

**THE USE OF YOUTUBE VIDEO IN TEACHING READING
NARRATIVE TEXT AT 8TH GRADE DURING COVID-19
IN MTs MUHAMMADIYAH CILACAP**



THESIS

**Submitted in Faculty of Tarbiya and Teacher Training
of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for Achieving the Degree
of *Sarjana Pendidikan* (S. Pd) in English Education Study Program**

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NARRATIVE TEXT AT 8TH GRADE DURING COVID-19 IN
MTs MUHAMMADIYAH CILACAP**

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MOTTO

“Just because your process is longer than others, it doesn't mean you're a mess.

It's okay to walk slowly, as long as you can reach your goals”

-Anonymous-



DEDICATION

I dedicate this thesis to:

Myself

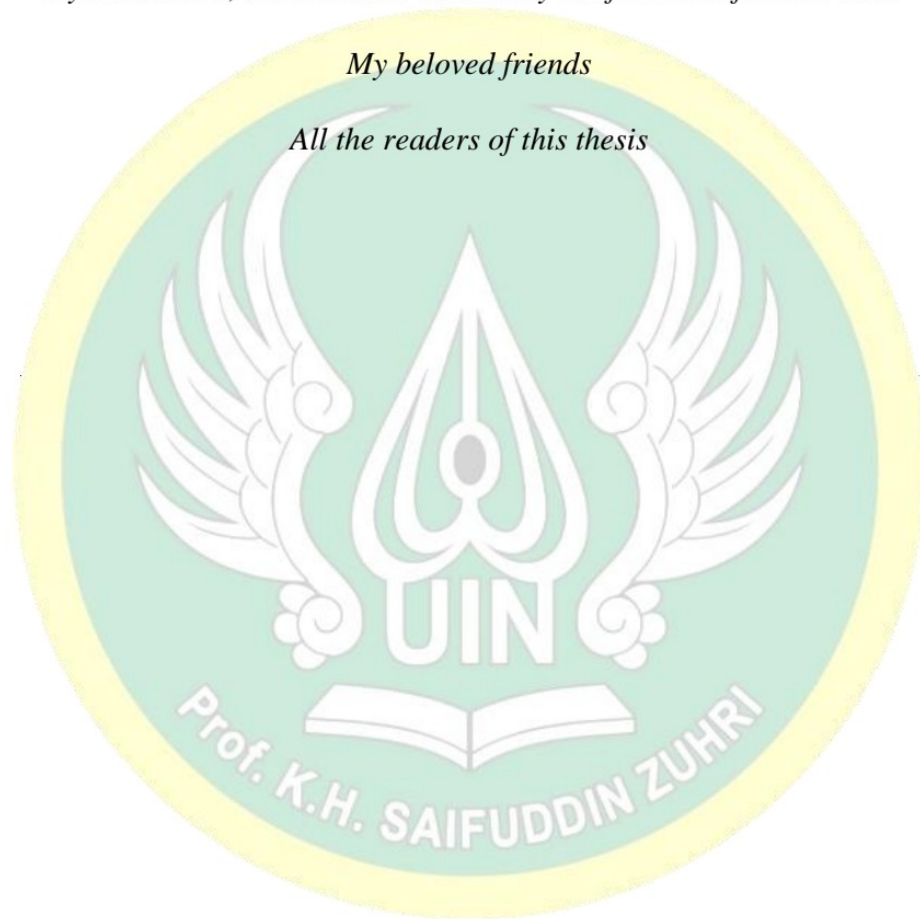
My beloved parents (Sofiyatun & Zulkifli)

My beloved brother (Bayhaqi Yazid Zulfi)

My almamater, State Islamic University Prof. KH. Saifuddin Zuhri

My beloved friends

All the readers of this thesis



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There is no sentence that is more appropriate with the deepest thanks for all helps, supports, and suggestions. Only Allah SWT who

can reply you with the kindness. Hopefully this thesis be a beneficial for the writer and all readers.

Purwokerto, 16 February 2022



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ABSTRACT

Students are taught English in school so that they can master four skills: listening, writing, speaking, and reading. Reading is one of the language skills that should be mastered well by the students. Due to covid-19, teaching and learning activities are carried out online at home, therefore teachers are required to use effective media used in teaching. One of the media that can be used in teaching reading narrative text is YouTube videos. This research applied a qualitative descriptive study. The subjects of this study were an English teacher and three 8th grade students of MTs Muhammadiyah Cilacap. This study aimed to analyze the use of YouTube video in teaching reading narrative text and to find out the strengths and weaknesses of teaching reading narrative texts using YouTube video. The data were collected through observation, interviews, and documentation. The results of this study indicated that WhatsApp group is utilized to introduce the material. YouTube video is used by the teacher to deliver the core activity. The strengths of using YouTube video in teaching narrative text are that YouTube video is easy to use and very informative. The weaknesses are internet interference and teacher cannot supervise students directly.

Keywords: *Teaching reading, YouTube video, Narrative text*

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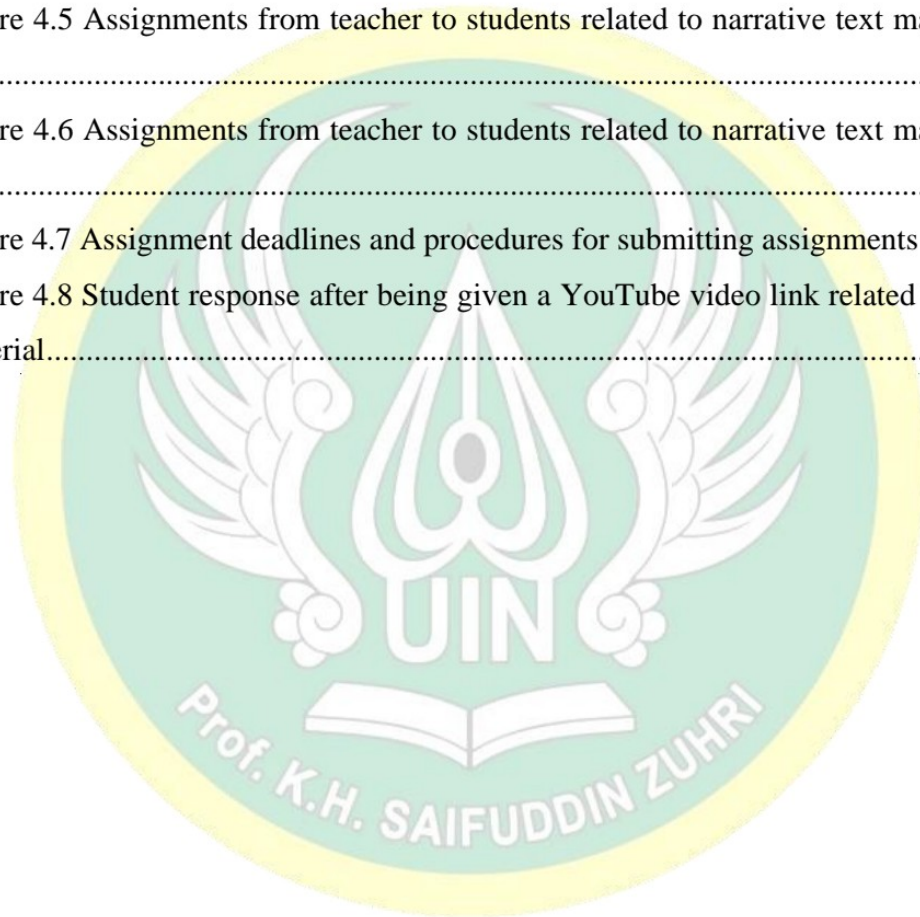
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CHAPTER I

INTRODUCTION

A. Background of The Problems

Learning a foreign language, such as English, is taught in Indonesia from junior high school through university level. Students are taught English in schools so that they can master four skills: listening, writing, speaking, and reading. Reading is an essential factor that affects a person's activities in communicating. People consider reading as an important activity, so people usually say that reading is a way to open the world. Reading is an interesting activity because by reading people can get a wide variety of information without having to go far. The ability of reading is one of the standard capabilities in English that must be achieved at all levels of education including in junior high school. So, reading skill becomes the priority that must be mastered by the students.¹ Students are expected to be able to read a variety of texts, including letters, short messages, greeting cards, and monologues such as descriptive, narrative, recount, procedural, and report text, in accordance with the basic skills in the junior high school curriculum.² One example of a monologue is narrative text. There are various structures in narrative text, including orientation, complication, resolution, coda. Orientation is the initial part of the narrative text, which is the part that introduces the characters who will be in the story, the time setting, and the place setting. Complication, in this section the story continues with problems experienced by the characters that must be solved. The resolution, in this section, the characters in the story have begun to find solutions to solve the problems found in the Complication section. Coda, in this section the

¹Lisa Fitriani et al, *Teaching Students' Reading Comprehension of Narrative Text Through Story Map Technique*, Pontianak:2014, p.1

²Lulu Hasna Anggraini, "*The Use Of Animated Video As A Media To Enhance Students' Reading Comprehension In Narrative Text*", Journal, Vol.09, No.01, 2021, p.174

character undergoes a change and every reader can understand a lesson that is implied in the story.

Learning reading is crucial for students in the 8th grade at MTs Muhammadiyah Cilacap because it helps them build critical thinking abilities and understand and articulate challenging topics. The goal of teaching reading in the narrative text to 8th grade students is to teach them how to analyze the structure and content of the narrative text. Narrative texts are usually very long and often make students are bored and lazy to learn them. Therefore, students need media that can help them understand the story and answer the questions given.

