

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. FINDINGS**

After the researcher conducted the research used the method of observation, interviews and documentation related to the research title, namely "The Used Of Youtube As Alternative Media For Teaching Speaking In Online Class During the Pandemic Of Covid-19". The researcher briefly present the research findings and discussions that the researcher had observed.

#### **1. Advantages And Disadvantages Of Used Youtube**

##### **a. Advantages Of Used Youtube**

##### **1) Used Youtube Greatly Attracts Studets' Attentions And Makes Classroom More Interactive**

From the results of observations, the researcher found that the used of YouTube gave a good impression to the students, this could be seen from their interest in used YouTube media. They look enthusiastic and actively answer questions from the subject teacher. The subject teacher also agrees with this statement and confirms that in the classroom it often happens as mentioned.

*"...Iya, memang terjadi. Jadi mereka kaya tadi lah mereka bosan dengan pembelajaran yang ada dengan diberikan YouTube mereka bisa kaya contoh Narrative Teks ya, kalo pembelajaran Narrative Teks kita menjelaskan cara-caranya kaya apa kita memulai misalnya story telling seperti apa tapi dengan melihat contoh dari YouTube mereka akan lebih semangat, atau misalnya kita berikan contoh teksnya kan biasanya ada gambar lebih berwarna biasanya*

*mereka lebih sukalah biasanya... lebih terdorong lebih bedalah daripada misal kita berikan buku... materi biasa...”*

“...Yes, it happened. Like when they are bored with the existing learning, by being given YouTube examples of Narrative Text, yes, if we study Narrative Text, we explain how we start, for example, what kind of story this is, but by seeing examples from YouTube they will be more enthusiastic, or for example we give an example of the text usually there are more colorful pictures usually the students like it more... more motivated, more different than just we give a book of ordinary material...” (Teacher Interview 4)

## **2) Youtube Can Be Accessed Either Outside Or Inside Of The Classroom**

Based on findings in the field, researcher found that the used of YouTube can be accessed both indoors and outdoors. This is certainly one of the things that, with the flexibility of YouTube, can help especially for students in accessing learning materials without fear of missing out on explanations, even though the level of used in MAN Kotim schools is still relatively rare due to the lack of IT mastery by the subject teachers.

*“...Kalo YouTube kadang-kadang lah, ini masih kadang-kadang. Biasanya gak ada jaringan bisa jadi sulit. Karena kita kalo penggunaan YouTube ini tidak selalu lah... kadang-kadang dan karena ini baru aktif pembelajaran tatap muka, kalo yang angkatan dulu kalo kepengen ada pengetahuan lain yang pengen dicari baru pake YouTube jadi tidak selalu memakai Youtube...”*

“...If it's YouTube sometimes, it's still sometimes. Usually no network can be difficult. Because we don't always used YouTube... sometimes and because offline learning already active now, different if it's generation before, if they wants to have other knowledge that they want to find after that they will used YouTube so they don't always used Youtube...” (Teacher Interview 1).

**3) Various Videos In Youtube Can Be Accessed For Free Gives The Students Opportunity To Discover Knowledge By Themselves Without Being Spoon-Fed By The Teacher**

Based on the results of interviews in the field, researcher found that when used YouTube it made it easy for students to explore various available sources of information because the students don't need to pay more for looking more information on YouTube. This allows students to have a broader and deeper insight into the material provided.

*“...Emmm..., kayanya iya, memang waktu dirumah kan dicoba-coba dilihat di YouTube mencari materi ini misalnya... banyak lah keluar itu jadi mereka memang lebih mudah kalo untuk ini mencari video di YouTube dan bahkan kaya itu tadi, kadang kita dengan gurunya ada kesulitan memahami penjelasan guru yang ini nah kepengen seperti apa mereka cari di YouTube kan dengan berbagai macam metode dengan materi yang sama itu biasanya lebih cepat. Kalo yang untuk Cuma menambah pemahaman kayanya mereka bisa cari sendiri kayanya, Cuma kadang dirumah pun saya anjurkan untuk mencari, karna mereka kaya gini... kalo kaya awal materi mereka biasanya sendiri itu kadang-kadang ya berbagai sumber di YouTube banyak kan, jadi nantinya siswa yang ini nyarinya video yang ini, walaupun sama jadi itu dituntunlah ini pengertiannya ini...ini...nah misalnya kalo dikasih kesimpulan materi itu nanti baru disuruh, silahkan mencari materi tambahan pemahaman yang lain atau mencari penjelasan dari YouTube dari berbagai sumber nah itu boleh tanpa pengawasan guru...”*

