USING VIDEO ON YOUTUBE TO IMPROVE STUDENTS' GRAMMAR ABILITY

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Abstract

The rapid development of technology has had an impact on the field of education. In this case, an educator must be able to be more creative and innovative to build and stimulate students' interest to learn in the classroom while teaching learning process. One of the positive things from the impact of technological developments to support the teaching and learning process is the use of technology-based learning media such as making interesting videos and uploading them to YouTube. YouTube videos can be repeated and can be accessed anywhere if the device and internet network support. YouTube videos were used in this study as a learning media to improve students' grammar ability. The sudents in this study are the first semester majoring accounting at Institut Teknologi dan Bisnis Indonesia. The total number of students in this Classroom Action Research (CAR) is 30 students. After taking two cycles of action, it can be concluded that the use of videos that are made as attractive as possible and uploaded to YouTube as a learning media to improve students' grammar ability is effective in the teaching and learning process, besides that YouTube is also universal, can be viewed repeatedly, and can enhance the creativity of an educator.

Keywords: Video, YouTube, Grammar

Introduction

Nowadays, technology is growing rapidly, it certainly affects the way students learn. Besides there are many benefits that can be taken from technological developments, the weaknesses of technological developments can have a negative impact on student learning (Rahmatika, Yusuf, and Agung, 2018). Based on the observations of researchers, various obstacles have been found in the learning process when teaching at Institut Teknologi dan Bisnis Indonesia, such as the attention of students being focused on cellphones, the sond of the phone when ringing, etc. This really makes the teaching and learning situation disturbed. Moreover when lecturer used cellphones as learning media, instead they take this opportunity by using applications on their cellphones. So educators to be demanded to be better in providing the learning in the classroom to suit the character of students in the current technological development era (Suwarto, et al., 2021).

The use of the internet in this recent era has expanded to all walks of life, even from the young to the old (Jin & Qi, 2018). And the use of social media in the era of globalization is now not common anymore (Suryanta et al., 2018). Learning resources can be obtained easily, flexibly, and can increase creativity and motivate students to learn. Learning resources are various or all sources in the form of data, people and certain forms that can be used by students in learning, either separately or in combination, making it easier for students to achieve learning objectives (Mukti, et al., 2021).

Transformation from era to era in obtaining and providing information for the teaching and learning process has an impact on everyday life. Types that can be obtained from learning resources include: messages, people, materials, equipment, techniques (procedures or procedures) and settings (environment) that can produce information on the development of various competencies. This causes the teaching and learning process is no longer limited by space and time. Learning activities can be carried out anytime and anywhere with the help of increasingly advanced learning media (Choirunnisa, 2019).

There are various kinds of social media as learning resources including: Facebook, Instagram, YouTube, Whatsapp, telegram, twitter, etc. From these social media users can easily access various information, both formal and non-formal information. For example YouTube, this sosial media is very suitable as a learning resource (Mulya, et al., 2021). The use of interactive videos such as YouTube in the learning process will increase the understanding and mastery of students' skills, because on YouTube social

media there are audiovisuals about tutorials in any information (Kristiani, et al., 2021). The advantages of using video media such as YouTube in learning are:

1. Effective, because of its convenience, video media allows students to learn whenever and wherever needed. It also can be used in groups or individually
2. It is universal, because it can reach all areas of learning, both cognitive, psychomotor and affective
3. It can be viewed repeatedly and is practical and complete which is easy to use by all people
4. As a forum for discussing and clarifying something abstract to be more realistic
5. Develop imagination and increase the creativity of students

Making teaching videos doesn't have to be requires very expensive equipment. The length of the video is not more than 10 minutes still comfortable to watch. This matter profitable because of teaching videos can be made according to the sub-topics exists so the video duration doesn't need to be up to half even 1 hour (Abdullah, et al., 2019).