In fact, because of the never-ending Covid-19, students and teachers must carry out learning activities through online learning, and therefore students find it difficult to digest lessons properly. When English lessons require them to read, students feel difficult and bored. For example, in narrative text lessons. In the world of education, teaching literacy is not easy. Teachers must understand the character of students in understanding a passage. Teachers should choose the right media and techniques to deliver the message in the text to students. It may be complicated because students are not familiar with English text, especially when answering reading comprehension questions.³ Therefore, teachers should have a strong method or material in place to make it simple for students to begin learning English reading. As we all know that reading plays a crucial part in language acquisition, so in the teaching activities, the English teacher needs to improve the teaching and learning process in such a way that students' reading skills develop. Teachers are required to chance on the right strategy that is able to meet the needs of students to develop their reading skills.⁴ Media is a means by which a teacher's message is delivered to students. It indicates that in education, media was employed to provide information or content in order to excite students' minds,

³Lulu Hasna Anggraini, "The Use Of Animated Video As A Media To Enhance Students' Reading Comprehension In Narrative Text", Journal, Vol.09, No.01, 2021, p.175

⁴Emi Br Bukit, *Teaching Reading Comprehension Of Narrative Text To The Tenth Grade Students*, Medan:2017, p.2

feelings, attention, and interest, resulting in a successful process of teaching and learning. In the process of teaching and learning, media can also successfully build the relationship between teachers and students. Reading mastery necessitates many attempts and as we know that every student has a different understanding of the learning process. At this point, the media is indispensable in the process of teaching and learning activities between teachers and students, because media can be used to help teachers explain material easily and effectively.

One type of media that can be used in the teaching and learning process is audio-visual. Audio-visual is an effective media for teaching and learning activities because it can be seen and heard. Examples of audio-visual media are videos, films, animation. The variation of teaching and learning to read English that is carried out by the teacher affects students' reading achievement. One of the several types of media that can be used in teaching reading narrative text is video. The use of videos can guide student activities in interesting ways. Videos provide information to the eyes and ears, so students can see the communication in action. Language can be effectively displayed in videos. As a way, students' interest and motivation will be heightened. Video can be utilized as a means of communication. Students can become bored and unmotivated to learn the teaching and learning process if teachers employ unsuitable ways to teach reading. This directly affects student reading learning outcomes. However, teachers play a critical role in the teaching and learning process and are responsible for student achievement in English. Motivating students to think critically and creatively in dealing with learning problems is also the task of the teacher. Moreover, teaching and learning activities that must now be carried out in their respective homes, of course, require methods that are easy to understand by students so that students do not feel too overwhelmed, even when school is offline students may not necessarily

understand it. Lessons perfectly, so with the conditions of online school like now it must be more difficult.⁵

In this study, the researcher conducted research about the use of YouTube video in teaching reading narrative text. The English teacher at MTs Muhammadiyah Cilacap used YouTube video as a teaching media in reading narrative text. During the Covid-19 pandemic, students and teachers must carry out teaching and learning activities at home, therefore teachers are required to be more creative in teaching and using a learning system that is easy for students to understand. The teacher can take advantage of technology in the form of handphones and videos contained in YouTube accounts. The selection of media in the form of videos is intended to attract students' interest to pay attention and listen to the information that can be taken from the video playback. The choice of selecting YouTube video as learning media is because this social media is very close to students in this era. Efforts that can be made by teachers to see students' reading abilities are by asking students to make narrative texts from videos that have been seen by the students. This activity can also be used by teachers to see the ability of students in reading narrative text.⁶ So, from analyzing all problems and also their causes, the researcher tries to find the solutions in this research. According to the English teacher at MTs Muhammadiyah Cilacap, the use of YouTube video as original material can trigger students to learn English easily, especially since students hold and play handphones more often than reading books. YouTube is the most popular video site today, the videos available on YouTube as a means of support will optimize learning outcomes during the pandemic. Watching videos on YouTube will help students to more easily memorize events. Leveraging YouTube makes the learning process not only more meaningful but also more enjoyable.⁷

⁵Amir Mohammadian, "The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners", Journal, Vol.9, No.2, 2018, p.17

⁶Ani Sartika Sari, "Animated Video in Teaching Reading Comprehension Viewed from the Students' Reading Interest" Journal, Vol.2, No.1, 2021, p.89

⁷Al-zyoud Khal, "The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)", Journal, Vol.4, No.4, 2012, p.526

The researcher chose to research at MTs Muhammadiyah Cilacap because the school is one of the small schools in the Cilacap area, but the English teacher has skills in the field of technology and English as well. Therefore, the researcher will try to analyze deeply the creativity of the English teacher in teaching narrative text. The school also has English extracurricular activities for students who are interested in the field of language.

Based on the background of the research that has been explained above, the researcher tries to analyze the use of YouTube video in teaching reading narrative text in 8th grade at MTs Muhammadiyah Cilacap. The researcher wants to analyze the creativity of English teacher in teaching students to read in a way that is easy to understand because of the level of communication limitations of students and teachers caused by Covid-19 which requires teachers and students to carry out online learning. Then from the explanation above, the researcher wants to conduct research entitled "**The Use of YouTube Video in Teaching Reading Narrative Text at 8th Grade During Covid-19 in MTs Muhammadiyah Cilacap**".

B. Operational Definition

The definitions are provided below are important to provide so that readers have the same understanding or perception of some of the terms used, and also avoid ambiguity in this research. There are 3 key terms, they are:

1. YouTube Video

YouTube is one of the communication media that contains some information in the form of images, pictures, and actions. YouTube videos are one of the mediums that may be utilized to learn how to read narrative text. Because the plot of this video follows the same order as the generic structure of the narrative text, it is appropriate for usage with narrative text. The utilization of YouTube videos can be thought of as audio-visual material that can be used to teach other subjects in English to low-level

learners. The usage of authentic material such as YouTube videos might encourage pupils to study English more effortlessly.

2. Teaching Reading

Reading is considered an important skill that needs to be learned and mastered by the students to acquire knowledge and gather information. In teaching reading, the teacher is not only giving a text to the students but also building their consciousness of reading skills. It means that teaching reading has many difficulties from the teachers, the students, the situation of teaching-learning, or the mistakes in choosing method or strategy or media in teaching reading. Reading narrative text is also not easy for students. English can be a foreign language for students who do not speak it as a first language, especially in Indonesia. It is the job of English teachers to ensure that their students are able to read in English. As a result, English teachers must find new approaches to assist pupils in improving their study abilities.

3. Narrative Text

The narrative text tells a story with complications or problematic situations, and it strives to address the problems by finding solutions. A crucial part of narrative text is the narrative mode or a set of tactics for telling a story through a narrative process. The narrative text is a sort of text that can amuse the audiences while still containing a moral element. The purpose of narrative text is to entertain readers by telling a story. The narrative text has 4 generic structures: Orientation, Complication, Resolution, Reorientation/Coda.

C. Problems Statement

Based on the research background, the research questions are formulated as follows:

1. How is the implementation of YouTube video in teaching reading narrative text?

2. What are the strengths and weaknesses of teaching reading narrative text using YouTube video?

D. Objectives and Significances of the Research

1. The objectives of the Research

- a. To analyze how the 8th grade English teacher uses YouTube video to teach reading narrative text
- b. To find out the strengths and weaknesses of using YouTube in teaching reading narrative texts during Covid-19 at MTs Muhammadiyah Cilacap

2. The significances of the Research

The significances of this research are divided into two aspects:

a. Theoretical Significance

- 1) Researcher hope that this study can provide deeper knowledge in understanding the use of YouTube videos to teach reading narrative texts, especially in the Covid-19 situation
- 2) The researcher expects that this study will help learners enhance their capacity to read narrative texts
- 3) The researcher hopes that this research can be used for further researchers

b. Practical Significance

Practical significances of this research are:

1) For Teachers

The results of this study are expected to be beneficial for the improvement of reading learning methods and continue to create new methods in teaching and learning activities during the pandemic

2) For Readers

The results of this study will be useful for other researchers who have similar topics

E. Structure of The Research

It is necessary to classify the structure of this research in order to make it systematic. This study is divided down into five parts, each of which will be explained in turn:

Chapter I presents an introduction, consisting of a background of the problems, operational definition, problems statement, objectives and significances of the research, and structure of the research.

Chapter II explains the definition of YouTube, types of videos on YouTube, strengths, and weaknesses of teaching using YouTube video, the definition of teaching reading, preparation for teaching reading narrative text, the definition of narrative text, and the generic structure of narrative text.

Chapter III explores the research method which deals with the research design, subject of the research, object of the research, instruments for obtaining data, techniques of collecting data, the technique of data analysis.

Chapter IV contains the results of a qualitative research report that contains an analysis of the use of YouTube video in teaching reading narrative text at grade 8 during Covid-19 at MTs Muhammadiyah Cilacap.

Chapter V contains the conclusion and suggestions.

