

The Effectiveness of Using YouTube as Learning Media in Teaching Greetings and Partings for 7th Grade Students of MTS Ma'arif Roudlotut Tholibin

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Abstract

This study attempted to determine the teaching greetings and partings using YouTube as a media of learning at MTs Ma'arif Roudlotut Tholibin, the formulation of the problem in this proposal consists of a question about the use of YouTube as an effective learning media in teaching greetings and partings for 7th grade student of MTs Ma'arif Roudlotut Tholibin? The purpose of this research is to find out whether YouTube is effective as a learning media in teaching greetings and partings for 7th grade students of MTs Ma'arif Roudlotut Tholibin. This study uses the one-group pre-test post-test design method with pre-test and post-test. Data was collected using a test consisting of 15 multiple-choice questions and 5 essays. The population in this study were 7th grade students of MTs Ma'arif Roudlotut Tholibin in the 2022 academic year and researchers used purposive sampling taken from class VII, which consisted of 20 students as the research sample. Data were collected through tests. This study chose one class with the aim of the researcher wanting to provide opportunities for all students to better understand the greeting and partings material in class. The researcher wants to invite all students to take part in the greeting and parting material. The results of the study found that YouTube as an effective learning media was used in learning greetings and partings on the data that explained the post-test (7.6) was higher than the pretest (2.09). This shows the use of YouTube as an effective learning media in teaching greetings and partings for 7th grade students of MTs Ma'arif Roudlotut Tholibin.

Keywords: YouTube, Learning Media, Teaching Greeting, Instructional Media

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INTRODUCTION

English has become the lingua franca all over the world even though it is not the most spoken language concerning the number of its native speakers. The economic and cultural impact of the USA has paved the way for the prevailing use of English in various areas of the globe. It has become the medium of technology, commerce, etc., which has channeled lots of people in almost all parts of the world toward engaging in

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attempts to learn English as a foreign/second language, (Kosar and Bedir, 2014). In addition, Allah has explained in the Al-Qur'an surah Ar-Rum verse 22: "*And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned*". It means that all people in this world have different languages as evidence of the power of God and we need communication with each other.

Indonesian learners commonly have a problem in learning English as their foreign language. Most Indonesian learners have learned English since they were in their first year in elementary school. It is continuously taught until their final formal education in senior high school. Even, some of them have been studying it at the university level. Unfortunately, they commonly do not have a strong active English or it can be categorized as a passive skill. It sounds like an irony to the fact that they learn English not only for one or two years but twelve years. Some of them can write well, but they cannot speak, and vice versa.

A recent news posted by Wijaya on *IDN Times* says that among Southeast Asia countries, Singapore is the only country to get the highest position sitting on the 5th rank. While we—Indonesians—have to sincerely accept the 61st rank on the list (Putri, et al., 2020). Other than that, the recent suggestion rising from the Indonesian Teachers Association (*Ikatan Guru Indonesia*) in a meeting with the newly-inaugurated Indonesian Education Minister, Nadiem Makarim in November that English learning in Indonesia will be focused more on conversation, not grammar (Kompasiana, 2019). That means later Indonesian students will focus on sharpening their speaking skills which currently is their weakness. This urges us to find an effective media to be used in learning.

In the era of globalization, the use of the internet has grown drastically. One of the most popular sites today is YouTube. In context learning, YouTube can be used as one of the teaching media so that learning is interesting and not monotonous. Due to development the rapidly growing technology and information will certainly affect the education and learning media.

According to Coombs in Hidayati several subsystems determine the success of learning, including media/learning aids, technology, and teaching staff. A teacher is a facilitator in the teaching and learning process who plays a very important role in the achievement of learning objectives. Selection of interesting and not interesting learning strategies monotony and the right teaching media will help improve understanding students to a topic or learning material effectively. Success in the teaching and learning process is supported by the tools and media used by educators. It is time now for educators to no longer use conventional methods in classroom learning (Arham, 2020).

