THE STUDENTS’ ABILITY IN ENGLISH BY USING YOUTUBE MEDIA

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ABSTRACT

In learning English, the use and utilization of media are very important, especially in the current situation. Where the government has issued regulations for learning from home, resulting in a lack of interaction between students and teachers. Youtube media is a medium that can transfer knowledge to students. Where the youtube is considered better and interesting because it combines elements of audio and visual media. The aims of the research is to find out the students’ ability in English and to know students' response toward learning English by using youtube media at the first grade of MAN 1 Parepare. In this research, the researcher used a descriptive quantitative method. The subject of this research at the first grade of MAN 1 Parepare and the researcher took X social sciences 2 by using purposive sampling. The data was collected by using the test to find out the students’ ability in English and the questionnaire to know the students' response after using youtube media. The result of data analysis showed that 40% of the students got good classification, 30% of the students got very good classification, and 30% of students got a fair score, while the mean score of the test was 72,75. The result of the presentation of the questionnaire was 59,15, which means it falls into the agreed category. The conclusion is the students’ ability in English got a good result and the students gave positive responses toward learning English by using the YouTube media at the first grade of MAN 1 Parepare.

Keywords: Students’ Ability, English, Youtube Media

Introduction

In early 2020, the world was shocked by the outbreak of a new pneumonia that started in Wuhan, Hubei Province, which then spread rapidly to more than 190n countries and territories. This outbreak was named the 2019 coronavirus disease (COVID-19) which was caused by the Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2). The spread of this disease has a wide social and economic impact. There is still a lot of controversy surrounding this disease, including in the aspects of diagnosis, treatment, and prevention. So, the corona virus has a huge impact on humans both in social and economic terms. Maximum efforts must be made because this outbreak affects public health infrastructure, the economy, and all aspects of all countries in Indonesia. Preventive action in all countries in the world preventive action is very important to break the chain of transmission of COVID-19.
Education in Indonesia has now established online learning both in schools and at universities. Online learning aims to meet educational standards by utilizing Information Technology using computer devices or gadgets that are interconnected between students and teachers and between students and lecturers so that through the use of these technologies, the teaching and learning process can still be carried out properly. Utilization of information technology is expected to overcome the teaching and learning process that can continue to run well, even though it is in the middle of the Corona Covid-19 Virus epidemic.

Because of the existence of the coronavirus, some policies were implemented to break the chain of the spread of the coronavirus in Indonesia, the effort made by the government in Indonesia is to apply an appeal to the public to carry out physical distancing, namely an appeal to maintain a distance from others, avoid activities in any kind of crowd, and avoid gatherings that involve large numbers of people. The government implements a policy, namely work from home (WFH). So that education in Indonesia is one that is affected by the coronavirus. In a situation like this, the use of media is very influential in the teaching and learning process.

Learning media is a vehicle and delivery of information or learning messages to students. With the media in the teaching and learning process, it is hoped that it can help teachers in improving student learning achievement. Learning media always experiences development along with technological developments.

With the use of media in learning English, it will make it easier for students to understand learning, especially in learning English. As we know, the media is the tool that can support the success of the teaching and learning process. Based on the situation, students are forced to learn from home so their lack of interaction between teachers and students, thus making it more difficult for students to understand English material. Using media can help teachers to convey material to students easily and the use of media in learning can make students more enthusiastic and motivated in receiving material.

After interviewing one of the English teachers in Man 1 Parepare that it was very difficult to carry out effective learning, one of which was that it was difficult to explain the material to students. Using media is indeed very important to use in a situation like this, and the media used is youtube media. YouTube media helped to explain the material to students because there were pictures and very complete explanations.

Based on the interview above, it can be seen that the use of YouTube can help teachers in teaching English. Youtube is considered better and interesting because it
combines elements of audio and visual media. Youtube provides a lot of useful information
to students. Students can add knowledge via Youtube. YouTube is also very suitable for
distance learning, to accord to government orders, namely learning from home. So, the
researcher is interested in researching the title of the students’ ability in English by using
Youtube media at the first grade of MAN 1 Parepare.