Emmm..., I think so, when I was at home I tried to look at YouTube looking for this material, for example... a lot came out of it, so it's easier for them to search for videos on YouTube and even like that, sometimes we have trouble understanding This teacher's explanation, what do you want them to look for on YouTube, with various methods with the same material, usually faster. For those who only want to increase their understanding of wealth, they can find their own wealth, but sometimes at home I recommend looking for them, because they are like this... if it is initial material they are

usually on their own, sometimes there are many sources on YouTube, so later on, students who This is the search for this video, even though it's the same, so this is the meaning of this...this...well, for example, if you are given a conclusion, the material will be ordered later, please look for additional material for understanding other things or look for explanations from YouTube from various sources, now that's okay without the supervision of the teacher. (Teacher Interview 7)

In the case at MAN Kotim the students seemed more excited and more motivated to learn. Students can access various sites that are mentored by many good and varied teachers, as a result their scope of insight is not limited to just one material, whether they access it inside school or outside of school.

#### **4) Youtube Provides An Opportunity For Students To Present What They Learned By Making A Video**

Based on the information that the researcher got at the time of the observation, the YouTube application also provided convenience in giving assignments to students. The teacher concerned is also facilitated to assess the students from their work by used YouTube media, an example of the assessment can be seen from the making of a video presentation or an assignment video given by the teacher as an assessment material for the practical exam.

*“...Kalo dulu saat kelas 12 nya yang lalu saya menggunakannya sebagai ujian praktek, ujian praktek kemarin saya coba untuk membuat Procedure Teks, kemudian membuat video “How To Make Tape Singkong” jadi kemudian mereka tidak mengumpulkan ke kelas namun mengumpulkan dalam bentuk video dan itu untuk ujian praktek...”*

“...In the past when I still 12th class I used it as a practical exam, yesterday I tried to make a Procedure Text, then made a video “How To Make Cassava Tape” so then they didn't collect it in class but collected it in the form of a video and that for the practical exam...”(Teacher Interview 6)

## **b. Disadvantages Of Used Youtube**

### **1) Some Of The Video Doesn't Provide Exposure To Authentic English And Offers Authentic Examples Of Everyday English Spoken By The People**

Based on the founded data by researcher while conducted research, it is known that one of the negative factors that hinders the used of YouTube yaitu dalam penerapannya YouTube terkadang tidak menyediakan video yang menceritakan tentang fenomena yang sedang terjadi pada masa kini, jadi para siswa masih harus mencari informasi tambahan dari media luar.

*“...Tidak selalu, kalo yang kita lihat di YouTube tuhkan kaya sudah direncanakan, kalo kita lihat Youtube tuhkan kadang yang tidak sesuainya... agak-agak terlalu tinggi sehingga murid-murid yang ada itu masih, kan kita disini harus menyesuaikan, kadang mereka agak lambat untuk memahami sesuatu yang di YouTube itu. Solusinya ya mungkin saat mereka melihat YouTube dan mereka masih belum paham memang harus diulang lagi secara...apa namanya...tapi kaya diulas kembali...”*

“...Not every time, if we see YouTube it's already been scheduled, if we see YouTube sometimes there is not fit... which doesn't fit... a bit too high for students there, we have to adjust here, sometimes they are a bit slow to understand something on YouTube. The solution, maybe when they see YouTube and they still don't

understand, it had to be repeated again...what's the name... like being reviewed again..." (Teacher Interview 2)

**2) There Is A Risk That Students Will Lose Their Focus In Learning If There Is No Accompanying Teacher In The Used Of Youtube.**

After observing the researchers found that in used YouTube as a learning medium, it is still necessary to present a teacher figure in it, this is due to the potential for students to be distracted due to the absence of a teacher who supervises them. Students can access sites and even other channels that are not related to learning, this is expected to be avoided. With the presence of a teacher who accompanies the students, they will be more controlled and will follow the applicable rules.

