

**Learning English Through YouTube Videos for High School Student
Best Practice**

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



Submitted by

Nisrina Rifdah Oktawardani

17322007

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY
OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA YOGYAKARTA**

2022

HIGH SCHOOL STUDENTS

Conveyed by

Nisrina Rifdah Oktawardani

17322007



By Supervisor :

Irma Windy Astuti S.S.,M.Hum

NIP : 062216005

RATIFICATION SHEET

Learning English Through YouTube Videos for High School Student

By

NISRINA RIFDAH OKTAWARDANI

17322007

Defended before the Board of Examiners on 25 Augustus 2023 and

Declared Acceptable

Boards of Examiners

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

First Examiner : Dr. Ista Maharsi, S.S., M.Hum.

Second Examiner : Banatul Murtafi'ah. S.Pd., M.Pd

Yogyakarta, Augustus 2023

English Language Education Department

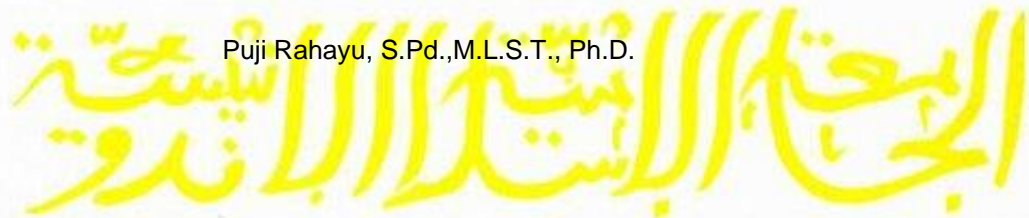
Faculty of Psychology and Social – Cultural Sciences

Universitas Islam Indonesia

Head of Department



Puji Rahayu, S.Pd.,M.L.S.T., Ph.D.

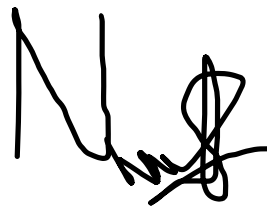


STATEMENT OF WORK'S ORIGINALITY

I Honestly state that this thesis is the experience of teaching high school students does not contain the work of others, as is the case with research papers. it can be stated that YouTube videos can add more knowledge for students English skill, also students were Very stimulated through the usage of YouTube video in studying English. Using YouTube video to train English training as supplementary fabric will offer newbies with excellent know-how and understanding in their english Lesson.

Yogyakarta, 4 Agustus 2022

Writer,

A handwritten signature in black ink, appearing to read 'Nisrina Rifdah Oktawardani'. The signature is stylized with a large 'N' and a complex, looped end.

Nisrina Rifdah Oktawardani

MOTTO

“Believe in yourself and all that you are know that there is something inside you that is greater than any obstacle”

(Christian D. Larson)

“There is only One thing that makes a dream impossible to achieve: the fear of failure”

(Paulo Coelho, The Alchemist)

DEDICATION

I gratefully dedicate this best practice to myself and others who have been a support system for me in finishing my thesis, especially for those who have helped me complete this thesis:

1. Praise be to Allah SWT, who has provided strength for the accomplishments bestowed upon me, allowing me to graduate on time.
2. My Beloved parents, Hariyanto and Heni Marlina who have always been there for me with their love and sending those prayers.
3. My little brother, M. Naufal Fadillah, who never fails to cheer me up and lift my moods.

4. To Mrs. Puji Rahayu S.Pd.,M.LS.T.,Ph.D. Head of the Department of English Education, May Allah SWT reward you for all of your good deeds.
5. To all lecturers and the staffs at English Language Department Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia whole lecturers at English Language Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia.
6. Thanks to my cousins Sefira dwi wulandari and Andre Rizki Fauzi for their encouragement and input, I am able to continue working on this thesis.
7. I sincerely wish the best for all of my English Education Department batch 2017 friends, whose names I am unable to mention one by one but who have given me many treasured memories.

ACKNOWLEDGEMENT

Beginning with the wonderful word Bismillah and thankfulness to Allah SWT for providing the author with the opportunity to complete this best practice in order to fulfill some of the requirements for acquiring a bachelor's degree in English education with a major in Indonesian Islamic University. And I'll never forget to send my heartfelt greetings to the wonderful prophet Muhammad SAW, who is a role model for everyone.

I express my gratitude to my dear parents, Hariyanto and Heni Marlina for their love, affection, motivation, and prayer in support of me and as literary inspiration.

