

THE EFFECTIVENESS OF LEARNING ENGLISH BY USING YOUTUBE VIDEO IN THE PANDEMIC ERA FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: This study aims to find out the effectiveness of using YouTube video in teaching English at junior high school students during the pandemic. The study used quantitative approach and experimental research design. The instruments used in this research are pretest and posttest. The population in this study is 64 students eight grade at Mts Hasyim Asy'ari Batu Malang which 32 students in class VIIIB and 32 students in class VIIC for the academic year 2022/2023. The data analysis was divided into scoring technique, the data analysis of pilot test, and the data analysis of pretest and posttest. The findings show that the significant value in the Experimental class was 0.097. Because the value of 0.097 is higher than 0.05, H_a is rejected and H_o is accepted, which means that there is no difference in the average English learning outcomes of students using YouTube video media before and after teaching.

Key words: Effectiveness, learning English, YouTube video.

INTRODUCTION

Language is one of the important things communication. Everyone has the ability to interact with others through language. According to Robiah (2012) as cited in (Keraf, 1997). In general, the language has specific functions that are applied in accordance with the necessities a person, i.e., as a medium of communication, an instrument for self expression, or organize and adjust for social integration in the setting or circumstances, and as a tool for social control. There are numerous languages spoken worldwide. English, a global language, is one of them. It is known that English has four skills, namely reading, speaking, listening and writing. However, for most people who do not like English, there are

several factors why English looks unpleasant. One of them is because they are bored with the media in teaching and learning process. According to Cangara (2010), media is an instrument or medium which is employed to relay information from communicators to the public, whereas the definition of mass media is an instrument which is employed to relay information from sources to the public through the use of media tools such as newspapers, films, radio and television.

In this way, the researcher wants to examine whether students need media that can attract their attention and provide comfort in learning to speak.

However, in this pandemic situation that has been going on since 2019, there are many schools that have implemented online learning. According to Efriana (2021) as cited in (Rahardjo & Pertiwi, 2020) numerous research has revealed the Covid-19 situation has significantly impacted the education process as well. Every country has a learning policy that includes home learning that is implemented by the government through the ministry of education and culture. Although teachers and students do not interact directly with one another at school, the learning from learning policy encourages the teaching and learning process to continue. Without having to leave the house, teachers can still teach and students can still receive lessons, but not all educational institutions maximize the online learning system and inequality in some schools. This is due to the lack of knowledge about online methods and mastery of learning by some educators, so students in some schools do not get proper educational services during the pandemic. Learning media are tools materials, and everything that can convey messages to students, so learning can run effectively and efficiently. Preparation of the right media will attract students to do fun learning. Therefore learning objectives can be conveyed properly (Wulandari, Masturi, and Fakhriyah (2021).

There are several previous studies used by the researcher, the researcher needs previous study to compare her thesis, and the researcher has already found a thesis that has a similar topic. The first study is conducted by Putri (2021) in her

thesis entitled “The Effect of Using Zoom Application on Developing English Learning”. The author analyzed this study to find out whether students could effectively learn English through Zoom as a medium. As a result of receiving treatment with the Zoom app, students' speaking abilities did not substantially improve, according to the study's findings. Thus, it can be concluded that using Zoom is not particularly successful in helping students improve their speaking and fluency. Moreover, in the study by Putrawansyah (2020) entitled “Effectiveness of Using Youtube Video in Improving Students’ Speaking Skill Through Asking and Answer Questions”, the author analyzed this research to know the significance of the use of Youtube videos as a result of developing material in teaching speaking. This study reveals the considerable impact of YouTube video material on students’ procedural text speaking skills in terms of vocabulary and pronunciation. The next research is entitled “The Effectiveness of Using Video in Teaching Speaking For the Eighth Grade Students of SMP N 1 Manisrenggo” which is conducted by Mustikawati (2013). The author conducted this study to investigate whether there was a meaningful difference in speaking ability between the eighth grade pupils at SMP N 1 Manisrenggo who received video teaching and those who did not, in the academic year 2012/2013. The findings of this study revealed that SMP N 1 Manisrenggo students' speaking ability may be substantially improved by using the video technique. In addition, the study carried out by Mu’awanah, Sumardi, and Suparno (2021) which entitled “Using Zoom to Support English Learning during Covid-19 Pandemic: Strengths and Challenges” is conducted with the aim of investigating the strengths and challenges of using Zoom to support distance learning of English. The outcomes of the data analysis, which used an interactive model, demonstrated that learning English using Zoom helps students understand English, improves the effectiveness of teaching and learning, and promotes engagement and communication between teachers and students.