**Method**

This research was used the quantitative method, and this research design was
descriptive quantitative, it would answer the research questions. It aims to find out the
students’ ability in English by using the YouTube media and the students’ responses at the
first grade of MAN 1 Parepare. To achieve the aim of this research, the researcher did some
steps to collect the data. The first step was tested and the second step was a questionnaire.

**Result**

Findings through the test were the way a researcher in collecting data. The test was
distributed to students using WhatsApp as a link based on the material had given by using
youtube media. We can see in the link https://youtu.be/FOcVLEpfML8, where there are 20
question items. To find out the students’ score ability in English by dividing students’ total
score with maximum score, after that time with 100. This test would help a researcher in
finding and collecting data as the data below:

| No. | Name | Score | Classification |
|-----|------|-------|----------------|
| 1.  | MI   | 65    | Good           |
| 2.  | NR   | 90    | Very Good      |
| 3.  | UW   | 75    | Good           |
| 4.  | MRB  | 50    | Fair           |
| 5.  | SA   | 90    | Very Good      |
| 6.  | NMK  | 95    | Very Good      |
| 7.  | ZN   | 70    | Good           |
| 8.  | SJ   | 65    | Good           |
| 9.  | J    | 60    | Fair           |
| 10. | SR   | 65    | Good           |
| 11. | NMN  | 90    | Very Good      |
| 12. | MIZ  | 90    | Very Good      |
| 13. | N    | 60    | Fair           |
| 14. | IMT  | 80    | Good           |
| 15. | MIS  | 95    | Very Good      |
The table above showed that there were 20 students. The scores were taken from 20 numbers of questions.

**Table 2. The classification, score, frequency, and percentage of the students’ ability in English test**

| No. | Classification  | Score  | Frequency | Percentage |
|-----|----------------|--------|-----------|------------|
| 1.  | Very good      | 81-100 | 6         | 30%        |
| 2.  | Good           | 61-80  | 8         | 40%        |
| 3.  | Fair           | 41-60  | 6         | 30%        |
| 4.  | Poor           | 21-40  | 0         | 0%         |
| 5.  | Very poor      | 0-20   | 0         | 0%         |

Based on the result of the test, the researcher got the mean of the test was 72.75. Based on the classification of the student’s score, it can be seen that almost 20 students were a good score.
questionnaire item comprised 10 positive statements and 10 negative statements. The researcher gave four alternative answers for students there were strongly agree, agree, disagree, and strongly disagree. After the researcher got questionnaire data, the first step finds some percentage in table form, with using percentage techniques as follows:

\[ P = \frac{F}{N} \times 100\% \]

| No. | Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 1 | 1 | 2 | 3 | 4 | 1 | 5 | 6 | 7 | 8 | 9 | 2 | 0 | Total |
|-----|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  | MI         | 4 | 4 | 4 | 4 | 1 | 4 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 38 |
| 2.  | NR         | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 54 |
| 3.  | UW         | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 5 | 8 | 58 |
| 4.  | MRB        | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 75 |
| 5.  | SA         | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 40 |
| 6.  | NMK        | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 1 | 4 | 4 | 2 | 3 | 3 | 4 | 2 | 3 | 4 | 66 |
| 7.  | ZN         | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 67 |
| 8.  | SJ         | 4 | 1 | 4 | 1 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 4 | 5 | 4 | 4 | 56 |
| 9.  | J          | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 4 | 4 | 4 | 1 | 1 | 2 | 3 | 2 | 4 | 3 | 40 |
| 10. | SR         | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 53 |
| 11. | NMN        | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 79 |
| 12. | MIZ        | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 78 |
| 13. | N          | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 62 |
| 14. | IMT        | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 5 | 7 | 57 |
| 15. | MIS        | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 63 |
| 16. | MA         | 4 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 2 | 65 |
| 17. | TDP        | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 68 |
| 18. | MKR        | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 3 | 2 | 3 | 47 |
| 19. | KW         | 4 | 4 | 3 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 66 |
| 20. | G          | 4 | 2 | 3 | 1 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 2 | 1 | 51 |