CHAPTER II

THEORETICAL REVIEW

A. YouTube Video

1. Definition of YouTube Video

There are many various types of media that can be employed in the teaching and learning process. A YouTube video is one of them. YouTube is a video-sharing website that was established and launched in February 2005. Users can submit, watch, and share videos on this website. The startup based in San Bruno, California, displays a wide range of user-generated video content. One of the audio-visual media that can be used to learn English is YouTube video.⁸ Media is an important element of the overall experiences with which we must assist our students. YouTube videos have an important role in language acquisition, both in terms of content and procedure, especially in terms of interest and motivation.⁹

YouTube is a social media platform that contains online videos, there are many different types of videos stored in online storage in the form of the YouTube platform so that videos can be viewed and accessed by anyone, anywhere with internet access. On YouTube, everyone can also upload their videos for free just by having a google account as a personal YouTube account. The benefits of YouTube compared to other video websites is that YouTube videos have freedom of duration, so there are many videos that vary in duration, and all videos can be uploaded for free just by having a Google account connected to YouTube.¹⁰ YouTube includes a feature that allows you to search for video information or watch live videos. In

⁸Irfan Fahmi, *Analisis Semiotika YouTube Rewind Bandung 2018 Karya Komunitas YouTube Creator Bandung*, Bandung:2019, p.17

⁹Septiana Nur A, *Optimizing the Use of YouTube Video to Improve Students' Competence in Writing Procedure Text (A Classroom Action Research at The Tenth Grade Students of SMA N Kebakkramat in Academic Year Of 2011/2012)*, Surakarta:2012, p.21

¹⁰Ririn Puspita Tutiasri et.al, "Pemanfaatan YouTube Sebagai Media Pembelajaran Bagi Mahasiswa di Tengah Pandemi Covid-19", *Journal*, Vol.2 No.2, 2020, p.4

today's digital era, YouTube is built as a video-sharing site that is quite popular, especially among the younger generation, as well as a site for exchanging information. YouTube is virtually exclusively used by the younger generation in their daily lives.¹¹ YouTube video is a method of communication that includes some information. Visuals, pictures, and actions are used to convey information. One sort of media that can be utilized to teach narrative text reading is YouTube videos. It is appropriate for use with narrative text since the plot of this video follows the same order as the generic structure of the narrative text.¹² Using YouTube videos, students in the class will enjoy the learning process. Students will learn more effectively if they love the process. Learning English with the help of YouTube videos can be a lot of fun.¹³ Teachers can utilize YouTube as a tool to make the teaching process more enjoyable. YouTube videos contribute significantly to both content and the language learning process, particularly in terms of interest and motivation. The images and sounds produced in YouTube videos are able to stimulate students' brains so they don't get bored in learning languages. Furthermore, YouTube videos can be used to motivate students in the teaching-learning process.¹⁴ Because students can not only listen but also recognize the motions of each character in the video, it is easier for them to grasp and recall the information in the video.¹⁵

¹¹Aritas Puica Sianipar, "Pemanfaatan YouTube Dikalangan Mahasiswa (Studi Penggunaan YouTube di Kalangan Mahasiswa Ilmu Komunikasi FISIP USU Medan dengan Pendekatan Uses and Gratification)", *Journal of Communication Science FLOW*, Vol.2 No.3,2013, p.2

¹²Ayu Febri Mulyanti et.al, *YouTube Video As A Media in Teaching Narrative Writing*, Bojonegoro:2018, p.3

¹³ Carolina Junianti Sitorus, "The Effect of Using YouTube Video on the Tenth Graders Writing Procedural Text Achievement at SMA Corpatarin", *Journal of English Teaching*, Vol.3, No.1, 2017, p.4

¹⁴Septiana Nur A, *Optimizing the Use of YouTube Video to Improve Students' Competence in Writing Procedure Text (A Classroom Action Research at the Tenth Grade Students of SMA N Kebakkramat in Academic Year of 2011/2012)*, Surakarta: 2012, p.35

¹⁵Apriliya Intan Pratiwi, *Optimizing the Use of YouTube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)*, Surakarta:2011, p.32

From some of the definitions of YouTube video above, it can be concluded that YouTube videos are video-sharing sites. Users can use YouTube to easily upload and download videos. YouTube can also be used by all circles of society, especially teenagers who know more about technology and often use their cell phones in all activities. YouTube can be used anywhere and anytime using an internet connection therefore it can be used as a media for teaching and learning English during the pandemic. YouTube videos can increase teacher creativity in teaching and can increase student motivation and make it easier for students to learn because the sounds and images contained in the video are easier for students to remember and understand.

2. Types of Videos on YouTube

Students are easier to understand and recollect the material in the video because they cannot only listen but also recognize the gestures of each character in the video. Real-world video, language instruction videos, and off-air programs are three major sorts of videos that can be used in class, according to Harmer.¹⁶

There are several types of videos on YouTube, including vlogs, music videos, docuseries (documentary), narratives, and educational videos. A vlog is a video blog, as the name implies. A Vlog is a video that contains opinions, tales, or daily activities that would normally be posted on a blog.¹⁷

A music video is a video recording of a song accompanied by an image created by a YouTuber and it often includes dance, visual graphics, lyrics, and cast. The music video aims to tell a story about the content of song lyrics through the expression of music.

¹⁶Nurhidayah Rafika, "The Use of YouTube Videos in EFL Classroom, *SPECTRAL, (Online)*", Journal, Vol. 4 No.2, 2018, p.52

¹⁷Eribka Ruthellia David et.al, "Pengaruh Konten Vlog dalam YouTube terhadap Pembentukan Sikap Mahasiswa Ilmu Komunikasi Fakultas Ilmu Sosial dan Politik Universitas Sam Ratulangi", e-Journal, Vol.6 No.1,2017, p.3

In the Cambridge English Dictionary, a docuseries is a documentary series: a series of television or radio programs that give facts and information about a subject or about real events. The term "documentary" was first used in the film review *Moana* by Robert Flaherty, written by The Moviegoer, pseudonym John Grierson, in the New York Sun on February 8, 1926. John Grierson, one of the fathers of the documentary film stated that documentary film is the use of creative ways in an effort to present events or reality. The main purpose of documentaries is not just to convey information.¹⁸ YouTube docuseries videos have become increasingly popular among YouTubers who want to make a series of themed videos. Docuseries are made up of numerous portions that are released in chunks on YouTube to generate anticipation and grow a loyal following. Docuseries are less snackable since they are long-form, and they grow the audience by providing thorough narratives of the creator's life, interests, or involvement in events over time. Producing a docuseries takes a deeper understanding of the craft of filmmaking than releasing a viral YouTube video in terms of quality. A Documentary film is an attempt to retell an event or reality using facts or data.

Narrative video occurs when the YouTuber narrates a report of either real or fictional events with the aids of videography. A narrative is nothing more than a story. It communicates a sequence of events that must resonate with the reader by employing traditional storytelling characteristics like character, conflict, and resolution. Narrative videos should do the same by using beautiful moving images.

Educational videos are videos that contain educational, inspiring, interesting, and cultural content. Educational videos usually target a specific demographic to students and college students. Through

¹⁸Jody Fauziansyah, *Editing in Documentary Film Works "Sadi(S) Child Ema(S)*, Bandung:2017, p.11

thought-provoking, engaging, and cultural content, educational videos educate audiences with current information. These videos frequently target certain populations, such as children or students in college. Educational YouTube channels receive high traffic and recurring views as a resource because they help keep viewers informed, answer questions, examine complex subjects, or provide interesting random information. YouTube videos containing educational videos are very helpful for viewers, for example, teachers and students in getting information that educates and dissects complex problems.

3. The Strengths and Weaknesses of YouTube

Teachers must be innovative when utilizing learning media that students can understand in online teaching and learning activities. YouTube videos are one of the effective media utilized in online teaching and learning activities. Here are some of the strengths and weaknesses of using YouTube videos as a learning media:

1) Strengths of YouTube Video

In language classes, videos are a wonderful media. Videos, according to Celce-Murcia, are excellent instruments for improving language learning. They also have various strengths when used in reading classes. The incorporation of a moving picture component as a language teaching tool, according to Stempleski et.al, is a critical addition to the teacher's resources. It will assist students by motivating them and communicating with them. YouTube videos can be used in teaching reading to improve students' reading skills.

There are several strengths of using YouTube videos as a media for teaching reading, including:

- 1) More complete information and knowledge, as well as easy access, can make students more interested in carrying out learning

- 2) In this period, students can use gadgets to learn new things, which makes them feel more comfortable
- 3) Student does not feel bored in learning reading
- 4) Submission of material is wider, without being limited by place and time, this can make students more active when carrying out learning activities¹⁹

The use of youtube in teaching reading has various benefits, there are to make students excited about taking English lessons, because many students have difficulty reading English texts, many students state that English classes are boring and they cannot understand English lessons.²⁰ The use of YouTube in teaching English is very effective, especially during a pandemic on this day. YouTube can be accessed anytime and anywhere, therefore YouTube videos have several values and strengths in using them as a media for teaching English.

Based on Gillespie's there are five strengths to YouTube video:

- a) It can be utilized to promote student-teacher engagement
- b) It makes a wider range of resources available
- c) It allows students to take a more active role in learning activities
- d) It accommodates a diversity of learning styles
- e) It promotes the growth of higher-order cognitive abilities²¹

The following are some of the strengths of using YouTube videos in learning, according to Jalaluddin:

- a) YouTube may be an extremely beneficial internet resource for studying and teaching. YouTube is simple, it will display any

¹⁹Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid-19", Journal, Vol.1, No.2, 2021, p.121

²⁰Al-zyoud Khal, "The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)", Journal, Vol.4, No.4, 2012, p.528

²¹Apriliya Intan Pratiwi, *Optimizing the Use of YouTube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)*, Surakarta:2011, p.33

video, allowing students to quickly obtain content to use in the teaching and learning process

- b) Students will enjoy studying more if videos are included because videos have a powerful impact on the language classroom. They will not only view the movie, but they will also have aesthetic impressions of the video in their minds, which will make the learning process easier.
- c) YouTube can be used to motivate students because they are normally uninterested in learning English, however, by using videos, they will learn more seriously and comfortably pay attention to the subject taught in the video.