Furthermore, Halil (2020) in his study with the title “The Effectiveness of Using Edmodo as an Online Learning Platform in Covid-19” analyzed this

research to explain the efficacy of utilizing Edmodo as an online platform for education in the lecture process at the faculty of teacher training and education at Kolaka University (USN Kolaka). The results of the analysis of this study indicated that online learning using Edmodo at FKIP USN Kolaka has been implemented effectively.

From the study of various writings and research results mentioned, it can be seen that there are differences in the results obtained during online teaching during the pandemic. Therefore, the researcher conducted this study with the research problems, including: “Is there any positive effect in the use of YouTube video in teaching English at junior high school students during the pandemic?” Based on the research problems the purposes of this study are to examine the effectiveness of using video in teaching English at junior high school students during the pandemic, how learning through YouTube video is effective for junior high school students during a pandemic.

METHOD

This study used quantitative approach and experimental research design. Both the experimental group and the control group of students participated in the project. The experimental group received a specific YouTube video treatment, while the control group received a conventional technique without YouTube video, based on what the teacher typically delivers in the textbook.

Since this study used experimental research, the instruments used in this research are pretest and posttest to measure concept understanding before and after the treatment. The things needed to be considered were the relevance of the test kits to the learning objectives and the test kits' relevancy to the curriculum. The tests were designed to assess students' ability to learn English before and after treatment. These tests were based on the eighth grade in junior high school

curriculum. The form of both test was multiple choice question which consisted 20 items with four options. The data collected were the score obtained in the pretest and posttest of both the experimental and control groups. The pretest score was used to see the English learning ability of the two groups before receiving treatment. While the posttest was used to see the English learning ability of the two groups after the treatment was given.

After collecting the data, the researcher analyzed the data. The data analysis was divided into scoring technique, the data analysis of pilot test, and the data analysis of pretest and posttest.

1. Scoring Technique

To obtain a valid score that determines students' knowledge of the English language, a clear assessment method was required. To meet these needs, researchers used the following assessment techniques:

Table 1: English Achievement Scoring

Question Number	Question Weight
1-20	4
Maximum score	100

If correct get a score of 100

If wrong get a score of 0

$$\text{Value Determination } N = \frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100$$

2. Data Analysis on Pilot Test

The purpose of the pilot test was to evaluate the instrument's validity and reliability. It was carried out prior to the pretest and posttest. It can be inferred

that the instruments can be implemented as a pretest and posttest if the respondent was able to comprehend the instructions and the instruments used were valid after the validity test was completed.

3. Data Analysis on Pre-test and Post-test

The data analysis in this test was divided into two to test the research hypothesis. The first was to check the data's normality using the Kolmogorov-Smirnov test and the homogeneity using the Levene test. The second was for the requirements to perform paired sample t-test analysis. The researcher used paired sample t-test statistical technique with SPSS 20.0 for Windows program to test the research hypotheses. All parametric hypothesis tests were carried out with a significance value of 5%. However, if the data were not normally distributed, paired sample t test cannot be used, so the data analysis turned into a non-parametric test using Wilcoxon test.

a. Normal Distribution Test

Prior to the test, the normal distribution test was computed. Its aim was to establish whether or not the distribution of the pretest and posttest results for the two groups preceded a normal distribution. The normality test was statistically calculated utilizing Kolmogorov-Smirnov by performing the three procedures listed below:

- 1) Establishing the significance level (p) at 0.05 and the following hypothesis:

Ho: the variance of the experimental group and the control group is normally distributed.