Then, thank you very much to Mrs. Irma Windy Astuti S.S., Hum., thank you to Mrs. Irma who has given me direction, beats a lot of time for me, and is even willing to change my thesis with the knowledge she has. I learned a lot from her because she was in full role mode. All comments, criticisms, and some advice arising from these flaws are welcome to be provided to the author in order to enhance this thesis.

Table Of Contents

<i>Preface:</i>	1
<i>Abstract :</i>	2
<i>Chapter I :</i>	3
<i>Introduction :</i>	3
<i>Chapter II :</i>	4
<i>Construct :</i>	4
<i>2.1 English Learning Through YouTube Video:...</i>	4
<i>2.2 Previous Studies :</i>	5
<i>Chapter III :</i>	6
<i>Implementation :</i>	6
<i>Meeting 1 :</i>	6

3.1 Screenshot example lesson :7

Meeting 2 :8

3.2 Screenshot example lesson :8

Meeting 3 :9

3.3 Screenshot example lesson :10

Teaching Reflection :11

Chapter IV :12

Conclusion :12

Lampiran :12

References :13

ABSTRACT

Youtube is the most popular social media network today. In the context of learning, Youtube can be used as one of the teaching media. This is allegedly can increase students' interest and motivation to learn. This report aims to describe how Youtube videos use as supplementary material to learn English at senior high school, youtube videos provide benefits for students how language can be used for communication. the use of Youtube as a teaching medium plays a positive role in significant to increase student interest in learning. Youtube also has a positive role which is significant to increase student learning motivation.

Keywords : YouTube

CHAPTER I

INTRODUCTION

Technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. In addition, there are a significant number of online materials that can be integrated into traditional English lessons, such as video content from YouTube website. YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday video and authentic situations that may help them improve their understanding and performance in English language lessons. According to Syafiq et al (2021) YouTube video is one alternative solution in teaching speaking during pandemic. Their study attempts to find the use of YouTube videos to assist speaking skill of students and how teaching and learning process using YouTube videos are implemented in the class. As many researchers have observed learners can gain positive indicators when they watch authentic and real – life clips (Maness 2004). Using YouTube video to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily. The impetus for choosing this study is the remarkable use of the YouTube website, it's free-of-charge availability, and ease of use. Thus, many language tutors can use the website's videos to teach

English. YouTube has become one of the most – popular website in the world (Alexa 2011). YouTube is one of the most popular video sharing service on the internet moment. It can be used as a literacy media that presents images and sound representations of colorful ideas or events in the classroom. Watching motion pictures will be some other manner of getting to know except talking and analyzing books, due to the fact it's miles the anticipation of net generations who roof to call for numerous literacy.. According to Gracella & Dedi (2020) YouTube additionally gives a getting to know revel in with new technologies, for you to be beneficial after they graduate. The community can assist create, analyze, and convey facts and thoughts greater fast and efficiently. Furthermore, it additionally offers many interesting and innovative capabilities for use as a supply of coaching and getting to know. The cause of this paper is to shed mild at the use of YouTube motion pictures for coaching English language in study room as supplementary material.

CHAPTER II

CONSTRUCT

2.1 English Learning Through YouTube Video

Teaching English using videos is important for the students, because it could increase their motivation to learn and also teach them about words that are difficult to pronounce, in addition they can also learn a new vocabulary that they may not know before, they can watch videos on YouTube anywhere and anytime they want. According to Jessy Gracella & Dedi (2020) students have positive responses about the use of YouTube video in learning English. The YouTube application has many functions for students. The students feel more open about their thoughts, opinions and questions, which make them more comfortable and motivated in learning English through the YouTube application. Students got many benefits after learning English by using YouTube, because according to them, the YouTube application is very easy to used and can access anywhere. Wu et al. (2002) examined the effective use of video on the internet and recommended several directions and approaches that stressed the effectiveness of using videos in education. Whithaus and Neff (2006) found that teachers can used video as a web based mode of teaching and gave them the opportunity to use videos as means of learning. Using YouTube videos as teaching materials is able to strengthen the understanding of teaching materials both students and teachers, using YouTube videos not only because of the elements of color, motion, or sound, but

because students can observe or evaluate the learning material, students can also watch video material on YouTube repeatedly.