*"...Apa yaa... dikatakan benar tidak terlalu, tapi dikatakan salah juga tidak terlalu, apa ya kalo mereka biasanya kalo tanpa... mereka biasanya mencari sendiri materinya kalo tanpa ada guru itu YouTubanya biasanya kemana-mana, bukan yang poin pada saat itu, memang harus ada gurunya harus ada pendamping karena kalo diserahkan kemurid aja ya kadang-kadang ya gitu realnya lah pada pelaksanaan sehari-hari, murid ini membuka YouTube misal kita suruh ini mencari materi ini, yang mereka buka bukan materi, jadi menurut ibu harus ada pendamping..."*

"...What is it... it's not really true, but it's not really wrong, what if they usually don't do it... they usually look for the material on their own, if without a teacher they usually open the YouTube everywhere not the point at that time, there must be a teacher There must be a companion because if it is handed over to students sometimes the reality is that in daily activities these students open YouTube for example, we tell them to look for this material, what they open is not material, so according to my mother, there must be a companion..."(Teacher Interview 3)

## 2. Students Perspective

### a. Used YouTube as A Learning Media Presents Interesting Way To Understand Speaking Material

Based on the observation in the field, eleven of thirteen students stated that used YouTube in learning was quite interesting to do. The following are some of the responses of the participants that corroborate the statement of the argument above.

#### Data 1

*“...Hmmm...menurut ulun materi di YouTube mudah dipahami, alasannya ada banyak hiburannya dan banyak gambar-gambar yang mudah dilihat, sedang kalo dibuku tu kaya...lebih membosankan gitunah... kaya lama – kelamaan jadi mengantuk gitunah...”*

“...Hmmm... in my opinion the material on YouTube is easy to understand, there is a lot of entertainment and a lot of pictures that are easy to see, if the book is like... it's such more boring ... time to time kinda sleepy in the end like that...”(Participant 1)

From the data above, participants said that when they used YouTube, they find it easier to understand because there are many picture to understand so they don't get bored easily just like when they used a textbook.

#### Data 2.

*“Bujur, karena ada yang berwarna trus ada gambaran tentang materinya ada contoh-contohnya itu dijelaskan, tapi kadang ada yang enggak dijelaskan secara detail cuma... penjelasannya setelah itu sudah selesai ...”*

"Yes, because there are colored ones and then there is a picture of the material, there are examples that are explained, but sometimes there are things that are not explained in detail, just... the explanation after that is end ..."(Participant 5)

Based on the participants' statements above, we can see that YouTube presents interesting stuff in colorfull way in learning and that can attract students' interest even though sometimes there are some things that are not discussed in detail.

#### Data 3

*"...Bujur banar, ya bisa anu ai ah...di youtube kan misalnya kada paham kalo bang bisa di ulangi, misalnya kada paham lagi liat google, misalnya kada paham lagi takun guru, kalo menarik ... menarik pang menurut ulun kada jua, inggih, kalau misalnya diyoutube kan, tadi kan pakai bahada inggris, ada gurunya nah gurunya bisa menjelaskan, bisa mentranslate kaitu nah, nang kaya menjelaskan misalnya kata kerja ini, ini nah..."*

"...Absolutely correct, Yes, you can just... what... on youtube for example, if I don't understand I can repeat the video, for example more if I don't understand again, I will ask the teacher, In my opinion it's interesting not really, in YouTube, we used English, there was a teacher so teacher could explain, could translate like that, like explained for example this verb, this the answer..." (Participant 9)

Participant above said that used YouTube is kinda interesting because the features allow the participants to repeat the video from YouTube again if they doesn't understand yet about the material, but still they need to ask the teacher for more information.

#### Data 4

*"...Salah satu dampak positifnya yaitu, setiap channel youtube memiliki cara yg berbeda beda dalam menjelaskan suatu materi,jadi kita bisa memilih cara yang mana yang mudah dipahami..."*

"...One of the positive impacts is, every YouTube channel had a different way in explaining a matter, so we can choose which ways are easily understood..." (Participant 12)

Based on the statement of participants above that YouTube had various kinds of channels that can be accessed according to the needs of the students, and they can obtain a variety of information from it.

**b. Youtube Can Be Accessed Anywhere And Anytime, Student's Revealed That The Material Presented On Youtube Had The Advantages Such As The Flexibility To Used**

YouTube had advantages, namely in terms of ease of used, students can access it without worrying about the duration/cost that needs to be spent when used it. Based on the results of the research conducted, it was found that nine out of thirteen students stated that YouTube is a medium that can be accessed flexibly anywhere.

