

**USING YOUTUBE AS A TOOL TO DELIVER ENGLISH LEARNING
MATERIAL IN AN ISLAMIC JUNIOR HIGH SCHOOL**

Best Practice

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



Conveyed by:

Prasetyo Bayu Nugroho

16322025

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY PSYCHOLOGY AND SOCIAL-CULTURE SCIENCES

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APPROVAL SHEET

**USING YOUTUBE AS A TOOL TO DELIVER ENGLISH LEARNING
MATERIAL IN AN ISLAMIC JUNIOR HIGH SCHOOL: Best Practice**

By :

Prasetyo Bayu Nugroho

16322025



Approved on : June, 11 2021

By :

Supervisor

A handwritten signature in black ink is visible. The signature is written in a cursive style and is positioned above the name of the supervisor.

Astri Hapsari., S.S., M. TESOL

NIP.123220402

RATIFICATION SHEET

**USING YOUTUBE AS A TOOL TO DELIVER ENGLISH LEARNING
MATERIAL IN AN ISLAMIC JUNIOR HIGH SCHOOL :BEST
PRACTICE**

By :

Prasetyo Bayu Nugroho

16322025

Defended before the Board of Examiners on 27 July and Declared Acceptable

Board Examiners

Chairperson

: Astri Hapsari., S.S., M. TESOL

First Examiner

: Intan Pradita, S.S, M.Hum

Second Examiner

: Adam Anshori, SS.,M.A

Yogyakarta,2021

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,



Irma Windy Astuti, S.S., M.Hum

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I declared that what I write in this undergraduate thesis does not contain the work and masterpiece of others. I wrote what I have done in practice field experience. As for some of the quotes that I put as a references supporting undergraduate thesis that I made, I do honestly.

Yogyakarta, 01 December 2020

The writer



PRASETYO BAYU NUGROHO

16322025

MOTTO

“The purpose of education is to sharpen intelligence, strengthen willpower and refine the feelings”

(Tan Malaka)

“Ing ngarsa sung tuladha, Ing madyamangunkarsa, Tut wurihandayani

(Ki Hajar Dewantara)

“Learning without thinking is useless, but thinking without learning is very dangerous”

(Ir. Soekarno)

“Learn to live, live to learn”

(Writer)

DEDICATION

I thanks to Allah SWT that always give me health and the ability to always think and complete my thesis. I dedicated this thesis to people who are parts of my life.

Especially for :

1. My beloved parents, Drs. Suwari and Gotin Rina Asmara who always support me through their prayers and always reminds me to finish my thesis so I can continue my bachelor degree.
2. Pratiwi Aprilia Widya Sari, and Fachri Muhammad Arbi who always ask me “When finished college” and waiting for my returns.
3. The head of English Language Education Department Mrs. Irma Windy Astuti S.S., M Hum also my best practice supervisor Mrs. AstriHapsari., S.S., M. TESOL thanks for all your kindness, they can be my role model an educator in the future.
4. All of my friends at Indonesian Moslem Students Movement (*PMII*) that I cannot write their name one by one. Thanks for their support.
5. All of my friends at *SEKAM (SekelikMahasiswa Lampung)* UII.
6. All of my friends “*Alumni SD N01 Tanjung Jaya*” , “*Alumni SMP N 02 Bangunrejo*” “*Alumni SMANI SendangAgung*” Thank you for the experience they have given me
7. All of my teacher thank you for the knowledges that they was given for me
8. All of my friends at English Language Education Department batch 2016, thank you for their support

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Alhamdulillahilalamin, all praises to Allah SWT for all the blessing that given to us, prayers and greetings always we gave to Prophet Muhammad SAW may we all including his servant who will get his intercession in yaumulqiyamah, Aamiinyarobalalamin. On this good occasion, the researcher can complete an undergraduate thesis as partial fulfillment of requirements to obtain the Sarjana Pendidikan in this English Language Education Department of Islamic University of Indonesia.

The researcher realizes there are many shortcomings and perfections in this thesis. Hopefully, this thesis can be useful for its readers in the future. Criticism and suggestions are expected by researcher for the realization of a good best practice research.

Yogyakarta, 01 December 2020



Prasetyo Bayu Nugroho

16322025

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ABSTRACT

This paper aims to describe the using Youtube as a tool to present English learning material in an Islamic junior high school. I used Youtube because of the pandemic Covid-19 situation that requires students to study online. I used this media while giving material about apologizing and forgiving responding to 7th. There are several stages that I have done during my teaching internship using Youtube. First, I made the video, made some instructions for students, and posted it on Google Classroom. Students are quite enthusiastic when responding to the delivery of material and ask some questions when they do not understand the material well.