On YouTube, the public can also provide information and new innovations that every community has and can also communicate via chat comments in the video, whether the pros or cons about the uploaded video (de Jong, 2019). For example the content creator can have motivating YouTube channels and a source of learning in education, he/she can provide information about various things related to how to get free scholarships to study abroad, learn English, tips on how to get the best grades etc. all the information on social media is not always the best and positive information (Sevima, 2021). So, as users must be more selective in receiving information. The positive and negative information depends on the people who use and take advantages of it (Anggraini, 2021).

YouTube media is a medium that categorized according to the audio-visual used in the learning process (Munjiatun et al.,, 2021; Hussin et al., 2020). Therefore, researchers are interested in the use of social media-based learning media as a support for the success of learning objectives. Here, researchers use YouTube videos as a medium of learning to improve students' grammar abilitiy, especially when students' grades during practice got low scores or under 70, so separate tips are needed to support their abilities. The students' grammar capabilities can improve better by using useful on-line link

sources of students' classroom for two cycles (Ekaningsih, 2017). Using YouTube Videos to teach grammar for EFL students is an excellent opportunity to increase students' confidence in gaining literacy skills and create a joyful classroom atmosphere to learn (Huang, 2020).

The result of this research is expected to improve student learning outcomes on grammar ability. Based on the results of observations and information from the the first semester students majoring in Accounting at Institut Teknologi dan Bisnis Indonesia in 2021/2022 academic year, it was found that student interest in learning had decreased. So this has an impact on student learning outcomes, especially on grammar. From the information that obtained by researchers through interviews with students, there are 30 students, or no more than 30%, who are interested in teaching learning process. There are still many students who have not finished or get low scores, as presented in Figure 1.
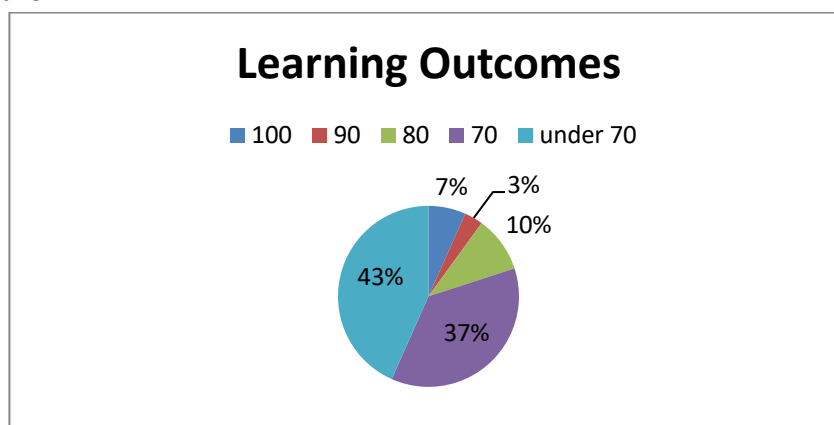

Figure 1. Initial conditions of learning outcomes students' grammar ability

Based on the picture above, it is known that the score under 70 is the most obtained by students, which is 43% or 13 students. This means that students are incomplete and weak in grammar skills. While the students obtaining 70 are 37% or 11 students,   the students obtaining 80 are 10% or 3 students, the student obtaining 90 is 3% or 1 student, and the students obtaining 100 are 7% or 2 students.

Method

This research is classroom action research, CAR is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a

class with the aim of improving teacher performance. This research was carried out for two cycles (Arikunto, et al, 2008). This research was conducted at the Institut Teknologi dan Bisnis Indonesia, the subjects of this research were students from non-English study program, namely Accounting study program. The data used in this study is the result of learning or grammar ability of students.

The subjects of this classroom action research are first semester students of Institut Teknologi dan Bisnis Indonesia on Jl. Stabat Binjai, Hamparan Perak, Deli Serdang, North Sumatra in the 2021/2022 academic year. This class consists of 30 students, with 14 male students and 16 female students.