2.2 Previous Studies

Using YouTube videos has various advantages for students, one of the advantages is as a facility that makes it easier for students to improve their English skills in class they can also repeat the material that has been taught by their teacher through YouTube videos to improve their vocabulary, listening skill, and it can help the students learning by their self. According to Jessy & Dedi (2020) Students get various benefits after learning English through the YouTube application because YouTube has many functions, it is very easy to use and access anywhere. The students feel more open about their thoughts, opinions and questions, which make them more comfortable and motivated in learning English through the YouTube application.

By watching YouTube videos it can help with understanding and increase knowledge about the material provide, and it can help students learn in online classes as recently happened during covid 19. According to Ahmad et. al. (2021) application of YouTube videos in teaching English really improves students' speaking skills and motivation during online learning in the pandemic Covid-19. Also, YouTube could be great material to teach speaking and it helps the students to understand the lesson as well during online learning.

CHAPTER III

IMPLEMENTATION

This chapter elaborated implementation of English Learning Through YouTube Video for High School Student.

In this implementation, I used 3 videos for 3 meetings, I used 1 video for 1 topic in every meeting and the duration of the videos was 7-10 minutes, the reason why I used the videos because the videos could be used as example for the material book from the school. In this implementation I taught 2 classes at the same time by using zoom meeting, the participants of this class were students of grade XI 1 and XI 2 of Pharmacy Vocational School

Meeting 1

Lesson topic : Introduction of Invitation Letter

The instructional design of English Learning Through YouTube Video for High School Students using video from Just Speak English Club entitled “formal invitation: Class 11 English Material.

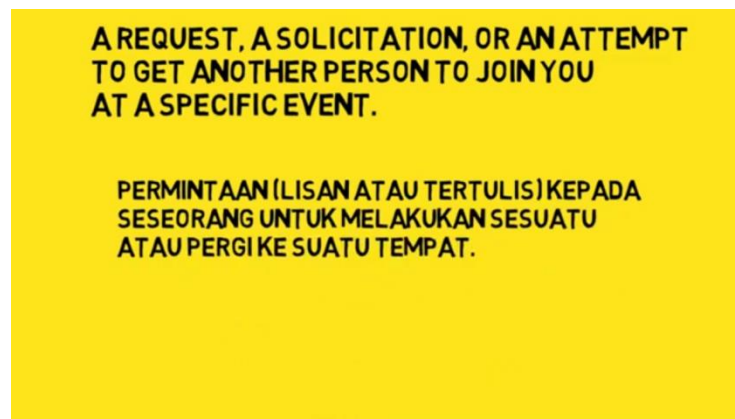
Activity 1: I explained to the students what is meant by a written invitation letter and the types of written letters.

Activity 2: I explained to the students what a formal and informal written invitation were.

Activity 3: I showed an example of an image of written invitation letter. I also explained the procedure or tips for writing a written invitation.

Closing activity: last but not least, I gave them a Youtube video lesson about invitation letter, they paid attention well to the video, and they are enjoyed a lot with the video explanation and music background. The video title is Formal Invitation: Materi Bahasa Inggris kelas 11 (<https://www.youtube.com/watch?v=rPZ8TBwzvTc>)

Closing activity: I tried to do evaluation about the lesson to see how they understand the lesson.



Explaining information on writing invitation letter (screenshot)

The topic today was about the invitation letter. The students get acquainted with me first and then show them the PowerPoint and explained to them what is meant by a written invitation letter and the type of writing letter. I also explained to the students what is meant a formal and non formal written letter. I showed an example of an image of written invitation letter. I also explain the procedure or tips for writing a written invitation. Last but not least, I gave them a video lesson about invitation, they pay attention well to the video, they enjoyed a lot with the video explanation and music background, I also tried to do evaluation about the lesson to see how they understand the lesson.

Meeting 2

Lesson topic : The instructional design of English Learning through YouTube Video for High School Students by using video entitled “expression of asking and giving opinion”.

Introduction of asking and giving opinion

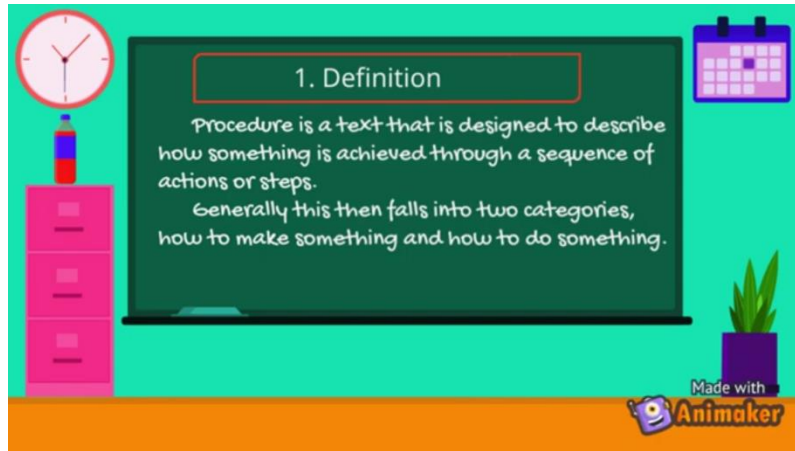
Activity 1: I explained to the students what is meant by asking and giving opinion.