**Data 1**

*"...Menurut Ulun bujur YouTube bisa diakses dimana saja kaya... diluar sekolah maupun di dalam sekolah, cuman kalo kaya misalnya Hp-nya rusak atau kaya mana itu kemungkinan kada bisa menggunakan aplikasi YouTube..."*

"...In My opinion, YouTube can be accessed anywhere, like... outside school or inside school, but if it's for example, the cellphone is damaged or something else it's possible that you can't used the YouTube application..." (Participant 1)

Based on the participants statement, YouTube is a media that can be accessed anywhere, both outside and inside schools, but there are several external factors that can hinder its used.

## Data 2

*"...Benar, kalo...kan bisa diakses dimana-mana tuh kapan aja bisa menontonnya atau mempelajarinya gitu. Kalo gak bisa, bisa ikut belajar ama temen..."*

"...That's right, if it can be accessed anywhere, you can watch it or study it at any time. If you can't, you can come and learn from a friend... (Participant 6)

From the data above, the participant explained that YouTube can be accessed anywhere, even in groups. In this case, YouTube does not limit the number of users, whether they access from cellphones or other electronic devices that have an Internet connection.

## Data 3

*"...Ya memang benar, namun ada sebagian juga yang tidak bisa diakses karena kendala jaringan ataupun habis paket..."*

"...Yes, that's true, but there are also some that cannot be accessed due to network problems or out of internet quota..." (Participant 11)

Based on the data above, it can be seen that participants agree with the argument that YouTube can be accessed anywhere, however he also stated that if we need to have internet quota to access it, because if there is no internet connection then YouTube cannot operate.

**c. Material Presented Through Youtube Videos Is Difficult To Understand. This Is Caused By The Absence Of The Opportunity For Students To Ask Questions Directly From The Teacher**

Based on the data, most of the total of thirteen participants stated that used YouTube was difficult if they were not accompanied by the subject teacher in question.

#### Data 1

*“...Hmm... Bujur, soalnya kadada yang menjelaskan, masih kurang paham. Bisa lebih paham kalo ada dua-duanya ada gurunya lawan ada videonya...”*

“Hmm... Indeed, because there is no one who explained, still doesn't understand. It can be better understanding if there is both of it from teacher and there is a video...” (Participant 1)

The participant above revealed that if the used of YouTube could be easier if both educators and YouTube were used simultaneously it would be more effective for students to understand the material given.

#### Data 2

*“...Kalo ada gurunya kan kawa nanya langsung ke inti pembahadannya, kalo di YouTube harus diulang lagi dari awal supaya paham, kaya sempat lupa apa yang handak dibahad...”*

"... If there is a teacher, we can ask directly to the core of the discussion, if on YouTube you have to start again from the beginning to understand, as if you had forgotten what you wanted to talk about". (Participant 3)

According to participants, the teacher's concern with the used of YouTube media is really needed because they can directly ask the teacher about the essence of the discussion of the material being studied, it's different if you only look at YouTube because students need to play the video repeatedly if they don't understand, and they can forget the material that was just skipped earlier.

## Data 3

*"...Kalo tanpa guru memang sulit, tapi kalo ada gambarnya sedikit bisa dipahami, ada gambaran dan contoh-contoh sedikit masih bisa dipahami. Ada gurunya lebih baik, karena kalo ada gurunya tuh kita bisa kan... kita bisa liat pengertian dari gurunya mintanya langsung atau enggak, kalo langsung kita bisa nanya langsung ke intinya kalo enggak kita harus mulai lagi dari awal video gejasannya gitu..."*

"...Without a teacher it will be difficult, but if there are some pictures it can be understood a little, there are pictures and a few examples can still be understood. It would be better if the teacher is there, because if there is a teacher, we can do like... we can ask about the conclusion from the teacher, if we ask directly to the point we can know the main point on it, if not we have to start again from the beginning of the video ..." (Participant 5)

According to the participants' statements above, used YouTube without a teacher is quite difficult to do, but it doesn't completely hinder their understanding, because YouTube also provides features in the form of pictures and examples that can still explain the material being discussed at that time, but still the role of the teacher is still needed according to the participants above.