Instruments

The instruments of this research is the learning outcomes of using video media on YouTube. The subject matter in Cycle 1 is Present Tenses. While in Cycle 2, the subject matter is Elliptical Sentence. Data collection used in this CAR is the test and observation method. The range of the score is 10 up to 100.

Data from the results of this study are conducted by using quantitative analysis. Analysis of learning outcomes is shown in percentages (%), to see the achievement of implementing video media on assisted YouTube media in the classroom can improve learning outcomes is needed some indicators. This CAR success indicator is said to be successful (completed cycle) if: the learning outcomes of the students that pass the standard score are more than 75%.

Data Analysis Procedure

This research was carried out in two cycles, each cycle consisting of four stages, namely: (1) planning; (2) implementation; (3) observation; (4) reflection (Arikunto, et al., 2008).
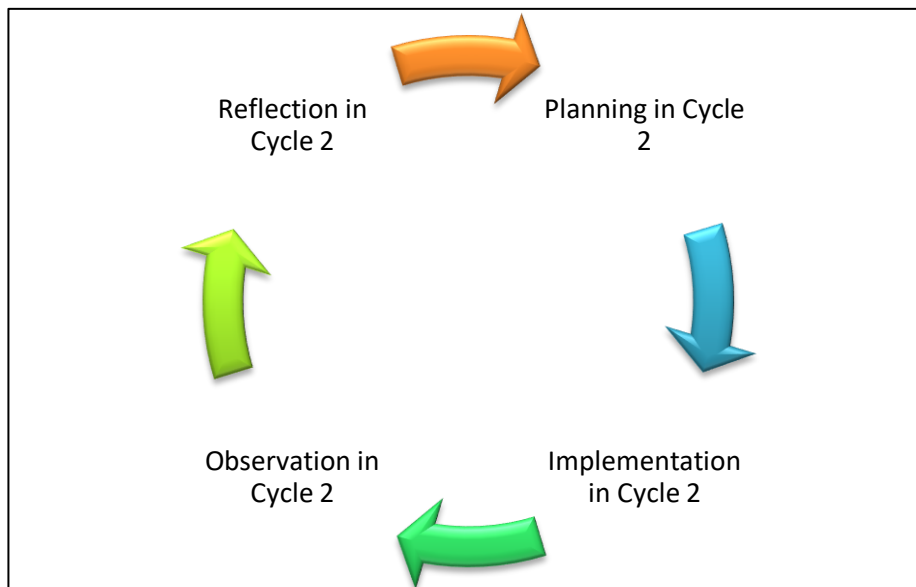
Figure 2. CAR cycle

In this research, there are two cycles. The first cycle was carried out on the January 13-19, 2022, learning is carried out offline. Institut Teknologi dan Bisnis Indoensia is located on Jl. Binjai-Stabat, Hamparan Perak, Deli Serdang, North Sumatra. When the research was done, this sub-district is included in the green zone so that offline learning can already be done in Pandemic Covid-19. The researchers use Video on YouTube as media to improve EFL student's grammar in Resti Citra Dewi YouTube channel in the playlists of English Lesson.

Findings

After two cycles carried out in this study, then the findings is the use of YouTube video media in learning grammar for first semester students majoring in non-English Department is effective used to improve students' grammar ability shown in the results students' abilities in each learning cycle obtained by providing a test as a tool for collecting the data research. Moreover YouTube is also universal, can be viewed repeatedly, and can increase the creativity of an educator.

Suggestions in this research, both teachers and lecturers must prepare carefully and creatively the video on YouTube as learning media and provide the most interesting content to stimulate and encourage students' interest in learning.