The shift paradigm in education, especially in Classroom learning should be in line with technological developments. Wrong One is by utilizing technology through YouTube as a medium of learning. With YouTube, educators can display learning videos that are interactive, interesting, and fun. Through YouTube, students can also foster creativity and become a medium for expression. YouTube is the largest online video-sharing media website and the most popular in the internet world. Currently, YouTube users are spread all over the world of all ages, from children to adults. Users of YouTube can upload videos, search videos, watch videos, discuss/ask questions about videos, and at the same time share video clips for free. Every day millions of people access YouTube so it's not wrong if YouTube has very potential to be used as a learning medium. Now YouTube users may upload videos about lessons and many

educators do provide videos about learning so it's not wrong if YouTube becomes a learning media for students. The use of YouTube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere.

The learning media in this research is YouTube containing some materials of greetings and partings. This involvement of learning media is assumed to give better results for children during the process of learning. Asyar, R. states that a learning medium can be understood as anything that conveys or channels messages from a planned source so that a conducive learning environment occurs where the learner may carry out the learning process efficiently and effectively (Asyar, 2012).

The advantage of learning to use YouTube media is one of the suitable media in the application of the teaching and learning process. As for the advantages for teachers, the use of YouTube media is YouTube as a source of good instruction, a source of teaching motivation tools that can involve learners and modern learning styles, a source of free learners in consideration of the education budget, through online teaching and learning process is more practical simply by inserting the video URL on the YouTube site to be selected. Users can account to be displayed in front of the class. Another benefit of the use of YouTube media based on Blended Learning is the learner can choose learning materials based on their interests, so learning is fun, not boring, full of motivation, passion, and attention-grabbing. Nevertheless, the teacher in the class remains must guide and direct students in choosing content appropriate to the learning material (Baihaqi, 2020).

In addition, video could present information, describe a process, appropriately teach skills, shorten and develop time, influence attitudes, and can be reproduced. Thus, the researchers decided to take videos from YouTube because it is a popular and useful technology nowadays, Many Indonesian people spend most of their spare time on YouTube to watch many videos about movies, news, food, beauty, traveling, or games. This media actually can be a source of learning, too. Therefore, the researchers assume that learning greetings and partings using YouTube-based videos is an effective medium (Putri, et al. 2020).

Based on the researcher's experience during teaching practice (PPL) at MTs Ma'arif Roudlotut Tholibin Metro, the researcher found that many students lacked interest and the ability to speak texts. They are very noisy and often leave class to go to the school canteen and when given homework they don't do it because they don't understand. They also still have difficulty understanding the reading text. When they were given the task to answer questions from the text, they still had difficulty understanding the text because they did not answer all the questions.

Therefore, they got low scores. Based on initial observations made at MTs Ma'arif Roudlotot Tholibin Metro, the researchers found the same conditions as the researcher's experience during the previous teaching practice. Many students are not interested and the ability to read the text. They still have difficulty understanding the speech.

Based on the results of interviews conducted with the teacher and several students about how the learning process is intended, especially in practical learning, it is known that teaching materials are still used to improve students' speaking English skills, and students experience many difficulties in learning English. as well as a lack of guidance from teachers regarding improving comprehension skills. student reading. The researcher found that teachers and students only used learning material handbook sheets,

Based on the results of pre-survey data and interviews with Mis Marfu'atul Hasanah, S.Pd researchers found ten students of grade VIII MTs. Ma'arif Roudlotut Tholibin Metro still has speaking skill problems indicating that four students have low reading comprehension skills. Students still have difficulty understanding the content, intent, and purpose of a good and correct text. So, the researcher will make the students understand more about reading comprehension. To increase student motivation in learning, it can be seen that the use of appropriate and innovative teaching materials is used in the learning process

Moreover, there is no clear detail or information about the material such as the general structure of the text such as invitations and greeting cards. There is a possibility that students are less able to understand the material in its entirety. Another problem is the unavailability of adequate vocabulary in the worksheets. This makes it difficult for students to understand the text. In addition, most of the students do not have a dictionary.

Moreover, students as learners have different factors affecting learning English. According to Lightbown and Spada cited in Firdaus, the factors affecting learning are intelligence, aptitude, personality, motivation and attitudes, learners' beliefs, age of acquisition, and learners' preferences. Thus, this research also concerns the factors affecting learning greetings and partings for students, especially by using YouTube-based videos because knowing the factors supporting learning English and finding the factors disturbing the learning process will help us to solve the problem in practicing English speaking (Firdaus, 2017).