H_a : the variance of the experimental and control groups is not normally distributed.

- 2) Utilizing the Kolmogorov-Smirnov test to examine the normality distribution.

If $\text{asympt.sig} > 0.05$, the null hypothesis is not refused, and the alternative hypothesis is refused, and the distribution of data is normal. Thus, if $\text{asympt.sig} < 0.05$ then the null hypothesis is rejected, and the alternative hypothesis is not rejected, which means the data is not normally distributed.

b. Homogeneity of Variance

The homogeneity of variance test was performed utilizing Levene's test on the SPSS program. The procedures were as follows::

- 1) Establishing the level of significance (p) at 0.05 and the alternative hypothesis as follows :

H_o : The variances of the experimental and the control group are homogenous

H_a : The variances of the experimental and the control group are not homogenous.

- 2) Utilizing Levene test in SPSS to examine the homogeneity of variance.

Comparing the asympt.sig with the level of significance to test the hypothesis.

If the $\text{asympt.sig} > 0.05$, the null hypothesis is not rejected, and alternative hypothesis is rejected. It suggests that the variances of data are homogenous.

However, if the $\text{asympt.sig} < 0.05$, the null hypothesis is rejected, and alternative hypothesis is not rejected. It clarifies that the variances are significantly different.

c. Paired Sample t-Test

The purpose of the paired sample t-test was to compare the two sets of pair data before and after specific treatments.

The steps in this test were as follows:

1) Determining the Hypothesis

If $H_0 = \mu_1 - \mu_2$ (there is no significant difference between learning using YouTube video and conventional media before and after treatment)

If $H_a = \mu_1 \neq \mu_2$ (there is a significant difference between learning using YouTube video and conventional media before and after treatment)

2) Find value t_{table} by using a significance level of $\alpha = 0.5$ with 2 way testing, and $db = n - 1$

3) Perform a significance test by contrasting the size of the t count and t table.

4) Decision criteria

If sig. < 0.05 , then H_0 is refused and H_a is approved

If sig. > 0.05 , then H_0 is approved and H_a is refused

d. Wilcoxon test

A statistical technique called the Wilcoxon test is employed to compare two sets of data where the number of data samples is constant. This test is also called the Wilcoxon Signed Rank Test which means the author compare the findings of the pretest and posttest in this test. The basis for decision making in the Wilcoxon Test:

1. If the value of Asymp. Sig (2-tailed) < 0.05 , H_0 is refused and H_a is approved

2. If the values of Asymp. Sig (2-tiled) > 0.05 , H_0 is approved and H_a is refused

FINDING AND DISCUSSION

1. Normal distribution test

The results of the analysis set out in the following table.

Table 2
Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Student Learning Outcomes	PreTest Experiment	.146	32	.079	.944	32	.095
	PostTest Experiment	.135	32	.145	.966	32	.398
	PreTest Control	.175	32	.014	.936	32	.056
	PostTest Control	.148	32	.073	.946	32	.114

a. Lilliefors Significance Correction

The table above shows that the significance level is set at 0.05. The significance value of the pretest class VIII C as the experimental group and VIII B as the control group were 0.079 and 0.014, respectively. This means $0.079 > 0.05$ and $0.014 < 0.05$. Due to the results of the normality in the pretest control class were lower 0.014 which is less than 0.05, the data cannot be analyzed using the paired sample t test and turned into a non-parametric calculation using the Wilcoxon test.

2. Homogeneity test

The table below describes the following test results.

Table 3
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Learning Outcome	Based on Mean	.226	1	62	.637
	Based on Median	.303	1	62	.584
	Based on Median and with adjusted df	.303	1	61.976	.584
	Based on trimmed mean	.234	1	62	.631

In table 4.2, it was showed that the significance value is 0.637 which is significantly higher than the specified significance level of 0.05. This shows that the null hypothesis is not refused and the alternative hypothesis is refused. It can be inferred that the data variable is homogeneous.