Discussion

This research was conducted at Institut Teknologi dan Bisnis Indonesia in the first semester by dividing into 2 cycles consisting of each cycle of one topic learning by using media YouTube used in learning process. This YouTube media was created by a lecturer with adjust to the achievement of the subject and indicators at each meeting with presenting the material and give a written test so that students will pay attention and understand the content of the discussion material that has been prepared by a link on YouTube media. Learning was done offline by giving learning motivation and delivery of the objectives of the study. Media YouTube is provided which contains the command in carry out the grammar lessons that will be delivered.

Cycle 1

Planning

In this stage, researchers made plans in learning materials such as lesson plans, learning media, teaching materials, LKPD or worksheets students, and evaluation of learning.

Implementation

The implementation of this research was carried out on January 13-19 2022 by using learning media on YouTube and displayed using a projector. At this stage, students watch topic Present Tense that has been made as presented in Figure 4.
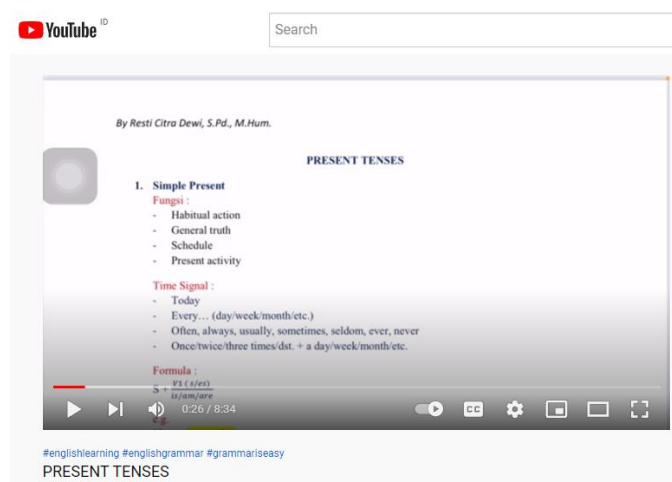

Figure 4. The implementation video on YouTube entitled Present Tenses in cycle 1

Observation

In cycle 1, the researchers made observations on student learning outcomes. The results are presented in Figure 5.
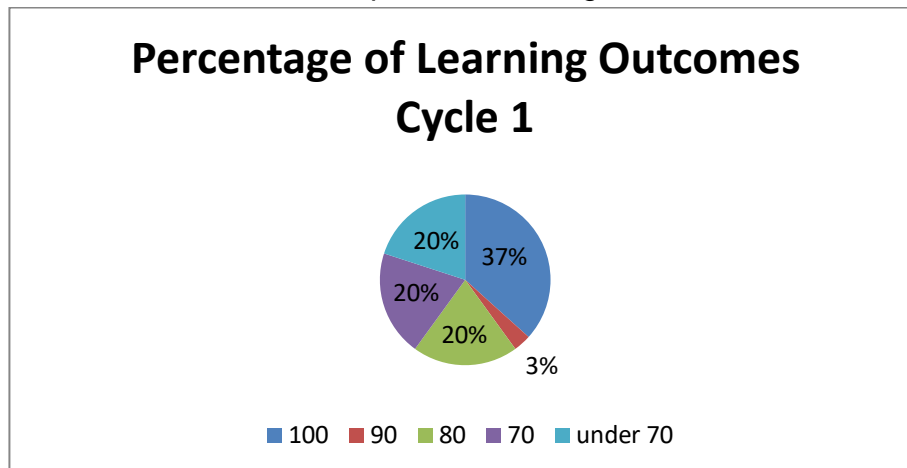

Figure 5. Percentage of learning outcomes cycle 1

Based on the Figure 5 above, it was found that there are 67% got A, 13% got B, 10% got C, and 3% students from the total number of the students got D.