Keywords: *Youtube for language learning, English learning media, Teaching Practice*

CHAPTER I

BACKGROUND OF TEACHING PRACTICE

I did teaching internship at an Islamic Junior High School. This activity lasts for two stages. I did my first teaching internship with a group and focused more on observing classroom learning. During the observation, I had many new experiences, starting from knowing the characteristics of students, how to convey the materials so that it would be easily understood by the students, and of course many more.

Then, the second teaching internship was completed for over a month. I was given the opportunity to teach in class VII-A by an English teacher. While teaching, I also had the chance to do an experiment using a Zoom-clouds meeting apparently, not all students could attend the meeting at that time. I teach in several classes, VII-A, IX-A, IX-B, and IX-C. I teach a lot of material to students through the Google Classroom and Youtube.

I chose to deliver the materials by using Youtube video that I made by myself because being an apprentice teacher must be creative, being able to use youtube as a learning media for students. Moreover, I also want to make a video learning English on my youtube channel.

On the other hand, I have prepared a little about the concept of Youtube video learning, it is being increasingly used by educators to teach the English language(Duffy, 2008). As an internship teacher. During the video-making process, I can record my own voice (fanslow)

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

Speaking is a skill owned by everyone to convey the information in short and board form. Teaching language skills to students means helping them to develop the language and the abilities of the students (Hinkel, 2018) but there are still teachers who teach English to students monotonously. Thus, there is a need for improvement and further plans for teachers in Indonesia. Youtube has the potential to be used as a teaching tool in this situation. Using YouTube also as a media for collaborating between listening skills and speaking skills (DeWitt, 2013). Because during the Covid-19 pandemic, almost all learning in every school was carried out online.

Therefore, I made an English Learning video with the following steps. (1) Determining the topic of discussion, (2) Looking for material from several sources, (3) Making scripts (4) Taking videos, some are using animated videos (5) Editing videos while consulting with field supervisors, (6) Video submission to YouTube.

Besides that, the teacher used video to deliver the materials. It is more interesting than only watching the video (Kolnel, 2019).

The uploaded video is entitled "Apologizing and Forgiving Responding on Prasetyo Bayu Nugroho's Youtube channel. From this video, students are expected to be able to understand the language function of the text on how to apologize to others and giving respond. This video has a duration of 2 minutes 23 second.



Figure 1. The Language Function Delivered in the Learning Material

I made a video presentation that is 2 minutes 23 seconds. Because being content creator must be able to set goals that help students to understand the content in the video(Vandergrift). This can reduce the burden of listening or watching conversation videos.

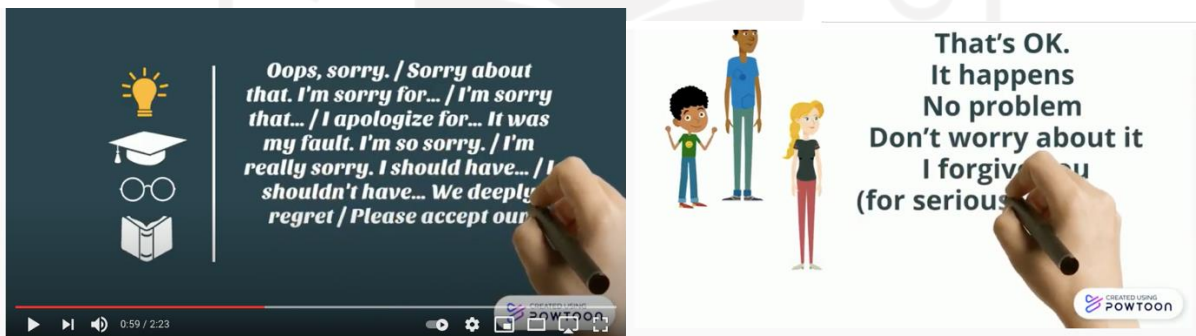


Figure 2. Examples of Responding to an apology

CHAPTER III

IMPLEMENTATION OF TEACHING PRACTICE

3.1 Teaching Preparation

First, I discussed with an English teacher what material will be given to students in grade VII-A. I got some topics from the English teacher. Based on curriculum I chose material apologizing and forgiving responding. Next, I made the manuscript with an English teacher's approval.

I used Powtoon slides and convey explanations related to the material. I chose it because it was very familiar to 7th grades. In other subjects many teacher have used it.

