

The Influence Of Using Youtube In Online English Teaching Strategies In Junior High School In The City Of Bandar Lampung

Deddy Supriady¹, Lilis Sholihah², Safera Virana³, Yasmin Shafira Adani⁴, Suci Handayani⁵ and Rizki Amalia Dinanti Hasan⁶

¹⁻⁶Jurusan Pendidikan Bahasa Inggris Universitas Lampung, Bandar Lampung, Jl. Prof. Sumantri Brojonegoro No.1 Bandar Lampung 35145

Penulis Korespondensi : supriadydeddy@gmail.com

ABSTRACT

YouTube is not only a platform for people to upload and share comment on videos, but educators may also use it as an effective and practical learning media to the greatest extent possible so that students can gain more benefit. The aim of this research was to determine the response of junior high school English teacher in Bandar Lampung in the teaching process using YouTube and its influence. This research was quantitative research and was conducted by using questionnaire. The subject of this research was junior high school English teacher and the sample was taken with random sampling. Based on the research findings, it showed that most of the participants agreed by using YouTube in online learning can provide innovative teaching materials and increase students' motivation in learning English. Another finding revealed that YouTube is the right choice of media in online learning because the teacher can meet the teaching targets and give feedback for students. Therefore, the researcher concluded that YouTube can be used in the educational process especially in online learning. Additionally, YouTube can also help to cover the teaching materials comprehensively and how educators can use it to improve their students' skills and interest in online teaching-learning process.

Keywords: Online learning, teaching strategies, YouTube, English.

INTRODUCTION

The Covid-19 pandemic has been almost 2 years, almost everything is done from home (Work from Home). Government policies to break the chain of the spread of Covid-19 ask the public to be more aware of the importance of staying at home, washing hands with soap, physical distancing, and wearing masks if there are important matters that force them to leave the house. With the pandemic that occurs, it is definitely not easy to deal with, especially for people who are not used to it. This is also felt by lecturers or educators. Carrying out the learning process from home or online is not as easy as imagined. There are so many things that must be considered in order to achieve the learning objectives that we previously designed, including learning strategies, methods, models, and even the availability of other facilities to support activities in conducting online or online learning.

Recalling the speech of Mr.Nadiem (Education Minister) at the ceremony commemorating the National Education Day on May 2, 2020, the Minister of Education and Culture stated that there is a lesson from the Covid-19 Pandemic, where we can experience the learning process that is not limited by classrooms, but can be anywhere and anytime. This is the first time that almost all educators in Indonesia carry out the online learning process.

The development of information and communication technology in the industry 4.0 era has had a great influence on the teaching and learning process. The ease of access to technology has been used by teachers to facilitate the learning process. Access to technology is also able to improve the quality of education. Since the invention of internet, almost anything has become possible in the world of education. Currently,

students can learn not only anywhere but also at any time with the existing electronic learning system facilities. E-learning is now increasingly recognized as a way to solve education and training problems, both in developed countries as well as in developing countries, especially Indonesia. Many people use different terms for e-learning, but in principle e-learning is learning that uses electronic services as a tool to enhance online learning activities. As stated by Keengwe & Georgina in their research, it has been stated that technological developments provide changes to the implementation of teaching and learning (Keengwe & Georgina, 2012). Information technology can be accepted as a medium in carrying out the educational process, including helping the teaching and learning process, which also involves finding references and sources of information (Wekke & Hamid, 2013).

Submission of material through online can be interactive so that learning participants are able to interact with computers and cell phones as learning media. As an example, students who use electronic media learning such as browsing, chat, videocall, video conference and others through electronic media, will get more effective and better learning outcomes than conventional learning. The use of learning media in the teaching and learning process is one of the efforts to improve the effectiveness and quality of the learning process which in turn can improve the quality of student learning outcomes.

The use of learning media in the teaching and learning process has several benefits including: Teaching-learning process will attract the attention of students so that it can increase students' learning motivation, Teaching-learning materials will be clearer so that students can understand and master the objectives of learning well, Teaching methods will be more varied, Students will interact more in learning activities because they do not only listen to the teacher's explanations but are also active in other activities such as observing, demonstrating, and so on.