## Data 4

*"Bujur, inggih, kada, kalau bahada indonesia kayaknya bisa paham, amun kecuali pakai bahada inggris kaitu nah, inggih full inggris susah memahaminya soalnya banyak kosakata yang kada apa namanya, kada tahu kaitu nah, inggih. Bingung, hehe..."*

"Indeed, Inggih, if its in full Indonesian seems able to understand, but unless you used English, it's hard to understand in full English because there are a lot of vocabularies that don't know what it's called, if you don't know about it, Confused, hehe..." (Participant 10)

Based on the data above, the participants revealed that YouTube could actually be understood without a teacher, but specifically for videos in Indonesian, whereas in English lessons, participants revealed that a lot of vocabulary still needed to be re-understood, therefore the teacher needed to explain the meaning of the vocabulary.

#### Data 5

*"...Memang, sebagian sulit dipahami, sebagian ada yg mudah dipahami ,seperti matematika, kimia, itu sulit dipahami jika tidak dijelaskan secara langsung oleh guru mata pelajaran tersebut, dan kalau lewat youtube tidak bisa bertanya langsung..."*

"...Indeed, some are difficult to understand, some are easy to understand, such as mathematics, chemistry, it is difficult for you to understand if it is not explained directly by the subject teacher, and if via YouTube you can't ask directly..." (Participant 11)

Based on the available data, the participants felt that the teacher needed to be there when YouTube media was used while in learning, this was revealed by the participants that there were a few difficulties if they learned from YouTube without being accompanied by a teacher, such as in mathematics, chemistry and others that require formula.

**d. When Used Youtube That There Are Several Locations Near Of Student's Housed's That Have Serious Problems With Internet Signal, So The Student's Need To Find A Better Place To Access / Download The Material Shared By The Teacher.**

Based on existing data, ten out of thirteen participants stated that they had experienced internet connection problems when used YouTube, and this prevented them from accessing it.

#### Data 1

*“...Bujur... soalnya ulun pernah kadada sinyal langsung kada kawa akses apa-apa di HP, itu jadinya langsung cari sinyal keluar gituhh... kalo kada be-Wifian...”*

“...I agree... because I ever had a lost signal and in that time was no access to anything on your cellphone, so I immediately looked for an outgoing signal... or I can search for place who have Wi-Fi...” (Participant 3)

The participant above confirmed that YouTube could have problems with its network connection. Even have to look for an internet connection in another place that had a better connection.

#### Data2

*“...Bujur, kaya apatuh jaringannya yang kadang susah di akses YouTubanya kdang ceket-ceket gitu nah, mungkin keluar cari jaringan atau minjam HP kaka yang gak ceket atau YouTubanya gak ceket [lagging]...”*

“...Indeed, it's like obeying the network, sometimes it's hard to access YouTube, sometimes it's buffering, then maybe I lookout for a network or borrowing my brother's cellphone that isn't lagging...” (participant 5)

In the case of the participant above, YouTube cannot be accessed due to external factors, namely a malfunctioning cellphone. The solution he got was to borrow his brother's cellphone so he could access YouTube.

## Data 3

*"...Mau kada mau ke wadiah kawan ai dulu nah, umpat me wifi hahaha, kalo kada inggih cari kewadiah lain biar membayar 3000..."*

"...Whether I want it or not I will go to my friend's housed first, join in the wifi network hahaha, or find other place and pay 3000..." (Participant 8)

Based on the data above, participants have problems on the YouTube network which does not have an Internet connection, so the solution is to go to a classmate's housed in hopes of getting a better internet network on there. Apart from that he also went to a place that had a WIFI connection and paid 3000 to access YouTube.

## Data 4

*"...Kalau kaitu tu ulun ke wadiah kawan pang, ke perpustakaan terdekat, kan ada buku buku yang misalnya ibu menyampaikan materi ini nah cari di anu buku itu..."*

"...If that's the case the I will go to the friend housed for sure, to the nearest library, right there are books that for example if the teacher conveyed this material so look for that such a book..." (Participant 9)

According to the data above, if the participant can't access YouTube due to the Internet network, he will try to find a network elsewhere or go to the library to find the material needed if she can't get a signal.

## Data 5

*"...Salah satu kendala dari youtube ini adalah jaringan internet yang buruk, maka video yang ditonton akan putus putus sehingga tidak fokus dan ada beberapa video youtube yang tidak bisa didownload..."*

"...One of the problems with YouTube is that the internet network is bad, so the videos you watch will crash so I can't focus and there are some YouTube videos that can't be downloaded..." (Participant 12)

Based on the data above, it can be seen that the participants when their internet connection network was interrupted resulted in YouTube not being able to function optimally, such as broken videos or even unable to download videos that needed to be saved.