From the results of the normality and homogeneity tests, it was seen that both groups had the same initial ability in filling out multiple choices. The results also demonstrated that because the data are not normally distributed but the variance is homogeneous, the paired sample t test analysis could not be completed because the data is not normal, so the data turned into a non-parametric calculation using the Wilcoxon test.

3. Wilcoxon test

The Wilcoxon test's reasoning procedure is as follows:

If the Asymp. Sig. (2-tailed) < 0.05, then H_a is approved and H_o is refused.

If the Asymp. Sig. (2-tailed) > 0.05 then H_a is refused and H_o is approved.

Table 4
Ranks of Pretest and Posttest

		N	Mean Rank	Sum of Ranks
Posttest Experiment - Pretest Experiment	Negative Ranks	11 ^a	11.86	130.50
	Positive Ranks	17 ^b	16.21	275.50
	Ties	4 ^c		
	Total	32		
Posttest Control - Pretest Control	Negative Ranks	4 ^d	10.13	40.50
	Positive Ranks	24 ^e	15.23	365.50
	Ties	4 ^f		
	Total	32		

a. Posttest Experiment < Pretest Experiment

b. Posttest Experiment > Pretest Experiment

c. Posttest Experiment = Pretest Experiment

d. Posttest Control < Pretest Control

e. Posttest Control > Pretest Control

f. Posttest Control = Pretest Control

From the table above, it is obtained that there is a negative ranking in English learning outcomes between the experimental class and the control class, namely there are 11 students who experience a decline in the experimental class with a mean score of 11.86 and the total rank is 130.50. While in the control class, there were 4 students who experienced a decrease with a mean score of 16.21 and a total rank of 275.50.

The positive rating on the data above shows there are 17 positive data (N) which means that students experience an increase in English learning outcomes by using YouTube video media. the mean score is 16.21, and the sum of the rankings is 275.50. While in the control class, there are 24 positive data (N) with a mean score of 15.23 and the total ranking is 365.50. It means that students experience an increase in English learning outcomes by using conventional media.

From the pretest and posttest data above, the number of ties is 4, so it can be concluded that there are the same values between the pretest and posttest

Table 5
Test Statistics^a

	Posttest Experiment - Pretest Experiment	Posttest Control - Pretest Control
Z	-1.661 ^b	-3.712 ^b
Asymp. Sig. (2-tailed)	.097	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

According to the SPSS result, Asymp. Sig (2-tailed) in the experimental class is 0.097 and 0.000 in the control class. Because 0.097 is higher than 0.05, Ha is refused and Ho is approved, indicating that there is no difference in the average English learning outcomes of students who used YouTube video media before and

after teaching. Therefore, it can be said that there is no positive effect in the use of using YouTube video in teaching English at junior high school students during the pandemic.

CONCLUSION AND SUGGESTIONS

From the results of previous studies and the result of this study, it is possible to infer that learning English using YouTube video media in the pandemic era is not effective for junior high school students. Experimental research showed that there is no significant improvement in learning English. The significance value of the experimental class was 0.097 and the control class was 0.000. Because the value was $0.097 > 0.05$, H_a is refused and H_o is approved, implying that there is no distinction between the average English learning achievement of students who use YouTube video media before and after teaching. Therefore, it can be inferred that there is no positive impact of using YouTube video in teaching English to junior high school students during the pandemic.

Hence from the research that has been conducted and the results that have been acquired, the researcher offers the following suggestions.

The suggestion for the school, Mts Hasyim Asy'ari Batu Malang is expected to provide complete learning equipment such as speakers in the multimedia room, so the students can listen to the material presented using YouTube video media clearly.

For teacher: Learning using YouTube video media should be more creative and interesting and involve students in the learning process. It also should contain

multiply examples of material delivered specifically and interestingly, so the students do not get bored.

For students: When learning begins, students should not be noisy and listen to the material presented in front of the class using video media, so the sound of the learning YouTube video can be heard and understood.

For other researchers: The sample used in taking the validation of the pretest and posttest questions is too limited. For this reason, it is recommended for further researchers to involve a larger sample to make a better research.

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