One of the sites that can be empowered to facilitate digital generation learning that requires simultaneous input is YouTube. YouTube is the most popular video sharing site today. Of course,

videos are not by themselves ready-made learning materials. Careful planning in accordance with learning objectives and integrating the videos available on YouTube will optimize learning outcomes because they are in accordance with the learning styles and interests of the digital generation. YouTube can be a source of learning and a learning media that can meet the demands of the digital generation and can increase interest and support the learning style of the digital generation. YouTube also offers learning experiences with new technologies that will be useful when they graduate (Burke, Snyder, & Ragger, 2009). In addition, YouTube also provides hundreds of thousands of videos with various topics that can be integrated into classroom learning. According to a survey, around 100,000 videos are watched every day on YouTube. Every 24 hours there are 65,000 new videos uploaded to YouTube. YouTube will also be a huge library of free videos for learners that will encourage them to become independent learners. Based on the background of the study, the researcher formulated the problem related with the use of YouTube as a media in online learning and its influence in teaching strategy.

In teaching and learning activities, teachers must have strategies so that students can learn effectively and efficiently. According to Reber, strategy is a plan of action consisting of a set of steps to solve a problem or achieve a goal. According to Djamarah, strategy is a technique or method. Strategy in general has the meaning of an outline of the direction to act in an effort to achieve the goals that have been determined. Learning itself is defined as a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students or students. Kozna in Hamzah general explains that a learning strategy can be defined as any chosen activity that can provide facilities or assistance to students towards the achievement of certain learning objectives.

One of the steps to having that strategy is to master presentation techniques or usually called teaching methods. By having a strategy, a teacher will have guidelines in performing with regard to various alternative choices that may be taken. Thus, the strategy according to Newman and Mogan as quoted by Syaiful Sagala, the basic concept of

teaching and learning strategies includes four things: Establish specifications and qualifications for changes in learning behaviour, making choices regarding approaches to teaching and learning problems, selecting teaching and learning procedures, methods and techniques; norms and criteria of the success of teaching and learning activities.

Online learning is learning that can be done through networks, social media, web and any others kind of media that tend open. The context of open means that the access is open to all circles, including business circles, education and even the general public (Mulyadi, 2020). This online learning aims to meet educational standards by utilizing communication technology as an introductory medium between students and teachers to interact with each other (Sari, 2020). The communication technology used to carry out online learning can be in the form of laptops, mobile phones that have an internet connection. Technological developments are increasingly developing. It is possible that online learning cannot be implemented. This online learning can certainly help students to continue learning even though it is not as usual, namely face-to-face learning.

According to the statistics agency, in 2018 the percentage of the Indonesian population who owns and controls a cellular phone is 62.14% (Sari 2020). This statement certainly proves that more than half of Indonesia's population is technology literate and as the years go by, the technology becomes more sophisticated and develops rapidly. The percentage who are technology literate and own 10 cell phones is certainly increasing. This can be seen in everyday life. Almost every house has a cell phone and even in one house several cell phones. The online learning media used are Google Meet, Zoom, WhatsApp and many other media (Mustakim, 2020). There are several obstacles in online learning, namely internet connection, internet quota which is very expensive and there are some who have not been able to use one of these media. That's why most of the teachers use WhatsApp because this media is already popular, especially among teenagers. In addition, its use is quite easy and does not drain a lot of quotas. The advantages of online learning are that

learning can be carried out whenever and wherever we are, leading to independent learning and having a wider learning experience such as from audio, video and text. In addition, online learning can make students and teachers technology literate.

Online learning can be concluded, namely learning that is carried out through networks, either through laptops or mobile phones. The implementation can be done anytime and anywhere. Online learning has several advantages, including those students and teacher are technology literate, can lead to student independence in learning and have a wider learning experience.

