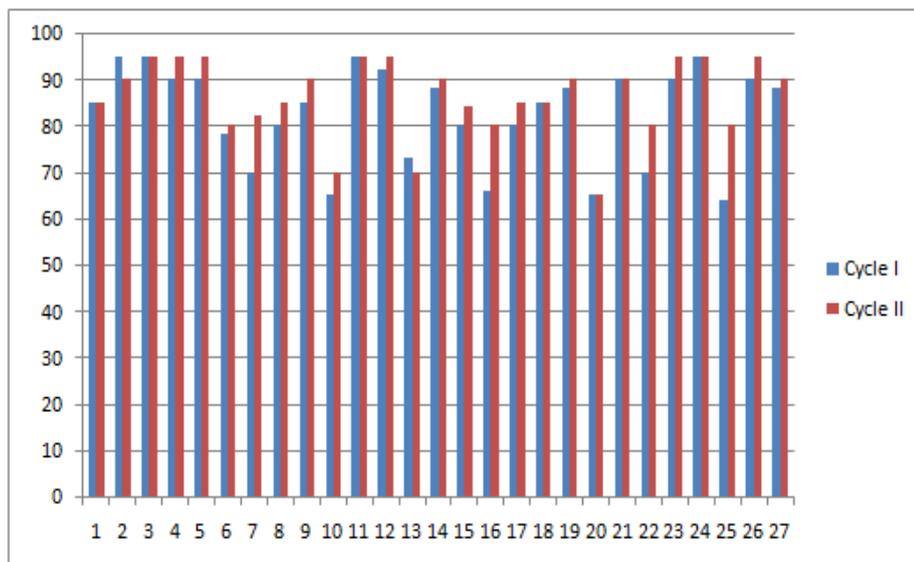

Figure 1 .Development of Individual Student Cycle Test Chart Values

Figure 1 can be seen above can be seen that the development of individual student grade charts does not always increase in each cycle. Student scores increased in each cycle there were 18 students while 9 others experienced changes in grades up and down from cycle I to cycle II. In cycle II there were two students who experienced a decrease. Based on the development of the test results graph in the first cycle there are 7 students who have not reached the minimum completeness criteria. In the second cycle there were 3 students who had not yet reached the completeness criteria.

The action stopped in the second cycle because 80% of students' classical

learning completeness scored ≥ 75. Achievement obtained concluded that the use of Youtube media can improve the English language skills of students of class XI IPA 1 at SMA N 9 Rejang Lebong. The use of YouTube can make students learn with a new atmosphere so that student learning outcomes increase. This is in line with the opinion of Lestari (2017: 611) that the use of Youtube in the English class is very helpful for the enrichment of material for learners and helps internet generations who are familiar with various digital information sources understand learning material better.

5. CONCLUSION AND SUGGESTIONS

The use of Youtube media can improve English skills such as writing, reading, listening and speaking. This can be seen from the achievement of learning outcomes after going through the second cycle obtained an average of 86.33 with a classical completeness of 88.88%. The use of YouTube media in learning must be accompanied by teacher supervision. In its use the teacher should first determine each material on YouTube so that students only focus on the material. It would be better if the teacher himself made the material and uploaded it on YouTube so that it would be in accordance with the character of each student.

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