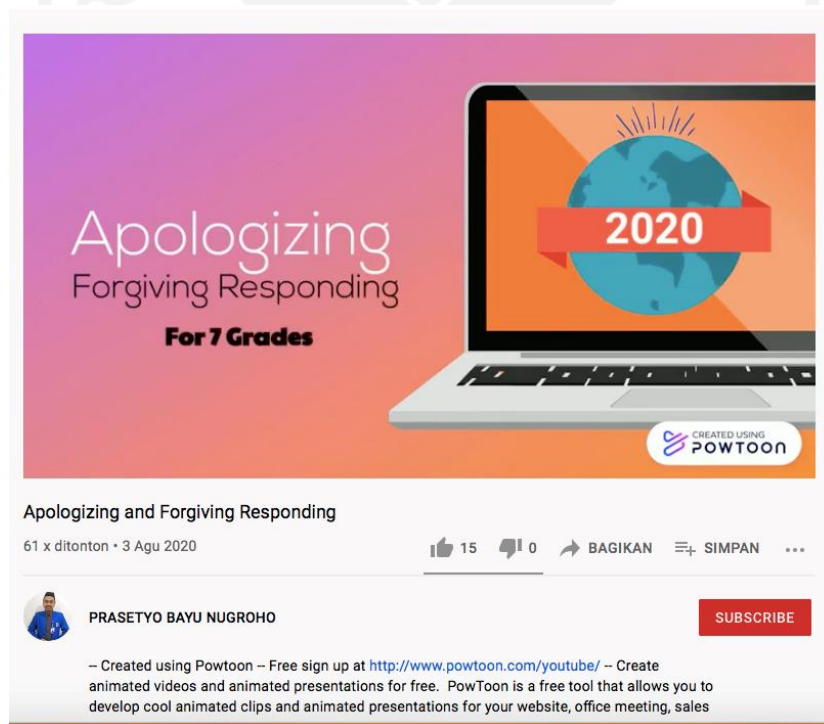


Figure 3. English Learning Material Presented in Youtube Channel

3.2 Teaching Procedures

3.2.1 Pre-teaching

I opened the class by greeting to students. Then I introduced myself, check students attendance on Whatsapp group. After that, I ask condition of students “How are you today” , “Keep healthy and use health protocol. I also gave motivation for online learning amid pandemic covid-19. The last I gave the link material on google classroom. The link is <https://www.youtube.com/watch?v=n5zqFa7dD1A>

3.2.2. Whilst-teaching

In whilst-teaching the students watched the material video on YouTube and understand about the apologizing and forgiving responding. After that, students are given the chances to ask some questions for me and an English teacher when there is the material that make them confused. Some questions of students like “What’s the meaning of ...” they still don’t know the meaning of some words. This question is unlimited, they can ask everywhere and everytime. I tried to re-explain about the materials on whatsapp group. Almost all students were enthusiastic in responding it.

After the learning activities are over, at the end I gave homeworks to students. Students are asked to make a short video conversation about asking and giving responding. The instruction of the homeworks, 1. Make short video about apologizing and forgiving responding with your friend, family, and others. 2. The duration is no more than 1 minutes. 3. Deadline Wednesday, 5th august. The purpose of this assignment is to train students’ abilities in speaking. Alhamdulillah, many of them made short video conversations and sent it to me and the english teacher via whatsapp. The following is a video sent to me :