YouTube is a media website that is used to share videos online. YouTube is very popular among internet users around the world. YouTube can be used by various groups from young people, children to adults. People who use YouTube or better known as YouTubers can upload videos, search for videos, view videos, discuss various things through videos or those who like songs can view and share video clips of songs without having to pay. Every day there are many people from various countries who use YouTube. It can be said correctly and definitely that YouTube is very popular and has the potential to be used as a medium during the learning process. One of the studies conducted by (Dimiyati and Mujiono: 2006) stated that: "through video as a media of learning it makes learning activities in students more focused". In addition, YouTube media is considered to be able to provide something that can be seen and heard. In the learning process this is able to encourage students to learn and can also provide new experiences.

The purpose of using YouTube as a learning media is to create an atmosphere of teaching and learning activities that generate student interest in following the learning process from beginning to end, fun and good communication and interaction. There are so many learning videos on YouTube so that teachers can choose and use them for interesting learning activities, especially during this pandemic because students and teachers carry out learning at home. Teachers can provide YouTube links for students to study and understand according to the materials in the curriculum.

YouTube can be used as a learning media which can be used any time without limits. Students can repeat the YouTube link if they do not understand the material. During the COVID-19 pandemic, YouTube media can be used to get explanations, understanding and examples in learning. This creates an interesting and fun learning environment. The author describes the use of YouTube during the covid-19 pandemic as a learning medium in an effort to improve students' understanding in learning English independently at each student's home.

Many people have been using YouTube as a media in learning English, this research aims to support previous study about the influence of YouTube as a teaching strategy. The objectives of this research are to know the influence of YouTube in English teaching strategies and its effectiveness on student learning outcomes. The use of learning media is expected to increase students' motivation and

creativity in the learning process. Therefore, this study aims to determine teachers' response to the learning process using media.

RESEARCH METHODOLOGY

This research focuses to determine whether YouTube used by teachers of junior high school in Bandar Lampung has a significant influence on students' learning outcomes in English lessons. This research is a qualitative research, which conducted by using ex post facto design with 40 English teacher of Junior High School in Bandar Lampung as participants who were taken by using random sampling technique. The data collected was carried out by using questionnaire. The questionnaires contained some statement that must be answered by respondents which is used to determine the feasibility score of teaching strategies using YouTube on student learning outcomes in learning English. The research flow can be seen as in the table below:

Research Flow	Research	Goal Indicator	Output
Research Preparation	<ol style="list-style-type: none"> 1. Proposal 2. Pre-Observation 	Obtained data for test material	Technical Data
Learning Mode Format Preparation	<ol style="list-style-type: none"> 1. Determining of learning mode using YouTube 2. Learning process from teachers to students 	Obtained experiment design	System prototype and experiment design
Teachers' Respond and Final Data Retrieval	<ol style="list-style-type: none"> 1. See the teachers' respond in teaching-learning process using YouTube 2. Test data retrieval using standard testing procedures 	Obtained test data	Test data result
Report Data Analysis and Result Presentation	Analysis of test data results, discussion, and publication	The achievement of YouTube as an active teaching-learning method	Publication and application of new teaching pattern

Based on the table above, the details activities of this research included: a) A research preparation which is obtained the data for test material. b) preparing the format of learning mode which is obtained the experiment design of the research. c) focuses on teachers' respond and final data retrieval which is obtained the test data. d) report

data analysis and result presentation including analyzing the data related to the achievement of Youtube as an active English teaching-learning method.

The success of this research could be described with the criterion of the questionnaire below:

Table 1. Data Interval

Data Interval	Range	The Interpretation	Category
127-150	4.21 – 5.00	Strongly Agree	Very Good
103-126	3.41 – 4.20	Agree	Good
79-102	2.61 – 3.40	Neutral	Enough
55-78	1.81 – 2.60	Disagree	Bad
30-54	1.00 – 1.80	Strongly Disagree	Very Bad

This activity is related to the association of junior high school teachers in the city of Bandar Lampung. MGMP of English teachers, in this case, the junior high school teacher in Bandar Lampung City, is also responsible for the quality of student learning outcomes in both formal and non-formal educational institutions, especially those in the Lampung area. In addition, MGMP has an interest in implementing human resource improvement programs whose activities include organizing teacher training and training. The implementation of this research.