The table above shows that the cumulative score that they got through the questionnaire was 1.183. Based on the questionnaire’s score, the result of the analysis of the rate percentage of students’ questionnaires showed at 59.15%. That can be seen from the classification of the questionnaire results, the data showed a score of 59, 15% which means “Agree”.

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**Discussion**

Currently, face-to-face learning is very difficult to implement, because of the impossible circumstances. Where there is a virus called covid-19 which is very dangerous so that the government does everything it can to make people avoid the virus, one way that is implemented is working from home. By implementing this rule, it is very influential in education. Lack of interaction between teacher and students, so that teachers will find it difficult to explain the material and students will find it difficult to understand the material.

Therefore, the teacher must be smart in choosing the media used so that it can help in transferring knowledge to students. The media used by teachers at MAN 1 Parepare is youtube media. Youtube media is very common in the world and is used by the public, both among young people, parents, and children. Youtube has many benefits, where we can get information and can also be entertainment for the audience. It is proved by the research was done by Empit Hotimah which mentioned that youtube can make students more enthusiastic and interest in the learning process. It was stated by Yulia Maretsya on her paper with the title “The effectiveness of the youtube media through writing ability on narrative text for seventh grade students of Al-Azhar Pasuruan in the 2018/2019 academic year” that media is very important to use in learning English. Therefore, researchers are interested in knowing the students’ ability in English by using youtube media at MAN 1 Parepare.

Based on the finding of the first research problem, the researcher found the result of the student's score was dominated by good classification. This was evidenced in table 4.2 that 40% of students can answer questions with good grades or 8 students have good grades, while 30% of students got very good classification or about 6 students who got very good grades, and 30% of students got a fair classification or 6 students got a fair score, while for poor and very poor classification, it got 0%, or no student got a bad score. This explains that more students’ scores fall into good classification.

This is even clearer when the researcher analyzes the average of all student scores, the result is 72.75. Where, in MAN 1 Parepare, the kkm value is 70. After giving a test to students regarding self-introduction, it turns out that the average score of students was 72.75, so it proves that the results of the tests conducted at MAN 1 Parepare get a Good score.

To find out the student’s response to the use of youtube media in learning English, the researcher used a questionnaire to answer the second problem formulation. There were four
classifications used by researchers to determine student responses to the youtube media used. If the interval got is 76% -100%, it means that it is in the category of strongly agree, if 51% -75% means it is in the agree on category, if 26% -50% is in the disagree category, and if 0% -25% then fall into the strongly disagree category.

Based on the second research question from the results, this is evidenced by the results of the researcher's analysis and the total number of students' scores, the results got are 59.15%. Where based on the classification used by researchers in the previous chapter that 59.15% fall into the agree on category. The percentage of the students' response was calculated by dividing the number of students on a certain level by all numbers of sample the multiplying by 100% = \( \frac{F}{N} \times 100\% \). We can take the conclusion of this research that more of the students in MAN 1 Parepare especially in the first grade was dominated by good responses.

**Conclusion**

Based on the result of data analysis, the researcher concluded that the students’ ability in English by using the youtube media of MAN 1 Parepare especially in the first grade, was dominated by the good result. It proved by 40% of the students got good classification, 30% of the students got very good classification higher than the students who got fair, poor, and very poor classification, it proved by 30% students got a fair score, and no one student got a poor and very poor score.

The result of questions, which showed that students gave positive responses to the media used by the teacher, especially in learning English. Where the media used is the youtube media. This can be proven from the result of the presentation got is 59.15, which means it falls into the "agree" category.

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