The using of YouTube as learning media aims to create interesting, fun, and interactive learning conditions and atmosphere. Learning on YouTube can be used for learning that involves students in class. As well as the use of YouTube as a learning medium can used at any time without being limited by space and time on the condition that the computer or gadgets are connected to the internet. The purpose of this paper is to describe: How the effectiveness of using YouTube as a learning medium in teaching greetings and partings. Based on the description above, researchers are interested in conducting research with the title "The Effectiveness of Using YouTube as Learning Media in Teaching Greetings and Partings for 7th Grade Students of MTs Ma'arif Roudlotut Tholibin".

METHOD

This type of research is field research, namely research which is done by going directly into the field to examine the effectiveness of using YouTube-based videos in teaching greetings and partings for 7th grade students of MTs Ma'arif Roudlotut Tholibin.

The approach used in this study is quantitative. The quantitative approach is a research whose data are in the form of numbers and data analysis using statistics. According to Azwar, "research with an approach" quantitative analysis emphasizes numerical data (numbers) that are processed by statistical methods" (Azwar, 2010). According to Sugiyono, "quantitative research can be defined as research based on the philosophy of positivism, is used to examine the specific population or sample, collecting data using research instruments, data analysis is statistically quantitative, to test the hypotheses set" (Sugiyono, 2013).

The population is the subject or object of the research which, has certain characteristics. Moreover, Kumar Singh defines population as "the entire mass of

observation, which is the parent group from which a sample is to be formed”, (Singh, 2006). It means that the population is a total number of subjects or units of analysis who have gathered characteristics to contrast with others. According to Gunawan (2013), "Population is the whole object of research". The population in this study were all 7th grade students of MTs Ma'arif Roudlotut Tholibin. Moreover, the samples from this study obtained by using saturated sampling are the technique of determining the sample with all members of the population, namely grade 7 students of MTs Ma'arif Roudlotut Tholibin, totaling 20 students.

RESULT AND DISCUSSION

The instrument trial was carried out at Sunan Ampel Punggur Middle School for 7th grade students in the 2022/2023 academic year. Instruments in this study include multiple-choice and essay tests to measure student learning outcomes has been adapted to the use of YouTube as a learning media. Before the test instrument is used in research, first analyze the results of the instrument trial. Test results data of test instruments were obtained by conducting trials on students outside the population and learning greetings and partings material, the instrument tested is in the form of questions consisting of 15 multiple choice questions and 5 essay questions about greetings and partings material. The trial was conducted on 20 7th grade students of MTs Ma'arif Roudlotut Tholibin in the 2015/2016 academic year. The results of the item analysis are obtained as follows:

Validity of Data Collecting Instrument

1. Construct Test

Data is said to be valid if it is by the actual situation. Based on this, the researchers conduct a validity test using the opinion of an expert or expert judgment with someone who is an expert in junior high school education. Expert judgment in question is by consulting test questions used in the research instrument to one of the lecturers at IAIM NU Metro Lampung and a teacher at MTs Ma'arif Roudlotut Tholibin Punggur District, Central Lampung Regency.

2. Validity Test

Criteria The item validity test is if r_{count} is greater than r_{table} at the significance level of 5% then the item of the instrument is declared valid. On the other hand, if r_{count} is smaller than r_{table} at a significance level of 5%, the instrument item is declared invalid or invalid. The data obtained will be used to test the validity of the instrument. The formula used to test the validity of this instrument is the Product Moment of Karl Pearson with the help of *SPSS 22.00*.

The results of the instrument have been validated by the 7th grade English subject teacher with Ms. Yuanita Ariffianti,S.Pd. in MTs Ma'arif Roudlotut Tholibin with proper test instrument results and are feasible to be tested on seventh-grade students of MTs Ma'arif Roudlotut Tholibin.

Table 1. Validity Test Result

Item	Person Correlation R_{count}	R^{Table}	Nilai Signifcant	Ket.
1	0,446	0,361	0,014	Valid
2	0,402	0,361	0,028	Valid
3	0,471	0,361	0,009	Valid
4	0,446	0,361	0,041	Valid
5	0,568	0,361	0,001	Valid
6	0,218	0,361	0,248	Invalid
7	0,051	0,361	0,790	Invalid
8	0,434	0,361	0,017	Valid
9	0,496	0,361	0,005	Valid
10	0,373	0,361	0,042	Valid
11	0,471	0,361	0,009	Valid
12	0,432	0,361	0,017	Valid
13	0,365	0,361	0,047	Valid
14	0,547	0,361	0,002	Valid
15	0,400	0,361	0,029	Valid
16	1	0,361	0	Valid