**e. The Used Of Online Learning Media Applied By Teachers Such As Youtube Causes Disappointment For Some Students.**

From the data there were thirteen participants agreed that the used of YouTube media was still not enough to provide learning to them, some of them even felt disappointed with this learning system.

**Data 1**

*“...Menurut ulun itu masih kurang pang... karna di beberapa SMA lain diperbolehkan menggunakan HP untuk pembelajaran [sebagai media e-book]. Sekarang kami sudah enggak [membawa HP] cuman beberapa guru aja. [Selama diterapkannya kebijakan baru, siswa-siswi di MAN Kotim tidak diperbolehkan membawa HP]. Alasannya ada beberapa siswa yang menggunakan HP dalam jam pelajaran jadi guru-guru kurang setuju siswa membawa HP ke sekolah...”*

“...In my opinion it's still not enough... because in some other high schools it is allowed to use cellphones for learning [as an e-book media]. Now we don't [carry cellphones], only a few teachers. [During the implementation of the new policy, students at MAN Kotim are not allowed to bring cellphones]. The reason is that there are some students who used cell phones during class time, so the teachers don't agree with students bringing cellphones to school...” (Participant 1)

According to existing data, participants said that the used of YouTube media was still not sufficient to meet their learning needs, plus a new policy from schools, namely the prohibition of bringing cellphones due to several

internal problems that resulted in reduced access for students to open the YouTube or other application such as e-book at their school.

#### Data 2

*“...Harusnya kan ada pembimbing gitu... kan bayar hehe... kan harus ada jua guru yang mendampingi mata pelajaran itu baru ada diberi penjelasan gitu...”*

“... There should be a mentor like that... because we pay, hehe... There must be a teacher who accompanies the subject and then there is an explanation like that...”(Participant 2)

Based on the data above, it can be seen that participants feel that used online-based learning media such as YouTube is not enough, participants also admit that they have paid tuition fees to receive proper learning for them, and the role of the teacher is still needed here.

#### Data 3

*“...Percuma, seharusnya guru menjelaskan sendiri...antara pelajar dan guru harus ada komunikasi...”*

“...It’s useless, the teacher suppose to be the one who explain it...between students and teacher need to have communication...” (Participant 4)

Based on the data above, from the participants' responses, we can see that there must be communication between students and teachers even though it useds media such as YouTube.

#### Data 4

*“...Kecewa banar, padahal mahal-mahal bayar komite tapi baya dikirim video ja. Lebih baik sekolah ja dah daripada dirumah baya absen budas kadang habis absen tuh tidur lagi...”*

"...I Disappointed, even though it was expensive to pay the committee but only get a video. It's better to go to school now than at home when you're just fill absent, sometimes after absent then sleep again..."(Participant 7)

Based on the data above, we can see that participants feel that offline schools are better than online schools which only get videos and then fill in attendance and then just go back to sleep.

#### Data 5

*"...Kecewa pang, ulun bayar apa, mahal mahal, tapi dibari materi tidak semaksimal mungkin, kurang pang... kadida guru yang menjelaskan. Hahaha, minimal lah, jangan membari video ja, kecuali amun online, amun online tu baya dibari video pembelajaran lawan dibari tugas, kaya bentuk, kadang disuruh membuat video presentasi, disuruh buat video kayak praktek kaitu bang, boring banar, ampih sekolah..."*

"...I dissappointed, I pays lots, but don't get the material not as good as possible, it's still not enough, theres no teacher who explains. Hahaha, at least, don't just share only videos, except if it's online, if it's online you are given only a learning video, or sometimes given assignment to make presentation video, sometimes you are asked to make video presentations, like practice video sir. So boring, I will quit school..." (Participant 8)

We can see from the data above, it can be said that participants feel bored with monotonous tasks such as during online lessons they are asked to make practice videos or even presentations and it is boring.