Activity 2: I explained to the students how to expression of asking and giving opinion. I also explained to the students the difference between agreeing and disagreeing.

Activity 3: I showed an example of dialog of expression asking and giving opinion. I also explain ask the students to read the dialog with their friends.

Closing activity: last but not least, I gave them a Youtube video lesson about expression of asking and giving opinion, they pay attention well to the video. They enjoyed a lot with the video explanation the image and music background. The video tittle is Expressions of Asking for and Giving opinions (<https://www.youtube.com/watch?v=LYXUC2K2bQk>)

Closing activity: I tried to evaluation about the lesson to see how they understand the lesson.



Explain the meaning of procedure text (screenshot)

The topic today was about expression of asking and giving opinion. The students get acquainted with me first and then show them the PowerPoint and explained to them what is meant by expression of asking and giving opinion. I also explained to the students how to expression of asking and giving opinion, I also explained the difference between agreeing and disagreeing. I showed an example of dialog asking and giving opinion. I also asked the students to read the dialog with their friends. Last but not least, I gave them a video lesson about expression of asking and giving opinion, they pay attention well to the video, they listened to the video, I also to do evaluation about the lesson to see how are they understanding the lesson.

Meeting 3

Lesson topic : The instructional design of English Learning Through YouTube Video for High School Students using video entitled “procedure text Class 11 English Material.

Introduction of Procedure text.

Activity 1: I explained to the students what is meant by procedure text.

Activity 2: I explained to the students characteristic, purpose, and structure of procedure text.

Activity 3: I showed an example of an image of procedure text.

Closing activity: last but not least, I gave them a Youtube video lesson about expression of asking and giving opinion, they pay attention well to the video. They enjoyed a lot with the video explanation the image and music background. The video title is Procedure Text Bahasa Inggris (Kelas XI SMA/SMK) (https://www.youtube.com/watch?v=tsJ_LggOEMY)

Closing activity: I tried to evaluation about the lesson to see how they understand the lesson.

Asking for Opinions (informal)
Meminta pendapat (Tidak resmi)

3. How do you feel about ...?
Bagaimana perasaanmu tentang ...?

For example / Contohnya :
How do you feel about studying at home while pandemic?
Bagaimana perasaanmu belajar di rumah saat pandemi?

How do you feel about your new school?
Bagaimana perasaanmu tentang sekolah barumu?

Example of asking for opinion informally how do you feel about ?(screenshot)

Asking for Opinions (Formal)

Meminta pendapat (Resmi)

3

What's your view on ...

Apa pandangan anda mengenai ...

For Example :

What's your view on banning Handphone at school?

Apa pandangan anda mengenai larangan HP di sekolah?

What's your view on the outdoor study?

Apa pandangan anda mengenai pembelajaran di luar kelas?



Example of asking for opinion formally (screenshot)

1. Smartphone Ban (Larangan HP)

Andi: Why do you think so?
Kenapa kamu berpikir begitu?

Lisa: Because smartphones have caused so much distraction in our class. Especially during learning time.
Karena HP sudah membuat banyak gangguan di kelas kita, khususnya di waktu pembelajaran

Example of conversation about asking and giving opinion (screenshot)

The topic today was about procedure text. The students get acquainted with me first and then show them the PowerPoint and explained to them what is meant by procedure text. I also explained to the students characteristic, purpose, and structure of procedure text. I showed an example of an image of procedure text. I. last but not least, I gave them a video lesson about procedure text, they pay attention well to the video, they payed attention and listened to the video explanation and music background, I also to do evaluation about the lesson to see how they understand the lesson.

Teaching Reflection

The activity that I think was successful during the implementation was by explaining a little material related to the topic in powerpoint and adding an explanation by watching youtube videos related to the topic to increase their knowledge. In my opinion, I wanted to improve the teaching activity by adding a quiz to see students' knowledge of the topic that was taught. In the learning process students paid attention and listened to the explanation of the topic carefully explained by the youtube video.