Students can easily study English by watching videos on YouTube; they are not only passive watchers, but they can also engage in deep thought and critical review. Furthermore, employing YouTube videos in the classroom can dramatically increase student engagement and make the classroom more dynamic during learning. If there is anything in the video that they don't understand, they can ask the teacher, making the lesson more participatory between students and teachers.²² In a language learning classroom, a video presentation takes use of students' motivation. When language is experienced in a dynamic way through the film, it piques the interest of both children and adults. Teachers have noticed that showing a video sequence in class prepares students to converse in the target language.²³ YouTube media is expected to improve students' reading skills. According to Mujianto, by using YouTube videos to learn any foreign language, at least we can get four strengths, that are:

²²Ninda Septa Zulfanita. *The Use of YouTube to Improve Students' Ability in Writing*, Salatiga:2019, p.23

²³Arif Choirul Bashir, *Improving Students' Ability in Writing Descriptive Text Using Youtube Videos (A Classroom Action Research at the Tenth Grade Students of SMA Negeri Gondangrejo in the academic Year of 2011/2012)*, Surakarta:2012, p.25-26

- a) The learning process will be much more enjoyable
 - b) Learning the right way to pronounce a word in a foreign language
 - c) Video will help us understand the topic more quickly
 - d) We can simply obtain these learning videos from the internet²⁴
- 2) Weaknesses of YouTube Video

According to Rasman, there are several weaknesses in the use of YouTube in teaching to read during online learning, including:

- a) The teacher's internet connection must be stable. This is important because whether or not the lecture is smooth or not depends on the teacher's internet connection
- b) The teacher must sort out the videos that should be used as learning materials
- c) Students and teachers must prepare a larger data quota because playing YouTube videos consumes quite a lot of quota
- d) Students have to spend money to buy internet quota so they can play videos and follow lessons²⁵

In teaching English through YouTube videos, there are also several procedures that need to be considered, including:

- 1) The teacher must understand the learning material and watch the video first to find out its benefits for learning
- 2) Sometimes the video is played several times to pay attention to the material aspects contained in the video
- 3) There is a discussion related to the video that is shown, students follow the instructions given by the teacher to answer and solve problems
- 4) To make students motivated and not only consider YouTube videos as entertainment material, but teachers also need to give

²⁴Andi Adam, "Penggunaan Media YouTube Berseri Dalam Peningkatan Kemampuan Menulis Siswa Di Sekolah Dasar", Journal, Vol.6 No.2, 2019, p.48

²⁵Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid-19", Journal, Vol.1, No.2, 2021, p.124

assignments to students to pay attention to the entire content of the video and ask questions related to certain parts of the video²⁶

B. Teaching Reading

1. The Definition of Teaching Reading

Teaching is a process of interaction between teachers and students that usually occurs in the classroom. In teaching activities, teachers transfer their knowledge to students. One of the most crucial abilities that teachers instill in their students is the ability to read effectively. The teaching strategy is the teacher's plan in the teaching and learning process to achieve a planned goal. In other words, teaching strategy is an approach to teach students. The teacher must implement a strategy to balance the methods used by the teacher and the way the teacher applies the material.²⁷ Reading is the process of looking at a series of written symbols and getting meaning from them. Reading is a basic life skill. It is the foundation for a student's success in school and indeed, throughout life. Without good reading skills, opportunities for personal fulfillment and job success will inevitably be lost.²⁸ When it comes to teaching reading, the teacher must be confident in their ability to choose resources and support materials that will not only help them teach reading but will also help their students learn to read and understand the content of the text.²⁹ Teaching reading is important in the classroom for the teacher. As a result, reading is frequently combined with other abilities like writing, speaking, and listening. Students must have solid reading skills in order to understand the content of the text. There are several things to note about teaching

²⁶Siti Ma'usarah, "Penggunaan Media YouTube pada Pembelajaran Teks Ulasan Siswa Kelas VIII MTs Negeri 13 Jakarta Tahun Pelajaran 2019/2020", Jakarta:2020, p.34-35

²⁷Zumaroh Intan Syafitri et al, "Teaching Reading Narrative Text Using Story Face in Vocational High School", Vol.8, No.1, 2021, p.26

²⁸Zumaroh Intan Syafitri, "Teaching Reading Narrative Text Using Story Face in Vocational High School", Journal, Vol.8, No.1, 2021, p.25

²⁹Lulu Hasna Angraini, "The Use Of Animated Video As A Media To Enhance Students' Reading Comprehension In Narrative Text", Journal, Vol.09, No.01, 2021, p.177

reading in junior high school. The first is the educational curriculum. Experts define "curriculum" in a variety of ways, yet they all mean the same thing. According to Smith, reading is a process of building understanding of written texts. Effective teaching about reading is what produces effective reading behavior in students.³⁰ Harmer stated that reading is useful for language acquisition. As long as students understand more or less what they are reading, the more they read, the better they will understand it.³¹ In teaching reading, teachers can use various types of media. Audio-visual is one of the media that teachers usually use when teaching in the classroom. However, during distance learning activities, teachers can use YouTube videos as media to teach reading. Teaching reading will make readers become efficient readers. But the problem is, students often feel bored when reading texts in printed books. They find it difficult to understand the meaning of the text. If so, it will be difficult for students to answer the questions given. This is what causes them to have low reading motivation. Therefore, teachers must be selective in choosing the right learning media to achieve learning objectives. One way of teaching narrative text using media is through video. Videos have visual power that can help improve understanding of abstract concepts among students.³²

2. Preparation for teaching reading narrative text

Teachers can use YouTube videos to make teaching reading comprehension narrative text interesting for students and make them enthusiastic about following the lesson. Teaching success can be achieved with careful teaching preparation, before coming to class, it is important for the teacher to consider some preparation. There are several preparations that the teacher must do:

1) Preparing lesson plan

³⁰David wray et al, "Teaching reading: lessons from the experts", Journal, Vol.33, No.1, 2018, p.1

³¹Jeremy Harmer, How to Teach English (Cambridge: Longman), 2007, p.99

³²Lulu Hasna Angraini, "The Use Of Animated Video As A Media To Enhance Students' Reading Comprehension In Narrative Text", Journal, Vol.09, No.01, 2021, p.175

The preparation of lesson plans is a guideline for teachers in teaching. By using lesson plans, teachers can see every activity in the teaching process of reading of narrative texts.

2) Preparing material

The teacher must prepare the material before coming to class; they must relate teaching materials to topics based on the appropriate syllabus and curriculum for use in learning.

3) Preparing media

Media is a kind of tool to help teachers in the teaching process, such as laptops and smartphones that make learning interesting for students because teacher quality and integrated media support are very important for education.³³

C. Narrative Text

1. The Definition of Narrative Text

The narrative text is a text that tells a made-up story with events that the characters must resolve. Typically, problems or crises arise in the midst of the story, with the issues being resolved at the conclusion.³⁴ According to Denning, as cited by Gusparia, “A narrative in a broad sense is everything that is told or told; more narrowly, and more commonly, something that is told or told in the form of a causally related series of events, account, story, story about occurs or is connected with a series of events, whether true or fictitious”. Furthermore, Grace and Sudarwati define a narrative text as “a work whose aim is to entertain the reader with complexities of problematic occurrences that lead to a crisis or turning point of some type, which then finds a resolution”.³⁵ According to Celce and Murcia,

³³Yusismi, “Teaching Reading Comprehension Of Narrative Text By Using “Story Re-Enactment” Technique At Senior High School”, Journal, Vol.6, No.1, 2017, p.143

³⁴Hedwigis Rosario Iswari Hastrianda, *Students’ Perceptions ion the Use of Videos in Learning Narrative Texts*, Yogyakarta:2018, p.10

³⁵Gusparia, “Animation Video To Encourage Students’ Writing A Story (Narrative Text) In Intensive English Classroom”, Journal, Vol.12, No.10, 2018, p.80

the narrative is structured around the chronological development of events and is centered on a person or hero, “As a result, a Narrative is usually customized or unique, and it informs about events that happened to the person or people involved”.³⁶ Narrative texts are a type of discourse that has been codified through writing. A narrative is one of the kinds of growing writing in which characters, for example, tell the history of something based on the evolution of writing over time.³⁷ The narrative text is a sort of text that can entertain the reader or listener while still having a moral value inside the story. It contains four generic structures: Orientation, Complication, Resolution, and Reorientation/Coda. The goal of narrative text is to entertain or amuse the reader by telling a story.

Narrative text have four distinct language characteristics. They are as follows:

- 1) Characteristics
- 2) Connecting words that reveal when events happen
- 3) Verbs that show what happens in the text
- 4) Descriptive words that describe the characters and setting³⁸

From the foregoing, it can be inferred that narrative has a purpose, which is to entertain the reader and is expected to do so, as well as problematic occurrences that must be resolved at the conclusion of the story. Finally, it may be argued that a narrative or story is a piece of text that tells us about something intriguing with the intention of amusing or entertaining the readers or viewers. While telling a friend about something intriguing that happened at work or school, or when telling a joke, people use narrative. The narratives are passed down

³⁶Mariane Celce-Murcia Elite Olshain, *Discourse and Context in Language Teaching*, New York:2000, p.151

³⁷Ayu Zawiya Mufida, *An Analysis Of Students' Ability In Writing Narrative Text By Using Collaborative Writing In The First Semester Of The Tenth Grade At Sma Perintis 1 Bandar Lampung In The Academic Year 2019/2020*, Lampung:2020, p.51

³⁸Titin Indriati, *Improving Writing Skills on Narrative Texts for Grade VIII E Students of SMPN 6 Magelang Through Collaborative Writing Technique in The Academic Year Of 2014/2015*, Yogyakarta:2015, p.21

from one person to the next, from one generation to the next, and from one era to the next. As a result, stories or narratives have existed, exist, and will exist in society. They reflect socio-cultural heritages because they are stories from within the society. The value of tales is that they reveal societal perspectives, attitudes, and goals. In this way, the story is seen as cultural preservation. As a result, they succeed, persist, and are perpetuated in society.³⁹

According to Anderson, a good story employs words to create a mental image of:

- 1) How do the characters appear? (their experience)
- 2) Where does the action take place? (the setting)
- 3) What is going on right now (the action)⁴⁰

The following are some of the characteristics of narrative texts:

- 1) It tells us about an event or events.
- 2) The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- 3) The narrator has a purpose in mind in telling the story. The narrator has a few points he or she wants to make or an impression he or she wants to leave on the reader. As a result, the narrative's details are carefully chosen for a specific reason.⁴¹

2. Generic Structure of Narrative Text

All language in the world passes their own rules in order to mean. The language's usage is frequently controlled in communication and is full regular, more precious, and nice to be heard and pronounced with the norms. Both English and Indonesian, like other languages, have their own set of rules.⁴²