#### Data 6

*"...Kecewa pang, nang kaya bayar SPP tu mahal mahal kaitu nah, tapi dapat materi dari youtube ja, hahaha... Solusi ulun tu nang kaya, mmm... kaini kan habis dapat materi dari youtubanya kalo ...dipahami dulu sedikit sedikit kaitu, misal kada paham kan bisa ditanya ke guru, habis tu guru tu yang kaya memberi penjelasan tentang materi yang tadi kaitu nah, via chat atau apa kaitu. Kaya, video zoom atau apa kaitu nah, video call kada, sering dulu waktu masih daring kaitu, ulun alumni PPKP... Kada jua bang*

*ai. Lebih baik kek gitu pang, lebih seru pang kalo ada youtube, kalo pembelajaran nonton video tuh lebih menarik, Menariknya tu karna ada video video yang diliat kaitu bang, daripada liat guru ja bosan, apalagi guru yang menjelaskannya lambat, ngantuk jadinya kaitu nah, kada jua cepat, yang menarik, yang penting gurunya kada penyarikan, yang penting gurunya tu asik, bisa dibawa begayaan, tapi jangan baperan...”*

"... Disappointed, sir, I pay expensive for tuition fees, but I only get the material from YouTube, hahaha... My solution is, mmm... like this after get material from YouTube... we analyze it first a little bit, if I don't understand right I can ask the teacher, after that the teacher gave an explanation about the material that was explained earlier, via chat or whatever. Like... video zoom or anything, but no videocall, it's often when it's still online, I graduate at PPKP... It's better sir, it's more fun if there's YouTube, watching videos is more interesting, the interesting thing is that there's a video that can be seen, sir, instead of watching the teacher I get bored, especially the teacher who explains it slowly, It's sleepy, it's okay, but not too fast, the interesting one, the important thing is that the teacher is not grumpy, what's important is that the teacher is cool, can be brought in style, but don't be too feud..." (Participant 10)

Based on the data above, participants said that their disappointment was obtained from their lack of understanding of the material provided if they only relied on Youtube. She provides solutions such as reviewing the material discussed with different media such as zoom and other applications with more complete explanation, and of course there is a teacher who can explain if there are questions.

### **3. The Used of YouTube Greatly Affects the E-Learning Process**

The influence of online learning had now entered a shade that can be said rapidly, especially now that we are in the midst of the Covid-19 outbreak which requires several schools to conduct limited face-to-face learning even have to do E-Learning process. In online learning, of course, teachers need to used media that

can support them so that they can teach students even from a distance, this is where learning media is used that makes it easier for teachers to explain learning for students, while for students they will still be able to receive material even though they are not at school.

One of the media that is often used as an E-Learning media is YouTube. Not only presenting visual and audio impressions, YouTube also presents videos that are varied and tend to be fun for the students. The students can catch the lesson with fun and not get bored, while the teacher just becomes a facilitator and directs them if there is something they don't understand. From this we can see that YouTube greatly influences online-based learning activities.

As a reference, one of formal education institutions, MAN Kotawaringin Timur especially in 10<sup>th</sup> grade Language Major, some English teachers there have already used this media to help them for teaching and learning activities, namely video media by displaying learning videos obtained from YouTube to attract interest and provide more understanding for students. This can be seen in the table of observations (Appendix V).

## **B. DISCUSSION**

Today's education had been colored by the existence of digital technology that makes many recent references and innovations that present a much more fun learning atmosphere and attract students' learning interest. The existence of YouTube as a learning media is one of the findings that is quite in demand in the field of education in recent times. YouTube which presents a thousand one

educative material ultimately encourage teachers and even students to used them as one of the alternative learning. This is in accordance with the theory expressed by Jalaluddin M. (2016, p. 4)

The used of YouTube in the class had been going in several years In MAN Kotim, even though it is not often applied, this is in accordance with argumentation of one the teachers in the MAN Kotim (Mrs. Intan Permatasari S.Pd.) the teacher said that:

The teacher even added a statement that YouTube was even used as a media for evaluating Practice Exams where the value to be taken greatly affected the graduation of students later.

The used of videos from YouTube as a medium for learning English at MAN Kotawaringin Timur is a form of utilizing advances in information and communication technology in the world of education to support improving the quality of teaching and learning activities in the classroom. Accordance to the education law, it's in "Law of the Republic of Indonesia Number 20 Year 2003 chapter II article 3 concerning the National Education System" which reads as follows:

*"....Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab..."*

"...National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of

educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen..." (Indonesia, 2003, p. 6)

We can see from the chapter of constitution above that basic education aims to develop the abilities of students, by used the available learning media facilities, it is hoped that students can meet these expectations. One alternative media that we can see in our current condition is YouTube.