RESEARCH FINDINGS

This research was held at SMP Negeri 1 Bandar Lampung on Thursday, June 23, 2022. During the activity, the enthusiasm of the training participants was seen with questions related to the material. In the final stage, the evaluation was carried out through a questionnaire given by the teachers regarding the use of the You Tube application as an online learning strategy in English lessons and how influential the training on the use of the YouTube application for junior high school teachers in its use in online classes. In this activity

we distributed the questionnaires to 40 participants who attended. Questionnaires were distributed prior to the training. The questionnaires were distributed before the training, aiming to find out whether YouTube is the right medium in creating teaching materials for the teachers.

Table 2. Data Distributions

No.	Description		Quantity
1	Questionnaire Distributed		40
2	Questionnaire Returned		40
	Number of Data		40

The questionnaires given before the training begin, all participants filled out the questionnaires based on their background knowledge. Based on the questionnaire which already distributed to the 40 participants, there are several indicators that can be used as a reference in making conclusions related to the influence of YouTube as a media in online teaching strategy especially in teaching English.

Table 3. The Aspects of Questionnaire

Aspects	Item	An example statement in questionnaire
Attractiveness Aspect	1, 2,6, 24, 25,27	In my opinion, YouTube is the right choice of media to use in online English teaching because it is more familiar and interesting as a teaching media.

Motivation Development	9, 30	Student learning motivation can be increased by providing interesting and effective teaching materials and learning media.
Effective Media for teaching English	3,4, 5, 7,8,11, 12,13, 16,17, 18, 19, 21, 26, 28, 29	The use of YouTube as a learning medium is very effective for use in online teaching-learning systems.
Relevance	10, 14, 15, 20, 22, 23	As a teacher, I need to develop teaching materials based on Information and Communication Technology.

In the final stage, the evaluation was carried out through a questionnaire given to teachers related to the effect of using YouTube in online English teaching strategies. The data of the questionnaire results were processed through Microsoft Excel and analyzing by Likert scale. before analyzing as a whole, the data that has been collected will be distinguished according to the aspects from the questionnaires that have been distributed.

1. Attractiveness Aspect

The first aspect that is measured is the attractiveness of YouTube in its application in online classes. The results are reported as follows:

Table 4. Attractiveness aspect

ITEMS	SA	A	N	D	SD
item1	24	16	0	0	0
Percentage (%)	60	40	0	0	0
item2	16	20	4	0	0
Percentage (%)	40	50	10	0	0
item3	21	19	0	0	0
Percentage (%)	52.5	47.5	0	0	0
item4	17	18	5	0	0
Percentage (%)	42.5	45	12.5	0	0
item5	18	17	5	0	0
Percentage (%)	45	42.5	12.5	0	0
item6	13	20	5	2	0
Percentage (%)	32.5	50	12.5	5	0

Based on the results of the survey data analysis, it shows that most of the teachers claim that they agree that YouTube is attractive because it is convenient, affordable, and can be easily accessed for learning English online.

Most of the teachers responded that they agreed that YouTube media can create a more interactive

and fun learning atmosphere. It can enable students to better understand English lessons in online learning.

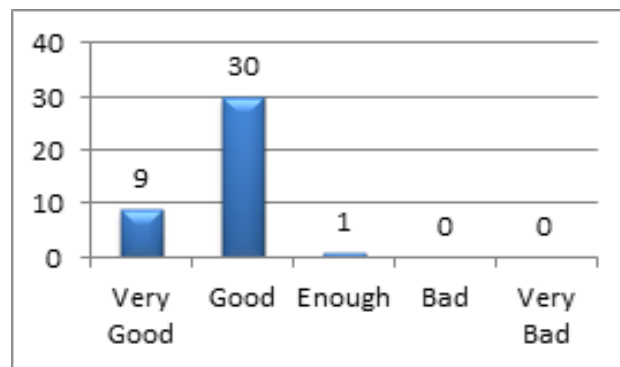


Figure 1

Based on the graph above, there are nine respondents gave a “very good” response. Meanwhile, there are 30 respondents who are gave a “Good” responses. This shows that the media YouTube is able to provide great appeal strong to make students comfortable in learn, easy access, learning be interesting, and help students easy understand the teaching material.