³⁹Rahmad Husein& Anni Holila Pulungan, “*Sumber Belajar Penunjang Plpg 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris Bab VI Narrative*”,Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan, 2017, p.1

⁴⁰Pardiyono, “*Teaching Genre-Based Writing*”,Yogyakarta: Andi Offset, 2007,p. 94

⁴¹Rayendriani Fahmei Lubis, “*Narrative Text*”, Journal, Vol.04, No.02, 2016, p.4

⁴²Irwan Sulisty, “*An Analysis of Generic Structure of Narrative Text Written by The Tenth Year Students of Sma Yasiha Gubug*”, Journal, Vol.04, No.02, 2013, p.171

The generic structure of the narrative is divided into five elements, they are:

1) Orientation

This is the beginning of the story. The stage of orientation tells “who is who and where”, it means tells who is the character, where is the character taking the place and when it happened. This means that the stage determines who is involved in the story. Participants can be humans or non-humans, including animals and objects. The stage also represents the setting of the place, and time when the story takes place. To put it another way, the Orientation stage defines the Participants and Circumstances of Location, which includes both spatial and temporal locations.⁴³

2) Complication

This stage tells the story sequence, which the story is driven by a series of events where we usually expect some kind of complication or problem to arise. Complications make the story more interesting because the characters prevent what they want from being fulfilled. It is in the middle of the story. The complication will involve the main characters and the oven serves to (temporally) toward them from reaching their goal.⁴⁴

3) Resolution

It summarizes the plot or retells the character's story, as well as conveys a moral message to the audience. In narrative text, those aspects must be present. It goes into greater detail to make the story clearer and more understandable. However, pupils may encounter more than one obstacle and solution.⁴⁵

⁴³Rahmad Husein& Anni Holila Pulungan, “*Sumber Belajar Penunjang Plpg 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris Bab VI Narrative*”, Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan, 2017, p.2

⁴⁴Intan Karolina, *Teaching Narrative Text in Improving Writing to The Tenth Grade Students of Sma Negeri 1 Petarukan, Pemalang, Semarang:2006*, p.28

⁴⁵Irwan Sulisty, “*An Analysis of Generic Structure of Narrative Text Written by The Tenth Year Students of Sma Yasiha Gubug*”, Journal, Vol.04, No.02, 2013, p.172

4) Reorientation

It retells the characters and contains a message of moral values to the reader. This provides more explanation to make the story clear and easy to understand. These elements must be present in the narrative text.⁴⁶

5) Coda

So, the narrative is a type of text that entertains and informs the reader or listener about events with problematic and unexpected results, such as novels, poetry, comics, movies, and others, and the pattern employs Past Simple Tense.⁴⁷

D. Review of Relevant Studies

Based on several sources related to this research, the researcher presents some previous studies which correlate to this research. The following researcher related to the research topic as follows.

First, research was written by Nuramah Hayikaleng in 2016 entitled "Using Youtube To Improve EFL Reading Comprehension Among Vocational Students". The purpose of this research was to investigate the effects of using YouTube on EFL reading comprehension among vocational students. The difference between this research and Nuramah's research is that Nurama uses the method of dividing into two groups, namely the experimental group and the instruments used in her study were pre-test and post-test, while this researcher focuses on analyzing the use of YouTube videos without comparing it with other media in learning to read narrative texts. The similarity of this research with Nuramah's research is that both get a positive response from students.⁴⁸

⁴⁶Irwan Sulisty, "An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA Yasiha Gubug", Journal, Vol.4, No.2, 2013, p.171

⁴⁷Rayendriani Fahmei Lubis, "Writing Narrative Text", Journal, Vol.2, No.1, 2014, p.69-70

⁴⁸Nuramah Hayikaleng, *Using Youtube to Improve EFL Reading Comprehension Among Vocational Students*, Malaysia:2016

Second, the research entitled "Improving Student's Reading Comprehension in Narrative Through YouTube at Tenth Grade of MA Alkhaeriyah Rancaranji in The Academic Year Of 2017/2018". Written by Mumun Munawaroh in 2018. The purposes of this research were to know whether YouTube can improve students' reading comprehension or not and to know the student's response when YouTube is implemented in teaching reading comprehension. Mumun's research was conducted with 33 students as participants. The differences with researcher research the object of research. Mumun conducted research in the 10th grade of MA Alkhaeriyah Rancaranji, and this research was conducted in the 8th grade of MTs Muhammadiyah Cilacap. The similarity of this research with Mumun's research is using qualitative research.⁴⁹

Third, a research entitled "Using YouTube in Developing English Reading Comprehension". Written by Omer Mohamed in 2016. The aim of the study is the potential use of YouTube in Developing English Reading Comprehension at universities students, to draw attention to the importance of YouTube as a new medium for teaching and education in genera. The researcher used the descriptive-analytical method of analysis. The population in this research was 20 students who were purposively selected. The difference is that Omer's research uses descriptive-analytical, while this research uses qualitative research. The similarities of this research with the researcher study are discussing the use of YouTube videos in teaching reading.⁵⁰

⁴⁹Mumun Munawaroh, *Improving Student's Speaking Skill and Reading Comprehension in Narrative Through Youtube at Tenth Grade of MA Alkhaeriyah Rancaranji in The Academic Year Of 2017/2018*, Banten:2018

⁵⁰Omer Mohamed Ahmed Mohamed Abdelgadir, "Using YouTube in Developing English Reading Comprehension", Journal, Vol.17, No.2, 2016

CHAPTER III

RESEARCH METHOD

This chapter provides a description of the research methodology. The method of this research contains the type of the research, sources of data, the technique of data collection, the technique of data analysis, and also triangulation.

A. Type of the Research

This research is a case study that has been conducted at MTs Muhammadiyah Cilacap. The type of research conducted is field research. The researcher conducted the research using a descriptive qualitative method. According to Bogdan and Taylor, as quoted by Lexy J. Moleong, Qualitative research is a method of gathering descriptive data from people and observed behavior in the form of written or spoken words.⁵¹ The goal of descriptive research is to create a systematic, factual, and accurate representation of the facts and characteristics of a specific population or location. This study was used to analyze the use of YouTube videos in teaching reading narrative texts in 8th grade. Moreover, this study also to find out the strengths and weaknesses of using YouTube videos as a media in teaching reading. The respondents of this study were an English teacher and 8th grade students of MTs Muhammadiyah Cilacap. The data was collected by observation, interview, and documentation. Qualitative research is a study that yields results that cannot be obtained using statistical or quantitative methods. According to Denzin and Lincoln, qualitative research is conducted on a natural background with the goal of interpreting the events that occur, and it is carried out using a variety of qualitative research methods. The method which is usually used is interviews, observations, and documents.⁵²

⁵¹Lexy. J. Moleong, “*Metodologi Penelitian Kualitatif*”, Bandung:2000,p.3

⁵²Lexy. J. Moleong, “*Metodologi Penelitian Kualitatif*”,Bandung:2013, p.5

B. Sources of Data

1. Location of Research

This research was conducted at MTs Muhammadiyah Cilacap which is located on Jl. Slamet, No.11, Cilacap, Sidanegara, Central Cilacap District, Cilacap Regency, Central Java, 53212. The researcher chose to research at MTs Muhammadiyah Cilacap because the school is one of the small schools in the Cilacap area, but the English teacher has skills in the field of technology and English as well. Therefore, the researcher will try to analyze deeply the creativity of the English teacher in teaching narrative text. The school also has English extracurricular activities for students who are interested in the field of language. Although the school is classified as a small school, this school is also able to provide adequate facilities so that students can study comfortably and with focus. In addition, MTs Muhammadiyah also can still provide activities that can improve student achievement in the field of English such as speech competitions. This research focused on the use of YouTube videos in teaching reading narrative texts for 8th grade during the Covid-19 in the academic year 2020/2021.

2. Subject of the Research

The subjects of this study were an English teacher and 8th grade students of MTs Muhammadiyah Cilacap in the academic year 2020/2021. In 8th grade, there is only 1 class with a total of 16 students.

3. Object of the Research

The objects of this research are the use of YouTube video in teaching reading narrative text at 8th grade during Covid-19 in MTs Muhammadiyah Cilacap, the strengths & weaknesses of YouTube video in teaching reading narrative text. The researcher decided to choose this topic as the object of research because YouTube videos

are an effective media that can be used to teach reading narrative texts during online class activities.

C. Technique of Data Collection

In collecting the data, the researcher used observation, interviews, and documentation. Here are the data collection techniques used by the researcher:

1. Observation

Observation is the process of collecting open data by observing people and places at the research location.⁵³ Observation is also defined as the systematic observation and recording of symptoms that emerge on the research object.⁵⁴ The observation that is used in this research is non-participant observation. The researcher was not directly involved in the teaching and learning process, but only involved as of the observation. At this stage, the researcher made the direct observation at the research site to find out how English teacher teaches reading narrative text using YouTube. Field notes and observation guidelines were used as observation instruments in this research. Field notes are ideas, questions that are noted by the researcher when making observations.⁵⁵ The observations have been carried out four times with a direct approach in the hope that the researcher can analyze the use of YouTube in teaching narrative texts in a structured manner. This research used an observation guide in the form of a checklist. The checklist was used as a media to obtain information and collect data at the time of observation.