After validating the logic on the test instrument and testing it out to students outside the sample class as many as 20 questions, then calculation of empirical validity. The results of trials that have been carried out using the Ms. Excel program are as follows:

$$\begin{aligned}
 R \text{ Table} &= r (a) (n-2) \\
 &= r (0,01) (30-2) \\
 &= r (0,05) (28) \\
 &= 0,361
 \end{aligned}$$

3. Reliability of Data Collecting Instrument

From the calculation above, then we compare it with the table R of 0,361 at a significant level 0,01 (1%). Then we can all items in the matter of valid test ($r_{count} < r_{table}$). After a valid test question further determine the reliability of test questions.

Table 2. Reliability Statistic

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
896	896	14

In the calculation using the computer program in the table of Reliability Statistic obtained result correlation between forms 0,896. It can be concluded that the grain instrument with a reliable test question are very high criteria. To prove the value of the reliability of the above, the authors conduct manual calculation.

Table 3. Reliability Test

Variable	r_{xy}	r_{Table}	Ket
The results of working on greetings and partings	0,896	0,361	Reliable

Significant test at a significant level of 0,005 and above analysis result obtained significance value of 0,896. And on calculation using a computer program on the attachment (Output Problem the Reliability test) result obtained correlation between form 0,896. It can be concluded that the grain instrument reliable test question with very high criteria.

RESULT

Data Finding

After the data from the pre-test and post-test results in the form of scores or the value of the ability to use YouTube as a learning media in teaching greetings and partings for grade 7 MTs Ma'arif Roudlotut Tholibin were obtained, by processing ordinal data into interval data through these calculations, the researchers compared the results of the pre-test and post-test as well as testing the hypotheses that have been determined by conducting data analysis so that the research results can be known carefully and thoroughly. Analysis of the data used is the formula t test or *t-test* for small samples that are interconnected.

To further clarify the scores or values of the *pre-test* and *post-test* obtained from this study, it can be seen that the data presentation is presented in the following table:

Table 4. Pre-test scores of 7th graders
of MTs Ma'arif Roudlotut Tholibin

No	Student's Name	Pre-Test Score
1	Adam Rizki Syaifullah	60
2	Agus Adi Saputra	60
3	Ahyar Muzaki	70
4	Alfi Salamatin	50
5	Alif Nur Hidayat	50
6	Arief Noviyani	75
7	Bima Pratama	50
8	Devi Refita Ayu	50
9	Dhimas Arnando	50
10	Dika Pratama	50
11	Faiz Nur Afandi	80
12	Faizatun Nafsiyah	70
13	Fajar Awalini	50
14	Gita Dewi Khinanti	65
15	Halimatus Sa'diyah	70
16	Idha Rahmalia Ramdani	70
17	Intan Okta Sawitri	60
18	Nala Putri Alifa	60
19	Raisa Kinara	70
20	Revta Indria Wati	50
Total Score		1.210
Maximal Score		80
Minimal Score		50
Mean Score		60

To know the average rates (\bar{X}) the result of the student's ability as follows:

$$N = 20$$

$$\sum X = 1.205$$

$$X = \frac{\sum X}{N} = \frac{1.210}{20} = 60$$

N = is the number of students

$\sum X$ = is the sum of all of the scores pre-test

Based on the table above, the writer measured the class interval using the formula according to Arikunto as follows:

$$IR = \frac{t-r}{N}$$

Notes :

IR = Class Interval

t = the highest score

r = the lowest score

N = total of categories

$$IR = \frac{80-50}{3}$$

$$= 13$$

The total of the class for the independent variable of this research is 13. After knowing the class interval, the data taken from the class interval above was put on the table of frequency distribution as displayed in table 5 :

Table 5. Frequency distribution of Pre Test
Among the 7th Grade Students Of MTs Ma'arif Roudlotut Tholibin

No	Class Interval	Frequency	Category	Percentage
1	80-75	2	High	20,6%
2	70-65	6	Average	23,6%
3	60-50	12	Low	55,8 %
Total		20		100%

Based on Table 6, it can be inferred that from 20 students as the research sample, 2 students are included in the high category for the score 80-75 or 20,6%. Furthermore, in the average category, 6 students got the score 70-60 or 23,6%. And for the last category, 12 students are included in the low category for a score of 60-50 or 55,8%.