2. Motivation Aspect

The second aspect that is measured is the aspect of students' motivation in learning English with the help of YouTube.

Table 5. Motivation aspect

ITEMS	SA	A	N	D	SD
item1	25	14	1	0	0
Percentage (%)	62.5	35	2.5	0	0
item2	12	25	2	1	0
Percentage (%)	30	62.5	5	2.5	0

Based on the results of the survey data analysis, it shows that most students claim that the use of videoYouTube in learning English forms students' personalities to learn more independently, as evidenced by 24 respondents who responded to the "Very Good" category. Most responded that the content of YouTube videos increased students' understanding of English lessons during online learning.

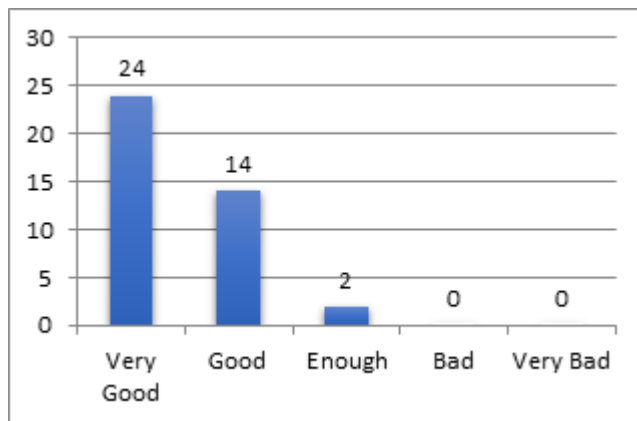


Figure 2

The aspect of motivation gained 24 positive responses from the respondent. This shows that the use of YouTube media helps students increase their learning motivation so that students are able to have independent learning, be disciplined to follow learning, and be more active in learning.

3. Effectiveness Aspect

The third aspect that is measured is the aspect of YouTube's effectiveness in supporting the implementation of English learning.

Table 6. Effectiveness aspect

ITEMS	SA	A	N	D	SD
Item1	17	22	1	0	0
Percentage (%)	42.5	55	2.5	0	0
Item2	28	11	1	0	0
Percentage (%)	70	27.5	2.5	0	0
Item3	9	23	8	0	0
Percentage (%)	22.5	57.5	20	0	0
Item4	22	15	2	1	0
Percentage (%)	55	37.5	5	2.5	0
Item5	20	18	2	0	0

Percentage (%)	50	45	5	0	0
Item6	21	18	1	0	0
Percentage (%)	52.5	45	2.5	0	0
Item7	16	24	0	0	0
Percentage (%)	40	60	0	0	0
Item8	17	20	2	1	0
Percentage (%)	42.5	50	5	2.5	0
Item9	16	19	4	1	0
Percentage (%)	40	47.5	10	2.5	0
Item10	9	22	6	2	1
Percentage (%)	22.5	55	15	5	2.5
Item11	19	15	6	0	0
Percentage (%)	47.5	37.5	15	0	0
Item12	19	15	4	2	0
Percentage (%)	47.5	37.5	10	5	0
Item13	10	26	4	0	0
Percentage (%)	25	65	10	0	0
Item14	13	22	4	1	0
Percentage (%)	32.5	55	10	2.5	0
Item15	19	20	1	0	0
Percentage (%)	47.5	50	2.5	0	0
Item16	10	21	7	2	0
Percentage (%)	25	52.5	17.5	5	0

Based on the results of the analysis of survey data, it shows that most of the respondents claim that YouTube makes online learning of English more flexible and easy to understand. Then, most of them responded that YouTube Media attracted their attention so that it was not boring to follow English online learning. Similarly, the response states that YouTube media helps students complete their learning tasks faster in online learning English. This is evidenced in the data above which states that some respondents chose the "Strongly Agree" and "Agree" columns.