⁵³John W.Cresswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (Third Edition)*, London: SAGE Publications, 2014, p.214

⁵⁴Sugiyono, “*Metode Penelitian Pendidikan; Pendekatan Kuantitatifdan KualitatifdanR&D*”, Bandung:2006, p.310

⁵⁵Julia Phillippi & Jana Laudardale, *A Guide to Field Notes for Qualitative Research: Context and Conversation, article of Qualitative Health Research*, Vanderbilt University School of Nursing, USA:2017, p.1

2. Interview

An interview is a form of dialogue carried out by the researcher to obtain information from respondents.⁵⁶ Interviews were conducted when the researcher wanted to dig deeper into the attitudes, beliefs, behaviors, or experiences of the respondents towards social phenomena. The hallmark of this method is the exchange of information verbally with one or more people. There is the role of the interviewer who tries to dig up information and gain understanding from the respondent.⁵⁷ In this research, the researcher used a semi-structured interview where the researcher interviewed the English teacher and 8th grade students. This kind of interview is an in-depth interview category.⁵⁸ The researcher prepared a list of questions to be asked during the interview, in this research the interviews were conducted offline. The aims are to find out the use of YouTube video in teaching reading narrative text and teacher's perception in teaching reading narrative text with YouTube video.

3. Documentation

Documentation is a written statement arranged by a person or entity to observe an event or serve as evidence as a technique of gathering data. Because it is a stable source, natural, and unreactive, the document can substantiate the observation. Those reasons can be used as observation evidence.⁵⁹ In this research, the documents that were used are lesson plans and material. The use of lesson plans in this study aims to examine whether the teacher in teaching reading narrative texts are in accordance with the existing material and lesson

⁵⁶Thalha Alhamid dan Budur Anufia, "*Resume: Instrumen Pengumpulan Data*", Sorong:2019, p.7

⁵⁷Rijadh Djatu Winardi, et.al, "*Metoda Wawancara*", Universitas Gadjah Mada, Yogyakarta:2018, p.1

⁵⁸Sugiono, "*Metode Penelitian Kualitatif, Kuantitatif, dan R&D*", Bandung:2016,p.233

⁵⁹Ahmad Tanzeh, "*Metodologi Penelitian Praktis*", Yogyakarta:2011, p.92

plans. According to Guba, the use of a document is to represent any written or recorded material from the inquirer.⁶⁰

D. Technique of Data Analysis

The activity of analyzing data in the research is a core activity that will eventually produce the results of research. Data analysis is the process of systematically searching and compiling data obtained from interviews, observation, and documentation by categorizing the data, breaking it down into units, synthesizing it, arranging it into patterns, deciding which ones are important and which ones to be studied, and drawing conclusions that are easily understood by themselves and others.⁶¹ According to Seiddel in Moloeng, there are three steps in undertaking data analysis, first is note-taking of what we have got from the respondent and keeping an eye for each of it. The second step is, collect, sorting, classifying, synthesizing, conclude and make an index of it. The last step is thought to correlate the data to find the common findings.

This research uses data analysis techniques Miles and Huberman model. The steps of data analysis are data reduction, data display, and conclusion drawing/data verification.

1. Data reduction

The process of selecting, reducing, abstracting, and manipulating rough data that arises from field notes is known as data reduction.⁶² The researcher focuses on the teacher teaching process in reading narrative text using YouTube in an online English class. The data are in the form of written field notes, interview transcripts, documents, and others. Summarizing, selecting the most significant aspects, focusing on the most important aspects, and searching for themes and

⁶⁰Apriliya Intan Pratiwi, *Optimizing the Use of YouTube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)*, Surakarta:2011, p.48

⁶¹Sugiyono, "*Metode Penelitian Kuantitatif dan R&D*", Bandung:2008, p.244

⁶²Ahmad Rijali, "*Analisis Data Kualitatif*", Journal, Vol.17, No.33, 2018,p.91

patterns are all examples of data reduction. In this study, the researcher took field notes and marked the important things, then classified the keywords and grouped them so that they were easily understood by the writer and the reader. The data was obtained by the researcher in the form of observation sheets and interviews.

2. Data Display

The next stage is to display the data after it has been reduced. Data can be displayed in qualitative research in the form of a short chart, a relationship between categories, or a narrative text. It will be easier to understand what happened and plan future work based on what has been learned by displaying the data.⁶³ Miles and Huberman are frequently employed to convey data in qualitative research with narrative texts in this example. In presenting the data in this research, the researcher describes the data about the use of YouTube video as a media for teaching reading narrative texts. Data was obtained from activity observations and interviews.

3. Drawing Conclusion/Data Verification

Withdrawing conclusion and verification, according to Miles and Huberman, is the final phase in qualitative data analysis.⁶⁴ According to Miles & Huberman, drawing conclusions is merely one aspect of a complete configuration activity. During the research, the conclusions were also double-checked. The data analysis comes to a close in this step. In this research, the use of reinforcement was written in the data display. From the data display it is analyze further to evolve the conclusions in a form of description.

E. Triangulation

Triangulation is a method used to validate data through two or more sources. In qualitative research, validity refers to whether the results truly reflect the situation and are backed up by evidence. Triangulation in

⁶³Sugiyono, “*Memahami Penelitian Kualitatif*”, Jakarta:2005, p.41

⁶⁴Sugiono, “*Memahami Penelitian Kualitatif*”, Bandung:2012, p. 99

testing, according to Sugiyono, is described as reviewing data from diverse sources in different methods and at different times.⁶⁵ Triangulation is also an attempt to help explore and explain complex human behavior by using various methods to offer a more balanced explanation.⁶⁶ The researcher employed data triangulation in this study to accurately assess the data and the data set's overall reliability. In the next step, the researcher compared the results with the results of observations with interview data.



⁶⁵Sugiyono, *“Memahami Penelitian Kualitatif”*, Bandung:2005, h. 82.

⁶⁶Helen Nobleand Roberta Heale, *“Triangulation in research, with examples”*, Journal, Vol.22, No.3, 2019, p.67

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The findings and discussion of the study on the use of YouTube videos in teaching reading narrative text are presented in this chapter. The purpose of this study was to see how YouTube videos may be used to teach students how to read narrative texts and teacher's perceptions of it.

A. Research Findings

After the researcher conducted research using observations, interviews, and documentation methods related to the research title "The Use of YouTube Video in Teaching Reading Narrative Text at 8th Grade During Covid-19 in MTs Muhammadiyah Cilacap". The researcher presents the results of research that have been carried out at MTs Muhammadiyah Cilacap, especially in the 8th grade of English subjects where the English teacher from the school has used YouTube video media in teaching reading narrative text during the Covid-19 pandemic.

1. The use of YouTube video in teaching reading narrative text

In this section, the results of the data from observations and interviews regarding the use of YouTube as a media for teaching reading narrative texts are discussed, which are divided into two, the steps in using YouTube during teaching and learning activities and also the responses by students regarding the use of the media. Based on observations and interviews made by the researcher in class VIII of MTs Muhammadiyah Cilacap, it appears that the English teacher has used YouTube videos as learning media during the Covid-19 pandemic. This is supported by the teacher's statement in the interview session.

Excerpt of interview 1

Teacher: "The use of YouTube video as a media for teaching English has been used since the beginning of the school year, during the pandemic Covid-19".

Based on the interview above, because the Covid-19 pandemic has hampered the process of conventional teaching and learning activities, it is necessary to find a way out to overcome these obstacles, that is online learning. Online learning is learning that uses the internet network. Online learning spurs behavior social restrictions and reduces student association. This of course can reduce the potential for the spread of the Covid-19 virus around schools. Therefore, the English teacher at MTs Muhammadiyah Cilacap has used YouTube videos as media in teaching reading narrative text during online learning. In addition to asking about the use of YouTube, the researcher also asked why the English teacher choose YouTube video as a media for teaching narrative text.

Excerpt of interview 2

Teacher: "YouTube video really helps me as a teacher in teaching reading narrative text to students because it is simple, students also understand how to use YouTube".

From the interview above, the data shows that the teacher use YouTube videos as media for teaching reading narrative text because YouTube videos are easily accessible by the teacher and students, YouTube videos are also easy to use because students just need to click on the video link provided by the teacher during the lesson.

a. The steps for teaching and learning activities

Pre-observation was carried out before the implementation of the action research to determine the condition of the English class in grade 8th of MTs Muhammadiyah Cilacap. There used to be one meeting held in January 2021. The researcher observed the condition of the class, then continued with four observations. The researcher made observations about the steps of using YouTube used by the English teacher when teaching reading narrative texts.

The results of observations found that the English teacher also used media other than YouTube videos such as the WhatsApp group.

In carrying out the observations in this study, non-participant observation was used, in which the researcher was not directly involved with the object being studied by the researcher. The nature of the researcher is as an independent observer. From the results of observations and interviews made by the researcher, the teacher takes the steps of learning activities reading narrative text as follows:

1) Introduction

a) The teacher starts the class

In addition to using YouTube video, the English teacher also uses WhatsApp group as a media to start online learning. The teacher starts the lesson by greeting the students and checking their attendance. This is reinforced by the evidence in the picture below.