CHAPTER IV

CONCLUSION

Based on my teaching implementation, it can be stated that YouTube videos can add more knowledge students English skill, also students was very motivated by using YouTube video in learning English. Using YouTube video to teach English classes as supplementary material will provide learners with good understanding and knowledge of their english teachers. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SMK
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI
Materi Pokok	: What's your opinion
Alokasi Waktu	: 1 pertemuan (1 x 90 menit)

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> - Mengidentifikasi struktur teks ungkapan memberi dan meminta informasi terkait bahan bacaan - Memahami struktur teks ungkapan memberi dan meminta informasi terkait bahan bacaan - Menerapkan struktur tesk ungkapan dan memberi informasi terkait materi pembelajaran tersebut
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menganalisis fungsi sosial dan unsur kebahasaan memberi dan meminta informasi terkait materi pembelajaran. - Menghubungkan fungsi sosial dan unsur kebahasaan kalimat meminta infromasi terkait materi pembelajaran - Menyusun fungsi sosial dan unsur kebahasaan memberi dan meminta informasi terkait materi pembelajaran

C. Tujuan Pembelajaran

1. Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi tentang ungkapan memuji dengan guru dan teman dengan tepat.
2. Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang ungkapan memuji.
3. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended) serta responnya dengan tepat.

D. Materi Pembelajaran

Teks lisan dan tulis tentang opinion (menanyakan dan memberi pendapat)

1. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

2. Ungkapan

“In my opinion, what do you think about, i agree with you, i disagree with you.”

3. Unsur kebahasaan

Ucapan, tekanan kata.

E. Metode Pembelajaran

1. Metode :

a. Menjelaskan

b. Tanya Jawab

c. Diskusi

F. Kegiatan Pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
<ul style="list-style-type: none">- Memberi salam kepada siswa- Mengajak siswa berdoa- Mengecek kehadiran siswa	<ul style="list-style-type: none">- Membalas salam guru- Berdoa bersama dengan guru- Menyatakan kehadirannya dengan mengatakan hadir	10 Menit

2) Kegiatan Inti

Guru	Siswa	Waktu
<ul style="list-style-type: none">- Mengkondisikan siswa untuk siap mengikuti pembelajaran dengan menunjukan powerpoint	<ul style="list-style-type: none">- Siap mengikuti pelajaran tentang menanyakan dan memberi pendapat	10 Menit
<ul style="list-style-type: none">- Memperlihatkan Youtube Video, Menjelaskan pengertian, dan macam – macam pendapat	<ul style="list-style-type: none">- Mendengarkan penjelasan yang berkaitan dengan pendapat	10 Menit
<ul style="list-style-type: none">- Menunjukan dialog yang berkaitan dengan pendapat	<ul style="list-style-type: none">- Memperhatikan dialog yang berkaitan dengan pendapat	10 Menit

- Meminta siswa untuk membaca dialog yang telah ditunjukkan	- Membaca dialog yang telah ditunjukkan	10 Menit
- Memberi kesempatan untuk siswa bertanya tentang pendapat	- Mempertanyakan tentang pendapat	10 Menit
- Memberi pertanyaan kepada siswa tentang pendapat	- Menjawab pertanyaan yang diberikan tentang pendapat	10 Menit

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran tentang pendapat	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 Menit

G. Media dan Sumber Belajar

1. Media : PowerPoint, Microsoft Word

2. Alat : Laptop

3. Sumber belajar :

a. Contoh teks dialog dari internet.

b. Buku paket bahasa inggris.

c. Materi internet, salah satu sumber dari

<https://www.youtube.com/watch?v=LYXUC2K2bQk>

REFERENCE

- Ahmad Nur Syafiq, Amalia Rahmawati, Anwari, and Tyas Oktaviana (2021) *Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19.*
- Jessy Gracella & Dedi Rahman Nur (2020) *Students' Perception of English Learning through YouTube Application*
- Maness, K., (2004). *Teaching Media-Savvy Students about the Popular Media. The English Journal, 93(3), p.46-51.*
- Whithaus, C & Magnotto Neff, J 2006, *Contact and interactivity: Social constructionist pedagogy in a video-based, management writing course.* Technical Communication Quarterly, 15(4), pp.431--456.
- Wu, D, Hou, Y, Zhu, W, Zhang, Y & Peha, J, 2002, *Streaming video over the Internet:*

approaches and directions. Circuits and Systems for Video Technology, IEEE Transactions on, 11(3), pp.282--300.