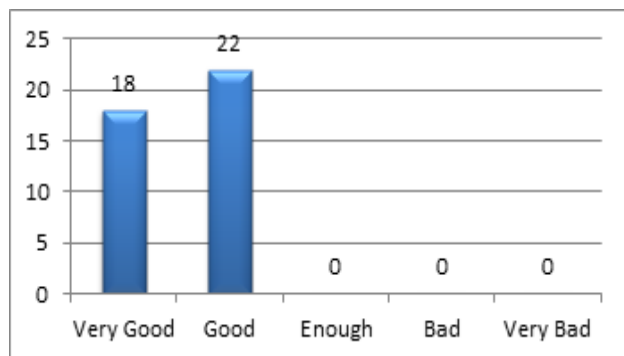


Figure 3

The graph above shows that the accumulated data produces positive results. "Very Good" and "Good" categories are filled almost equally in this aspect of effectiveness. it can be concluded that YouTube is effective in helping students learn flexibly, easy to understand, attracts attention and is not boring, and helps students' complete assignments in online learning English.

4. Relevance aspect

The last aspect that is measured is the aspect of YouTube's relevance in supporting the implementation of English learning.

Table 7. Relevance aspect

ITEMS	SA	A	N	D	SD
item1	17	21	2	0	0
Percentage (%)	42.5	52.5	5	0	0
item2	22	17	1	0	0
Percentage (%)	55	42.5	2.5	0	0
item3	15	23	2	0	0
Percentage (%)	37.5	57.5	5	0	0
item4	11	18	9	2	0
Percentage (%)	27.5	45	22.5	5	0
item5	18	22	0	0	0
Percentage (%)	45	55	0	0	0
item6	6	16	13	5	0
Percentage (%)	15	40	32.5	12.5	0

Based on the results of the survey data analysis, it shows that most of the respondents claim that the YouTube videos used are relevant to the content of teaching materials. Most also responded that the content of YouTube videos increased students'

understanding of English lessons and they could find the latest information in it during online learning. This is shown in the data presented. There are 19 respondents who chose the "Strongly Agree" column and the remaining 21 chose the "Agree" column.

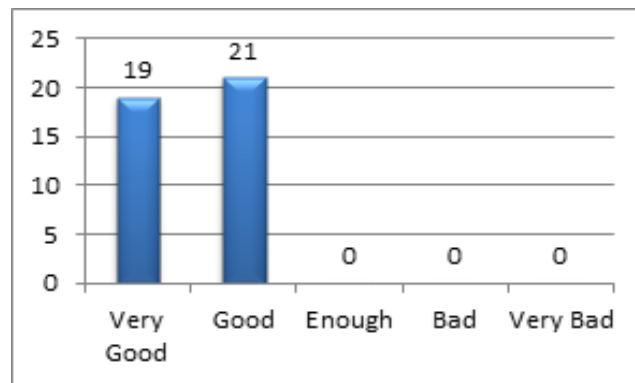


Figure 4

The relevance aspect is in the "Very Good" category. It indicated that YouTube media helps students obtain relevant teaching material content so that learning is easy to understand and students are able to improve their learning understanding.