To know the average rates (X) the result of the student's ability as follows :

$$N = 20$$

$$\sum X = 1.500$$

$$X = \frac{\sum X}{N} = \frac{1.580}{20} = 79$$

N = the number of students

$\sum X$ = sum of the pre-test score

Based on the table above, the writer measured the class interval using the formula according to Arikunto as follows:

$$IR = \frac{t-r}{N}$$

Notes :

IR = Class Interval

t = the highest score

r = the lowest score

N = total of categories

$$IR = \frac{90-65}{3}$$

$$= 8$$

Table 6. Post-Test Score of 7th Graders
of MTs Ma'arif Roudlotut Tholibin

No	Student's Name	Post-Test Score
1	Adam Rizki Syaifullah	80
2	Agus Adi Saputra	75
3	Ahyar Muzaki	80
4	Alfi Salamatin	65
5	Alif Nur Hidayat	80
6	Arief Noviyan	85
7	Bima Pratama	80
8	Devi Refita Ayu	80
9	Dhimas Arnando	80
10	Dika Pratama	80
11	Faiz Nur Afandi	90
12	Faizatun Nafsiyah	85
13	Fajar Awal	70
14	Gita Dewi Khinanti	75
15	Halimatus Sa'diyah	80
16	Idha Rahmalia Ramdani	85
17	Intan Okta Sawitri	70
18	Nala Putri Alifa	75
19	Raisa Kinara	85
20	Revta Indria Wati	80
Total Score		1.580
Maximal Score		90
Minimal Score		65
Mean Score		79

The total of the class for the independent variable of this research is 8. After knowing the class interval, the data taken from the class interval above was put on the table of frequency distribution as follows :

Table 7. Frequency Distribution of Post Test
Among the 7th Grade Students Of MTs Ma'arif Roudlotut Tholibin

No	Class Interval	Frequency	Category	Percentage
1	90-85	7	High	26,5%
2	80-75	9	Average	58,8%
3	70-65	4	Low	14,7 %
Total		20		100%

Based on the table frequency distribution above, it can be inferred that from 20 students as the research sample, 7 students are included in the high category for the score 90-85 or 26,5%. Furthermore, in the average category, 9 students got the score 80-75 or 58,8%. For the last category, 4 students are included in the low category for the score of 70-65 or 14,7%.

Hypothesis Test

Therefore, after collecting data from both using YouTube as a learning media in teaching greetings and partings, the authors analyzed the data using linear regression analysis to find out whether there was a positive and significant effect on the use of YouTube as a learning media in teaching greetings and partings for 7th grade students of MTs Ma'arif Roudlotut Tholibin as follows:

Table 8. The Result of the Students' Score

No	Names	Pre Test	Post Test
1	Adam Rizki Syaifullah	60	80
2	Agus Adi Saputra	60	75
3	Ahyar Muzaki	70	80
4	Alfi Salamatin	50	65
5	Alif Nur Hidayat	50	80
6	Arief Noviyani	75	85
7	Bima Pratama	50	80
8	Devi Refita Ayu	50	80
9	Dhimas Arnando	50	80
10	Dika Pratama	50	80
11	Faiz Nur Afandi	80	90
12	Faizatun Nafsiyah	70	85
13	Fajar Awalini	50	70
14	Gita Dewi Khinanti	65	75
15	Halimatus Sa'diyah	70	80
16	Idha Rahmalia Ramdani	70	85
17	Intan Okta Sawitri	60	70
18	Nala Putri Alifa	60	75
19	Raisa Kinara	70	85
20	Revta Indria Wati	50	80

Next, the process of testing the hypothesis through the t-test formula or t-test for a small sample that is interconnected is as follows:

1. Prepare a statistical table for t-test calculations.
2. Finding the sum of the squares of the deviation is as follows:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 7851.5625 - \frac{(343.75)^2}{20} \\ &= 7851.5625 - 5908.20 = 1943.3625 \\ Md &= \frac{\sum d}{N} = \frac{343.75}{20} = 17.18 \end{aligned}$$

3. Finding the value of tcount by using the t-test formula for a small sample that is interconnected, which is as follows:

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{17.18}{\sqrt{\frac{1943.3625}{20(20-1)}}} \end{aligned}$$

$$\begin{aligned}
&= \frac{17.18}{\sqrt{\frac{1943.3625}{380}}} \\
&= \frac{17.18}{\sqrt{5.1141}} = \frac{17.18}{2.26} \\
&= 7.6
\end{aligned}$$

4. Provide an interpretation of t_{count} by calculating the degree of freedom ($df = N - 1 = 20 - 1 = 19$).
5. *Degree of freedom* (df) or a degree of freedom (db) of 19, then consulting the "t" value table with a significance level of 5%, then the t_{table} value is 2.09.
6. Comparing t_{count} with t_{table} . If $t_{\text{count}} > t_{\text{table}}$ then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_i) is accepted, but if $t_{\text{count}} < t_{\text{table}}$ then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_i) is rejected.

From the results of this study, it is known that $t_{\text{count}} > t_{\text{table}}$ ($7.6 > 2.09$) then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_i) is accepted.

DISCUSSION

In this study, the researcher took one sample class, namely 7th grade MTs Ma'arif Roudlotut Tholibin as the experimental class. The class was held three times, each meeting 2 hours of lessons. The class was given the same treatment, namely the use of YouTube as learning media in the teaching of greetings and partings.

The world of Information and Communication Technology is now changing and growing very rapidly as we feel today. This also applies in the world of education. The development of Information and Communication Technology began to enter the world of education, especially in MTs Ma'arif Roudlotut Tholibin.

The development of technology in the world of education is very necessary for educators to help the course of teaching and learning activities that are not monotonous and boring for students. One of the efforts of educators, especially educators of English lessons in utilizing the development of the world of information and communication technology, is using various media, one of which is using YouTube as a learning media in English education. This has been implemented by Ms. Yuanita Ariffianti, S.Pd. as an English teacher in 7th grade at MTs Ma'arif Roudlotut Tholibin.

The purpose of using YouTube as an English learning medium is to make it easier for students to learn, students can get subject matter not only in textbooks or just listen to explanations from educators, but by using these videos students can be more interested or see examples. Direct actions whose material has been explained by the teacher. In this case, students better understand the material, and have broader insights related to the material that has been delivered by the teacher.

The use of YouTube as a learning medium in learning English can support a two-way learning process between students and teachers which is an important part of the education process. Besides that, the communication can also be in the form of multimedia communication, it will enrich the learning process so that it is expected that the learning process is of higher quality.

In learning English at MTs Ma'arif Roudlotut Tholibin, not every meeting uses the media, depending on the subject matter. Students are very active in following ongoing lessons because students themselves do not feel bored because they only use books as media, besides that students get additional insight about the subject matter.

Learning English using YouTube media is carried out in the classroom while the lesson is in progress. The teacher invites students to open up and learn about greetings and partings material, after finishing the teacher invites students to ask questions about material that they don't understand, then the teacher shows a YouTube video that has been downloaded online from via the LCD in front of the class regarding the material on January 03, 2022. Then students express their own opinions according to their findings on the show. The role of the media here is to provide a very rich learning resource both for students and for the teacher himself.

Using YouTube as a medium for learning English at MTs Ma'arif Roudlotut Tholibin 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. However, the use of YouTube is not only a tool that functions as an adjunct that is used when deemed necessary and only used when needed but includes it in a system to meet the needs of students for limited learning resources (subject materials). Utilizing the media that can be seen and heard, gives a real experience (the abstract becomes concrete) because the impression caused by color, music, graphics, and animation can add to the impression of realism so that students can connect the world of theory with reality. In the teaching and learning process, students' attention is greater, learning is fun, not boring, not saturated, and not only reading books and doing worksheets but using all kinds of technology, such as TV, DVD player, and LCD projector. Each meeting utilizes technology so that students do not get bored. There always is. new knowledge for each student.

In testing the hypothesis, students were given a pretest first, then after treatment in the form of using YouTube as a learning medium, they were given a posttest to determine whether there was an effect or not after being given treatment. In the tests used in the pretest and posttest, a revised written test consists of 20 questions that have been validated by the subject teacher. Before testing the hypothesis, a prerequisite test is carried out first. The prerequisite test in question is the normality test and the homogeneity test.