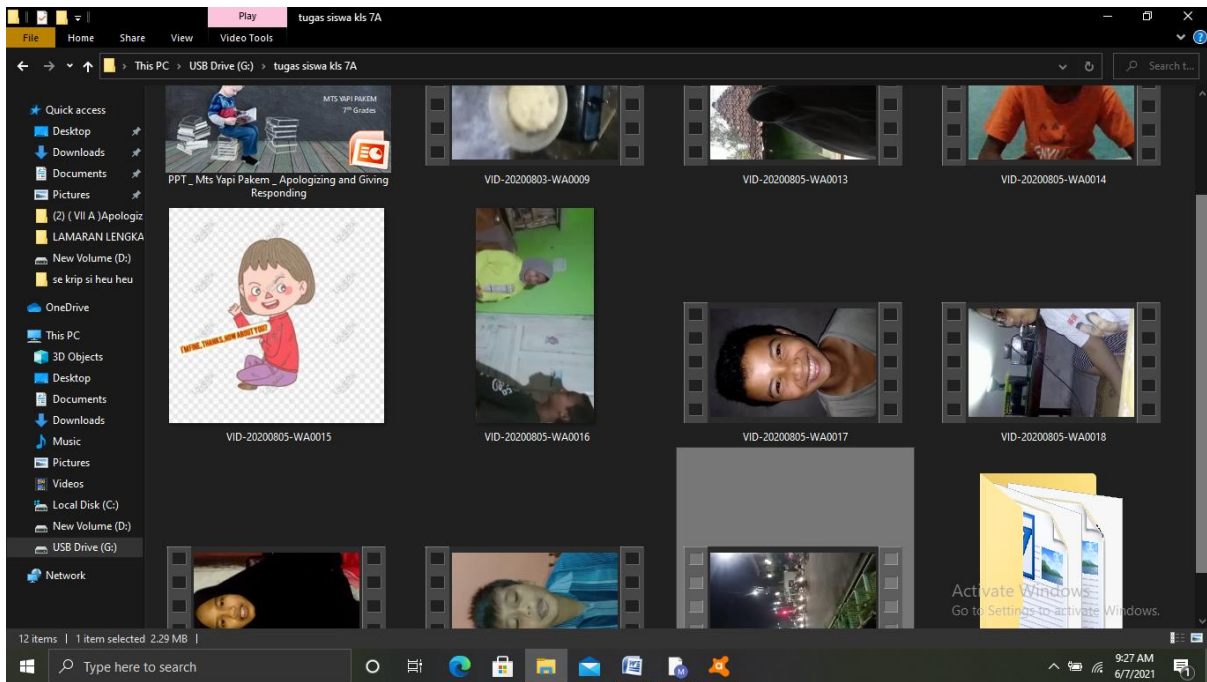


Figure. 4 Some Student Assignments

3.2.3. Post-teaching

The use of Youtubeenglish learning material are engaged in the class. Although I did not apply this method in all lesson for one semester. But, I feel very happy, because the students are enthusiastic about the learning media that I used. They are very interested and happy to receive it. In other learning, I had to go more detail in making a video. Have to provide subtitles so that students can easily understand what I am saying.

3.2.4. Teaching Reflection

I found that the situation where students in grade VII and IX could not access the material that I provided. Some of them do not have quotas, some have to alternate with their parents, and some do not have gadgets. I think being a solutive teacher, providing an alternative way for students who have difficulties while learning in the pandemic Covid-19.

CHAPTER IV

CONCLUSION

The use of Youtube English learning material can be used as a way by the teacher during distance learning. it is hoped that teachers and students can synergize in developing and used of YouTube English Learning with duration 2 minutes 23 second. The students feel attracted, challenged and happy.



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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MTs YAPI Pakem

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Jenis teks : Apologizing and Forgiving Responding

Aspek/Skill : Speaking

Alokasi Waktu : 2 x 40 menit

KKM : 70

Kompetensi Dasar

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan **memintamaafsertamenanggapinya**, sesuai dengan konteks penggunaannya

Karakter yang dikembangkan : Speaking Skill

1. Indikator pembelajaran

a. Ungkapan memintamaaf (permohonan maaf) dan menanggapinya

2. Tujuan pembelajaran

Setelah pembelajaran ini selesai, peserta didik dapat:

a. Mengungkapkan dan meresponungkapanmemintamaaf.

3. Materipembelajaran

Materipembelajaran di akses di web :

<https://www.itapuih.com/2016/09/expressing-and-responding-apology.html>

<https://www.youtube.com/watch?v=n5zqFa7dD1A>

https://drive.google.com/open?id=1oQa48DuBcF9Jg_a6UueK1udib8UtcCeb&authuser=0

4. Media Pembelajaran

Pemanfaatan media daring sesuaidenganfasilitas yang tersedia ;*Google Classroom, YouTube, dan Whatsapp Group*. Serta siswamengerjakanlatihan di *Google form*.

5. KegiatanPembelajaran

KegiatanPendahuluan

1. Pesertadidikmenuliskannama di google classroom *as* presensi (09.30-09.40)
2. Pesertadidikberdo'auntukmengawalipembelajaran (09.40-09.45)

Kegiatan Inti

1. Pesertadidikmembacapengumuman yang ada pada *stream* yang berisisapaan guru, dan informasitentangpembelajaran yang akan di laksanakan (09.45-10.00)
2. Pesertadidikmembacamaterisertamenyimak video YouTube tentang*Apologizing and Forgiving Responding* (10.00-10.30)
3. Pesertadidikdipersilahkanuntukbertanyakepada guru (Jika adamateri yang belum di pahami), Serta mendiskusikan dan merefleksikanpembelajaran pada pertemuansaatini via *Google Classroom bersama guru* (10.30-11.00)

Kegiatan Penutup

1. Peserta didik diberikan tugas rumah untuk membuat video conversation about *Apologizing and forgiving responding* (Deadline, Rabu, 5 Agustus 2020 Pukul 23.59)

Practice dapat di akses di : <https://forms.gle/frsgwiYenbfmEooMA>

6. Penilaian

Keaktifan : Observasi keaktifan peserta didik pada saat kegiatan pembelajaran

Pengetahuan : Practice terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan

Mengetahui;

Pakem, 05 Agustus 2020

Kepala Madrasah

Guru Mapel Bahasa Inggris

Suhariyanto Pribadi, M.Sc

Rianti Agustini, S.Pd

NIP. -

NIP. 197008131994032005