Reflection

After doing cycle 1, the lecturer reflects on what it is already done. This reflection is carried out with the supervisor, academic supervisor, and colleagues. Based on the results of the reflection carried out, there are several things that must be done: attention for the next lesson such as students talk themselves, student activity is still lacking, and giving appreciation for learning outcomes.
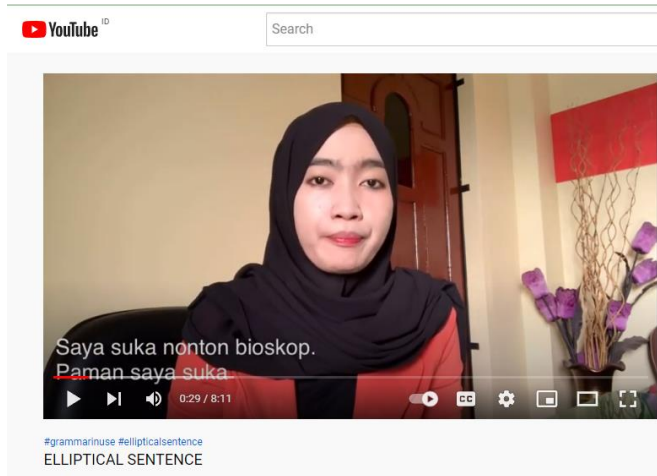
Cycle 2

Planning

Based on the results of the reflection above, the lecturer made improvements in student conditioning as well as appreciation of student work. Lecturer made learning tools and learning media by incorporating improvement elements from cycle 1.

Implementation

In the implementation of cycle 2, it was held on January 17, 2022 1 time meeting. This learning is carried out offline. Video cycle 2 learning is presented in Figure 6.

Figure 6. The implementation video on YouTube entitled Elliptical Sentence in cycle 2

Observation

As in cycle 1, the lecturer observed student learning outcomes on grammar ability. The result are presented in Figure 6.
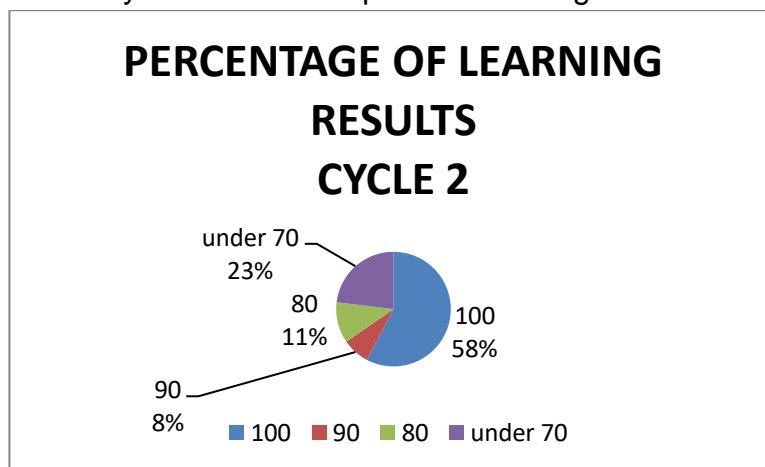

Figure 6. Percentage of learning outcomes cycle 2

Based on the Figure 6 above, it was found that there are 58% got 100, 8% got 90, 11% got 80, and 23% students from the total number of the students under 70.

Reflection

The learning outcomes in cycle 2 have been able to carry out what shortcomings in the first cycle, namely the rules at the beginning learning, and giving appreciation has been carried out so student activity increases. In

the first cycle the actions that have been delivered by the lecturer have not get maximum results. Therefore, in the second cycle the researchers began to carry out the improvement process such as agreements before learning to be conducive and provide student performance appreciation get the best learning outcomes. This can be seen from the improvements in the things that already made a reflection on the previous session. In this second cycle, watching YouTube videos assisted by this projector is more optimal or shows improvement in learning outcomes.