Based on the analysis of data from experimental classes that has been carried out, for the normality test, it is obtained that the samples obtained come from a normally distributed population, this can be seen from the calculation of the results of the normality test of the pretest and posttest data with a value of $L_{count} < L_{table}$, it can be obtained that all data are normally distributed so that it can be continued with the homogeneity test. The results of the calculation of the homogeneity test of the pretest and posttest data, it is known that the data obtained a value of $F_{count} < F_{table}$. Then the pretest and posttest values have a homogeneous variance. So that the prerequisite test has been met, then proceed with the t-test, the data shows that the value of $t_{count} > t_{table}$, namely in the experimental class ($7,6 > 2,09$), then H_0 is rejected and H_1 is accepted. This means that there is an effective use of YouTube as a learning media on the learning outcomes of 7th grade English students of MTs Ma'arif Roudlotut Tholibin. This is because YouTube can make students understand concepts more deeply. After all, students play an active role in the learning process.

When doing learning using YouTube, students are faced with understanding the material of greetings and partings. Then the results of understanding the material are discussed with a group of friends to draw conclusions from the learning outcomes and continue with working on Student Worksheets to share their experiences after learning using YouTube and presenting the results in front of the class. In contrast to

conventional learning that has been taking place so far, namely in the form of a teacher center where the teacher is the main resource person and students are only passive by only accepting concept understanding from the teacher without using their best thinking skills. So that the learning process that takes place does not provide a deep understanding for students.

The selection and use of learning media that can enrich students' knowledge and experience needs to be considered to realize the achievement of learning success effectively and efficiently. If students need additional information related to the material they are studying, students can view video shows that have been prepared by the teacher in advance. Using YouTube as a learning medium helps students in their learning process. In other words, students are greatly helped to get additional information in addition to the existing books in the library or student handbooks and explanations from the teacher. Availability of up-to-date information about various kinds of scientific and technological developments that occur in various parts of the world. So that the knowledge and insight gained by students will be wider and exceed the planned target. And as a comparison of the information put forward by the teacher, enriching knowledge, and looking for something that requires in-depth explanation and understanding.

Formally learning English at MTs Ma'arif Roudlotut Tholibin, 3 lessons. At every meeting, the teacher often gives impressions of videos related to the learning material. After each student studied the material by the theme as a stimulus for discussion, the teacher asked a question and then the students responded according to the knowledge they had gained, then other students responded. Not infrequently after the teacher finished explaining the students asked questions, because it was not the same as what the students had read in the book. This requires further explanation from the teacher. After a discussion, the teacher displays a video from YouTube which has been downloaded beforehand to be displayed offline in front of students.

Learning to use videos from YouTube as a learning medium has helped make it easier for students to learn and make it easier for teachers to teach. After taking English lessons, the teacher often gives assignments related to the videos that have been shown.

From the data above, it can be seen that the use of YouTube can make students more active and use their best thinking skills, it affects learning outcomes, so it can be concluded that the use of YouTube is effective on students' English learning outcomes related to greetings and partings material in 7th grade MTs Ma'arif Roudlotut Tholibin.

CONCLUSION

Based on the objectives and data analysis of this study, it was proven that with an increase in the average score of the ability to listen to greetings and partings material before and after being given treatment, from 53.12 to 70.31. Furthermore, by looking at the results of the calculation of the t-test formula for a small sample that is interconnected in this study, which shows that $t_{count} = 7.6$ and $t_{table} = 2.09$ where $t_{count} > t_{table}$ ($7.6 > 2.09$) so that the hypothesis is null (H_0) is rejected while the alternative hypothesis (H_1) reads "there is an effective of using YouTube as learning media in teaching greetings and partings for 7th grade students of MTs Ma'arif Roudlotut Tholibin.

Here the researcher uses YouTube as a learning media to look for greetings and partings lesson materials to be more effective in student learning outcomes. By utilizing the facilities available at the school, students can get *up-to-date* learning resources. The

learning activities that students do in class are to watch videos that are shown on 7th grade in front of the class with greetings and partings material, then the results are obtained is discussed. The creativity of a teacher in taking advantage of progress Information and communication technology is indispensable in advancing the world of education.

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AUTHOR CONTRIBUTION STATEMENT

This research has been finished by 4 people, which personally has different roles. RU stood as the first author to conduct research and collect data, while the other authors helped with writing techniques and editing.

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