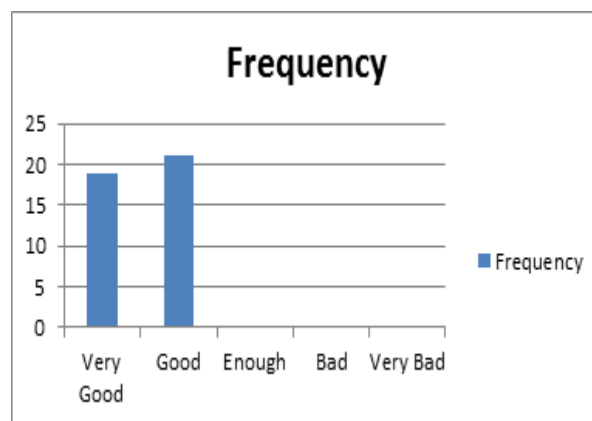


Figure 5. The Result of the Data

The picture above shows that the responses received from 40 participants were obtained by 19 respondents stating a "very good" response and 21 respondents stating a "good" response. The interpretation of success shows the category "Very Good". In this case, the teachers of Junior High School in Bandar Lampung stated that technology can help students increase learning motivation, technology such as the YouTube can create inspiring learning in the classroom.

DISCUSSION

There are several previous research aligned with this study. The first previous research that can be

used as reference and comparison was by Lestari (2017), with title "The Use of YouTube as A Media Teaching-Learning English". Based on the previous research findings, stated that YouTube can be use as the learning sources especially in English. It was proven by 74% students agreed and 22% students strongly agreed that YouTube can increase their interest in learning English. Since, in the previous research did not include the effectiveness of using YouTube in online learning strategies, this research aims to know the influence of YouTube in English teaching strategies and its effectiveness on student learning outcomes.

In line with this research, the second research that can be used as a reference and comparison with this research was by Mutoharoh (2022), with title "The Use of Youtube as a Medium for Teaching English Writing Skill During Covid-19 Pandemic". Based on this previous research findings, it was found that Youtube can be seen as a good learning medium to cope with the learning difficulties in the unprecedented Covid-19 crisis since this media enabled students to repeat the video as much as they want. It was proven by the interviewees, Mrs. Ning as the English teacher of MTS Ma'arif NU 01 Kemranjen, the teacher prefers to use Youtube as media for teaching online because the students enable to repeat and pause the video to write or read the materials in case they still confused with the materials. However, this previous research did not include the effectiveness of using Youtube in increasing students' motivation, therefore this research also aims to know the effectiveness of Youtube in increasing students' motivation.

The third previous research that can be used as a reference and comparison with this research was by Shafwati (2021), with title "The Use of YouTube Video toward Students' Listening Ability". In this previous research, it was found that There is significant influence of using YouTube videos toward students' listening comprehension. Moreover, regarding to students' perception toward the use of YouTube videos, it showed that all participants assumed that using YouTube videos made listening class more encouraging. However, since this previous research only provide the study related students' perception towards this kind of media, therefore it

is needed to provide another research related teachers' perception towards this kind of teaching strategies.

Consider with the indicator of this research which is to achieve YouTube as a media of teaching strategy, the researcher found that YouTube can be an effective media in teaching and learning English. It is proven by the accumulation of the data that 19 of participants gave "Very Good" responses, which indicate that YouTube is the right choice of media to be used in online English learning, and 21 of other participants gave "Good" responses. Then from the results of the questionnaire, it can be seen that most of participants agree that through the help of YouTube media they can provide innovative teaching materials so that they can increase students' interest and motivation in learning.

CONCLUSION

Based on the presentation of the results and discussion above, it can be concluded that the YouTube application is a learning resource and learning media that can meet the needs in the world of online learning. This is proven by the results of research on English teachers in Bandar Lampung city junior high schools, that YouTube media can be used to provide innovative English learning materials. Through YouTube media, students' interest and motivation in learning English can increase because it creates interesting, fun and interactive learning conditions and atmosphere.

RECOMMENDATION

According to data collected, it shows that the teachers have to solve the problem faced when using YouTube as a media for teaching English, such as providing proper facilities and etc. Based on that thing, as the recommendation, the school needs to provide some facilities developments in order to develop students' English ability by using YouTube as a supported way for the teacher in influencing the students in learning English by using YouTube. Moreover, further research is recommended in the future especially concerning in the implementation of using YouTube as a medium for improving students' ability to learn English at different levels of students.

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