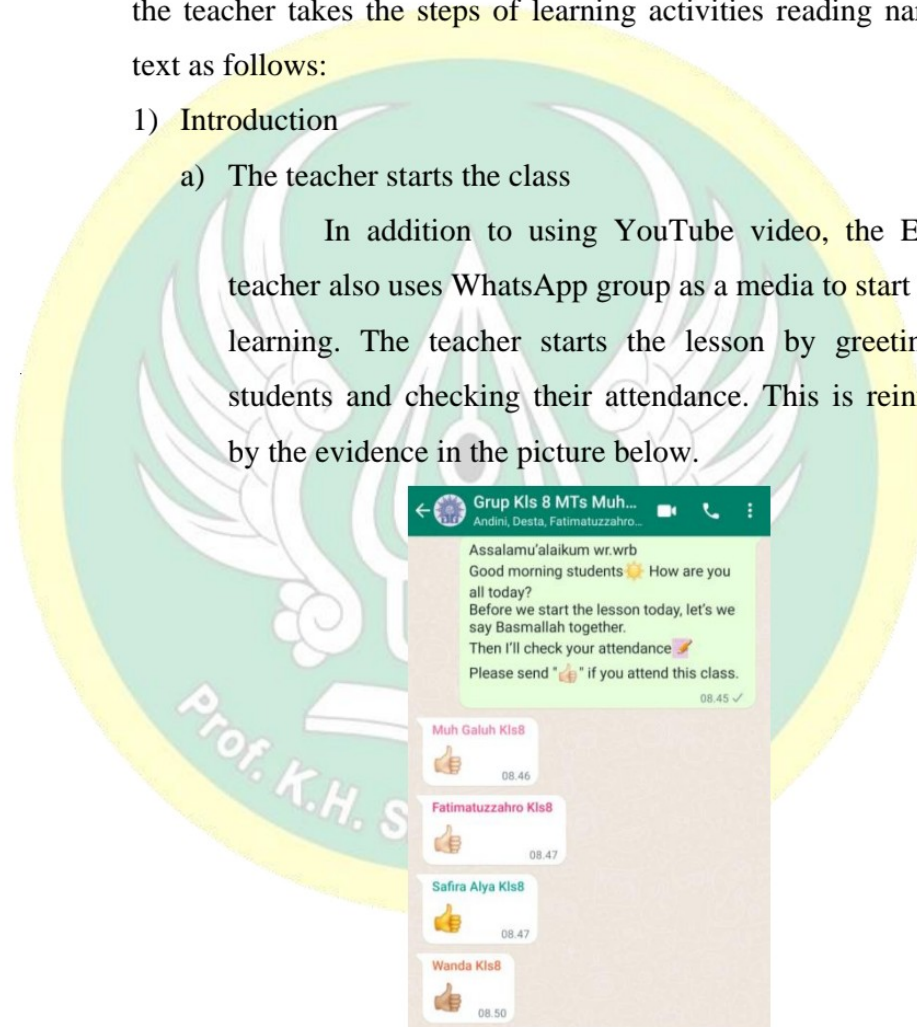


Figure 4.1 *The teacher greets and guides students to pray together*

According to the findings of the observation data, picture 4.1 shows how the English teacher starts the English class, and also the students' response to it. Mrs. Tri Wahyuningsih as an

English teacher greets students by saying "good morning students" and also asks students how they are doing with "how are you today?", the teacher also guides students to say Basmalah and pray together. Next, the teacher starts checking the student attendance list by instructing students to send emoticons as shown in picture 4.1 to find out who is present. The teacher instructs students to send emoticons as a sign of attending class. The teacher instructs students to send emoticons (thumbs up) as a sign of attendance in class, this aims to increase student activity in responding to teachers. The students immediately responded to the teacher's orders by sending emojis (thumbs up).

b) The teacher discusses the material through WhatsApp Group

Before entering the core material, the teacher first introduces the material or topic to be discussed and explains it briefly. Introduction of material at the opening of learning is very important so that students understand the material to be discussed and also so that students are not confused when they begin to understand the material to be studied. The results of this observation are supported by screenshots when the teacher conveys an outline of the material.

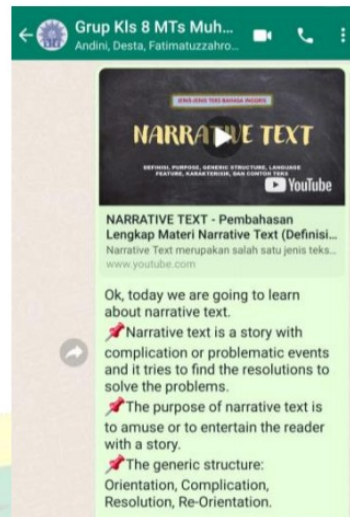


Figure 4.2 *The teacher conveys an outline of the scope of the material*

Based on observations, the data shows that before studying the material in detail, the teacher first explains briefly the outline of the narrative text material, which includes the meaning of a narrative text, the purpose of narrative text, and also the generic structure of the narrative text.

2) Core Activities

a) The teacher shared a YouTube video

Entering the core material, the teacher shared a YouTube video link related to narrative text material to students, then students are given motivation and guidance to see, observe, and understand the material contained in the YouTube video. According to the researcher's observations, during the current pandemic, one of the teacher's efforts to keep students from getting bored and enthusiastic about learning is to use learning videos. The teacher use learning videos through YouTube, in addition to utilizing existing technology, the purpose of using learning videos through YouTube social media is to help and facilitate students in the learning process, as well as to

help make it easier for the teacher and students. The results of this observation are supported by a screenshot of the YouTube video link.



Figure 4.3 *YouTube video link is related to the narrative text material shared by the teacher*

Based on the data, picture 4.3 shows that the English teacher enters the core learning activities by sharing learning materials with a YouTube video link via WhatsApp group. In providing the material, the teacher first sees and sorts the videos that must be used as teaching materials according to the narrative text material that is easily understood by students

b) Students watched the video

After clicking on the link provided by the teacher, students were instructed to watch the video containing the narrative text material carefully. The learning process using this learning video is very enthusiastically welcomed by students, in addition to containing pictures and material in the video there is also sound that makes learning much more interesting for students. The findings show that the teacher goes straight to the main points of the material

when they deliver it with a YouTube video. This delivery method is considered a good way to convey material faster and more clearly.



Figure 4.4 *Material about narrative texts that students watch through YouTube videos*

The results of the observation data show that the narrative text material in the YouTube video shared by the teacher contains the definition of narrative text, the purpose of the narrative text, the general structures of the narrative text, the linguistic features of the narrative text, the characteristics of the narrative text, and also examples of narrative text story.

c) The teacher gave assignments to students

Through the WhatsApp group, the teacher gives assignments to students, there are several kinds of assignments given. Based on the study's findings, the material for reading narrative text in the 8th grade is an early stage, in which the material will be described further in detail in 9th grade. Therefore, the teacher gives assignments that are not burdensome to students, this is reinforced by the results of interviews with Mrs. Tri.

Excerpt of interview3

Teacher: "Because the material for narrative text in 8th grade is only in the early stages,

therefore I give a task that is not too difficult”.

The results of the interviews above are supported by evidence of screenshots of learning activities when the teacher gives assignments below.

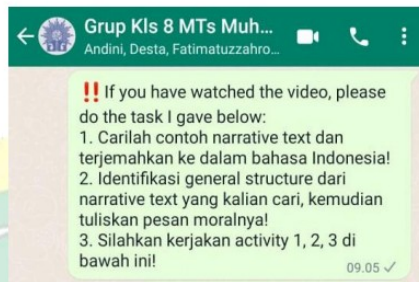


Figure 4.5 Assignments from teacher to students related to narrative text material

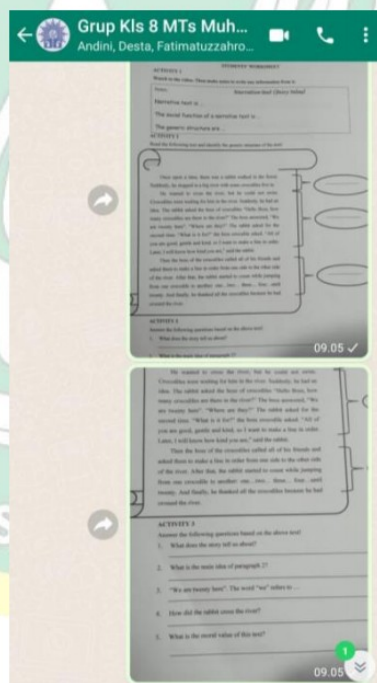


Figure 4.6 Assignments from teacher to students related to narrative text material

The results of the observation data show that the teacher gives assignments that are appropriate to the grade level regarding the material for reading narrative text, the tasks given

by the teacher are in the form of finding an example of narrative text, identify the generic structure and write down the moral values contained in the searched narrative text, and the last task the teacher instructs students to read the given narrative text and then work on the questions from activities 1,2,3.

3) Closing

a) The teacher closed the lesson

The teacher closes the class as the final step in teaching narrative text. In closing the class, there are several things that the teacher does, including providing procedures and time limits for collecting assignments. The teacher gives time for three days for students to do their assignments. The teacher also provides feedback to students after they submit their assignments via direct message. This is done so that the teacher knows who submitted the assignment and who did not submit the assignment, if there are students who do not submit the assignments, the teacher can remind them and find out why they did not submit the assignments so that the teacher can advise them through direct messages. The results of the observation were strengthened by interviews with the English teacher.

Excerpt of interview 3

Teacher: "I instruct students who have completed the assignment to submit it via direct message and I will immediately provide scores and feedback".



Figure 4.7 Assignment deadlines and procedures for submitting assignments

Based on the screenshot in picture 4.7 shows that the teacher instructs students to do their assignments by typing or writing them in a book with a time limit of three days for submitting assignments, the teacher also provides opportunities for students to ask questions that are not understood about the material and instructions for carrying out assignments. At the end of closing the lesson, the teacher also gives encouragement to students in carrying out their assignments and gives closing greetings.

b. Students' responses in learning reading narrative text using YouTube video

YouTube was chosen because students are familiar with it and easy to access the videos in it. Responses from students will know the description of students' opinions and attitudes (negative or positive) towards the media used. Observations and interviews were conducted in order to determine student responses to the media that have been used. The results of observations and interviews showed that the student's response to the use of

YouTube videos in learning narrative texts was quite positive. This statement is reinforced by the results of interviews with the English teacher and student.

Excerpt of interview 4

Teacher: "The use of YouTube video in teaching narrative texts is indeed quite interesting and really helped me as a teacher in distributing material to students, with youtube videos students can be helped because there are many informative videos on youtube".

Excerpt of interview5

Student: "I'm quite interested in learning English with YouTube video, as long as the explanation in the video is in Indonesian, I can understand even a little bit, the videos shown on YouTube are also fun".

The results of the interviews showed that the use of YouTube video in teaching reading narrative text was quite good for students as evidenced by the responses of students who were actively responding to the teacher. The results of the student interviews also showed that the explanations contained in the YouTube video were quite interesting and simple to understand.