The implementation of learning outcomes obtained by semester 1 students majoring in Accounting *Institut Teknologi dan Bisnis Indonesia* experienced improvement from cycle 1 to cycle 2. The development of student learning outcomes needs to be balanced regarding students' self-regulated learning abilities (Alhadi & Supriyanto, 2017). Setup process structured learning allows students to plan for their future in three development domains, namely academic, career and personal - social, as well as enabling counselors and teachers to observe student progress along a continuum through learning (Syamsudin & Supriyanto, 2019). Student self-development requires collaboration between parents, counselors, and classroom teachers on the same goal of competence development of young children through learning at school (Supriyanto, 2016). For more details, the following data is presented in Table 1 below.

Action	Mean	Complete Amount	Percentage
Before CAR	69,3	17	57%
Cycle I	81,6	24	80%
Cycle II	86	26	87%

It can be seen in table 1 students' grammar ability at *Institut Teknologi dan Bisnis Indonesia* before the action with an average of 69,3 with a total number of students completeness 17 classically 57%. In cycle 1, this was carried out learning by using media video on YouTube so it get an average 78 with the number of students who completed as many as 24 students, with the percentage of classical completeness reaching 80%, while in cycle 2 obtained an average of 86 with a total of 26 students who completed with the percentage of classical completeness reached 87%. From the research data described in table 1, it can be seen that there is an increase in the learning process from cycle 1 and cycle 2. It can clearly be seen in the chart below.
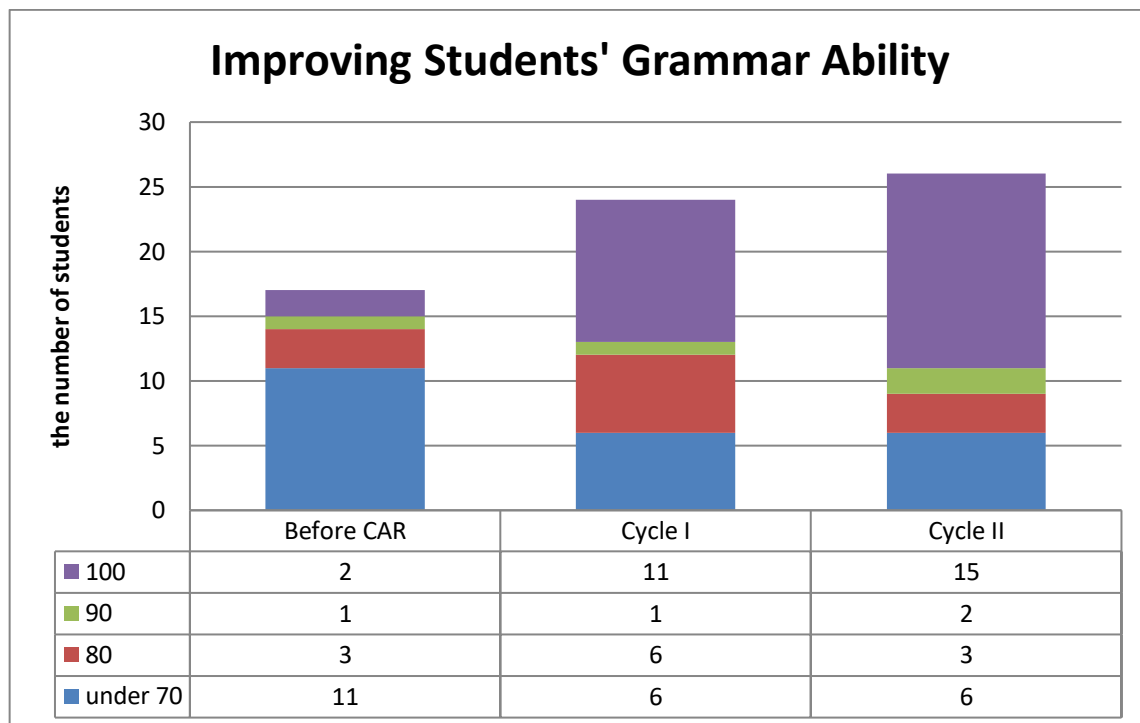
Figure 7. Improving Students' Grammar Ability

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