Basically, the purpose of used Youtube as a medium for learning English, especially speaking is to make it easier for students to learn, students can get material subject not only in textbooks or just listen to explanations from educators, although their used is still relatively rare in MAN Kotawaringin Timur. Apart from this, students are expected to dig deeper into the material provided, have broader insights related to the material that had been delivered by the educator.

Teaching and learning activities at MAN Kotawaringin Timur are innovatively designed to achieve the desired goals. The researcher found that YouTube is basically well-designed, namely the videos are very neatly arranged and the teacher's job here is only as a facilitator and companion if students still have questions to ask. The teaching and learning process is not only carried out used the classical system but had implemented independent learning and can solve its own problems from various problems encountered in learning. However, this process still needs supervision from the accompanying teacher, this is because the material

from YouTube sometimes cannot be understood by students so the teacher must review it again.

In order for learning to be active, creative, dynamic and effective, teachers should have a good understanding of the objectives of teaching and learning and effective learning. Knowing the characteristics of students in the classroom to determine methods and strategies to encourage creativity through the creation of a conducive and directed learning atmosphere. The used of videos from YouTube as a learning medium can provide color in learning for students. The ability of teachers to provide diverse learning experiences will make the learning atmosphere interesting so that it fosters student learning motivation.

The teacher only guides students to learn, but the work of learning must be done by the students themselves. Therefore, the mindset that was instilled in the past, namely "The teacher explains and the students listening to teacher" had now been changed to "Students are actively working and studying in the classroom, the teacher is supervising and directing". In the learning process the teacher acts as a facilitator, with the traditional teacher-centered learning approach turning into student-centered learning. The teacher is no longer a provider of knowledge but as a guide who helps students acquire their own knowledge by utilizing the facilities that have been provided.

Utilization of learning media in the teaching and learning process requires the selection and used of tools that are suitable for the classroom situation that occurs at a certain time. Class management creates different activity patterns

according to conditions. The teacher will create conditions and maintain them so that students can use their rational and creative talents to complete tasks and find solutions to problems. This is so that students do not lose their concentration while learning is taking place. This is in accordance with the responses from the teacher it self.

Teachers must familiarize themselves with always looking for information in order to be able to listen to the development of the science to be taught so that students will get up to date knowledge. Teachers should not be outdated and ready for globalization.

The learning process is a system consisting of components of teachers, students, learning resources and interacting media. The success of a learning process is determined by the state and quality of these components. Learning media as one component that plays an important role in determining the success of the teaching and learning process which had a function to provide information needed by students.

Based on the data, we can see that in the used of YouTube provides two sides, namely positive and negative, this is still a lot of discussion among educators, namely how to implement a media appropriately and efficiently without sacrificing other things that are considered important.

But in reality used videos from YouTube as a learning medium is expected to help students in their learning process. Namely, with YouTube, students will be helped to get additional information other than books in the library or student

handbooks and explanations from teachers. So that the knowledge and insight gained by students will be wider and have exceeded the planned target, this is also discussed by Agazio & Bucklev in Lestari (2017, p. 608) that YouTube can also stimulate active learning and provide additional knowledge beyond the expected capabilities. This was also conveyed by the English teacher, the students gained a lot of external knowledge from watching videos from YouTube.

Learning by using YouTube is carried out in the classroom while the lesson is in progress. The teacher invites students to open and study first about the material "Narrative Text", after finishing the teacher briefly explains the material that was taught earlier and invites students to ask questions about material that is not understood, then the teacher shows a Youtube video that had been selected first and then displayed in front class used Smart TV. Then the teacher took several pieces of Narrative Text paper and distributed it to the students. Here students are divided into several groups and asked to read the text that had been distributed according to their understanding of the material that had been discussed through YouTube earlier. This is recorded by the teacher as a scoring material that will be included in the students' daily scores, we can see in the scoring of the students who on average achieved the competency standard values given by their school, namely MAN Kotawaringin Timur (Appendix VI). Unfinished material will be discussed at the next meeting. The role of the media here is to serve as a means of interesting information and at the same time as a reference for the pronunciation that will be carried out by students later.

Based on this findings, according to the researcher's response, YouTube can be a very helpful medium for students in teaching English at MAN Kotawaringin Timur as an alternative medium during the Covid-19 pandemic, with a note that it must be accompanied by a teacher in order to get maximum results.