Figure 4.8 *Student response after being given a YouTube video link elated to the material*

Based on the results of interviews and observations, it shows that students' responses to the use of YouTube video in online teaching and learning activities are quite good and active, students immediately respond to the teacher when given the material.

2. Teacher's perceptions in teaching reading narrative text using YouTube video

This section describes teacher's perceptions of the use of YouTube video in teaching reading narrative text based on the results of observations and interviews.

a. The strengths of YouTube videos as a media in teaching reading narrative text

1) YouTube video is easy to use

The results of observations made by researcher show that YouTube video have strengths in the online learning process. Submission of material can easier to use learning videos and not be hindered by distance or time. YouTube video makes it easier for students to understand the material. To deepen the results of the observations that the researcher has done, the researcher conducted interviews with the English teacher, Mrs. Tri Wahyuningsih. The result of the interview is as follows.

Excerpt of interview 5

Teacher: "With YouTube video, I find it very helpful, because it doesn't take up too much time. Helping the online learning process and students also understand quickly because they are used to using YouTube in their daily lives".

Based on the interview above, YouTube videos are very useful in the learning process. Therefore, the usefulness of video learning through YouTube social media is as a tool to facilitate the

learning process during the covid-19 pandemic so as to make learning more colorful because in addition to pictures there are sounds so that students don't feel bored and monotonous in the learning process and students understand lessons better through the learning videos.

2) YouTube videos are very informative

Learning videos through social media provide information about the times such as technological developments, science, education, and so on. In the YouTube application, there are lots of videos related to narrative text material that can be studied by teacher and students, not only students, teacher also need to learn more about narrative text learning methods, and YouTube videos can be opened anytime when students and teacher need it. Therefore, YouTube videos are very informative in their use in learning to read narrative texts. This statement is reinforced by the results of interviews with the English teacher.

Excerpt of interview6

Teacher: "I find it helpful since YouTube is very informative, and I can find additional videos that will assist students to develop their narrative text reading skills".

Based on the results of the researcher's observations and interviews, the existence of several supporting factors above makes YouTube videos very widely used by the teacher and students, especially during the current pandemic. In addition to being easy to use. Teaching and learning through YouTube videos also have a supporting factor called informative, providing information about narrative texts where the latest learning videos will be updated from time to time. Some of the factors that support learning videos via youtube above are very helpful in the teaching and learning process in the world of education during the Covid-19 period.

- b. The weaknesses of YouTube videos as a media in teaching reading narrative text

Besides having strengths in teaching, YouTube video also has weaknesses in teaching reading narrative text, this is a challenge for the teacher to be able to overcome them.

- a) Internet interference

Based on observations made by the researcher, in the process of teaching and learning activities, it is not uncommon for internet signal disconnection to occur due to power outages and wifi blackouts, this hinders the teacher from providing learning materials. The internet also limits the interaction of teacher with students because sometimes students and teacher also have difficulty getting internet signals so that the teaching and learning process does not run smoothly. The results of the observations were strengthened by the existence of interviews with Mrs. Tri, the researcher conducted interviews with the aim of knowing more about the obstacles faced by the teacher in using YouTube in teaching reading narrative text. The results of the interview with Mrs. Tri are as follows.

Excerpt of interview 7

Teacher: "The problem faced was regarding the internet signal, if it was interrupted, I could not teach smoothly and was disturbed".

The use of YouTube video as a media for teaching reading narrative text at MTs Muhammadiyah Cilacap has several obstacles, regarding internet quotas for students and teacher, because YouTube is not an application that has been set by the government or e-learning. Therefore, the solution that can be done from the weakness is to use personal internet quotas, or use subsidized internet quotas provided by the government, to facilitate the teaching and learning process. To strengthen the

observations, an interview with Mrs. Tri regarding the solutions implemented.

Excerpt of interview 8

Teacher: "The solution is to use personal internet quotas or provided by the government, because some teachers and students get subsidized education internet quotas from the government".

By using personal internet quota, using YouTube video as a media for teaching reading narrative text can still be used as it should to simplify the process of learning and assist students in understanding learning.

b) Unable to directly supervise students

Due to online learning activities, teacher cannot supervise students directly. The teacher cannot know the response directly with students or face to face. Whether students directly watch video that has been shared by the teacher, or not. The obstacle faced by the teacher can be overcome by asking students to send proof of screenshots after watching the video of the material that has been shared. This statement is reinforced by the results of interviews with the English teacher.

Excerpt of interview 9

Teacher: "The solution that I as a teacher can't find out is the student's response is to ask for proof that the student has watched and studied the material in the video, the proof is sent with a screenshot".

The weaknesses that exist in the use of YouTube video in teaching reading narrative text can be overcome with various solutions by the teacher. So that teaching and learning activities can still run smoothly during Covid-19.

B. Discussion

Based on the findings of the research, there are two components presented. These components consist of the use of YouTube video in teaching reading narrative text and the teacher's perceptions in teaching

reading narrative text using YouTube video. This section discusses the findings by reflecting on previous theories and research. Based on the results of research conducted by the researcher using the observations and interviews that have been described, it can be seen that the English teacher class VIII has used YouTube video in teaching reading narrative text during online learning. The use made by the teacher is the use of YouTube video as a teaching media that contains videos.

The utilization of teaching media is very necessary because teaching media is one component of the five aspects of the teaching and learning process.⁶⁷ The use of media must be a part that must get the teacher's attention in every learning activity. Therefore, the teacher needs to learn how to determine learning media so that they can effectively achieve learning objectives in the learning process teaching.⁶⁸ Therefore, in utilizing the media used, the English teacher took several steps in using YouTube video as a media for teaching reading narrative text. The discussion will be explained in the explanation below:

1. The use of YouTube video in teaching reading narrative text

The application of this new learning method through YouTube video is carried out through several stages, including the following. Preparation of teaching materials is very important, where many conditions must be met so that learning can be well received by students. Whereas the teaching materials themselves consist of various parts which are then combined, including title, learning instructions, subject matter or basic competencies, supporting information, exercises, work steps, and assessments, which are all contained in the lesson plans.⁶⁹

a. The steps for teaching and learning activities.

⁶⁷Tri Yudha Setiawan, "Pemanfaatan YouTube Pada Sistem Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 Di Kelas IIC Sekolah Dasar", Jambi:2021, p.43

⁶⁸Marlina Bakri, "Pemanfaatan Youtube sebagai Media Pembelajaran Menulis Puisi", Indonesian Language Education Research Journal, Vol.4, No.1, 2021, p.43-44

⁶⁹Suwarto, et.al, "Pemanfaatan Media YouTube sebagai Media Pembelajaran pada Siswa Kelas XII MIPA di SMA Negeri 1 Tawang Sari", Journal of Research in Education and Teaching, Vol.15, No.1, 2021, p.28

In the findings it was found that the steps taken by the teacher in teaching reading narrative texts using YouTube videos were divided into 3 steps, that are:

1) Opening

The era of covid-19 has become a problem or obstacle in the online learning process. Either in the form of obstacles that come from outside the students, for example, infrastructure, media used, or learning models. One of the media technologies that are often used today is the application on the mobile phone. The results showed that students who interacted a lot with applications on their cell phones could more easily understand the content of the material.⁷⁰ In this opening section, the teacher uses one of the media on the cellphone, that is WhatsApp Group to greet students and check student attendance. The teacher also conveys an outline of the material to be studied regarding the narrative text. The use of WhatsApp groups in the opening step is to make it easier for students to follow because WhatsApp is very easy to use by teachers and students, so teachers can find out how active students are in receiving teacher words.

2) Core Activities

In this core activity, the teacher begins to provide a YouTube video link containing narrative text material. One of the most popular virtual world platforms today is YouTube. Language learning using YouTube as a media has been widely studied and the findings on the average state that there is a positive influence on English language learners themselves. In addition, YouTube also has hundreds of thousands of videos on a variety of topics that can be used in the classroom. YouTube will also become a vast library of free videos for students, encouraging them to become

⁷⁰Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid 19", Journal of Technology-Assisted Educational Innovation, Vol.1, No.2, 2021, p.118-119

self-sufficient.⁷¹ In this step, the teacher distributes YouTube video containing narrative text material consisting of explanations, purposes, generic structures, and examples of a narrative story. Students are instructed to see and understand the contents of the video. The teacher also gives assignments to students that match the content of the material contained in the video.

3) Closing

The final step in teaching reading narrative text using YouTube video is closing the lesson which in this step contains procedures for collecting assignments and providing feedback from the teacher about student work given via direct messages. From the results of the research findings above, it is stated that the teacher provides feedback and scores via direct messages to find out who collects assignments and does not so that problems can be directly addressed, especially for students who do not do assignments.

YouTube video is used by the teacher as a teaching and learning media so that students can continue to carry out learning at home via smartphones. Learning that is done by the teacher using YouTube video, the teacher has implemented competence in utilizing ICT. Learn by applying digital devices (online) such as with the regulation of the minister of education National Education No. 16 of 2007 concerning the qualifications and competencies of teachers in which it contains about teachers must be able to utilize ICT.⁷²

b. Students' responses in learning reading narrative text using YouTube video

According to Djalaludin Rakhmat, a response or responses can be interpreted as results or impressions obtained from observations

⁷¹Ouda Teda Ena, "Penggunaan YouTube Sebagai Sumber Belajar Sociolinguistik Bahasa Inggris", Research journal, Vol.19, No.1, 2015, p.25

⁷²Tri Yudha Setiawan, "Pemanfaatan YouTube Pada Sistem Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 Di Kelas IIC Sekolah Dasar", Jambi:2021, p.34

about subjects, events, or relationships obtained by inferring information and interpreting messages.⁷³ From the results of the research findings, it can be seen that the student's response to learning using YouTube video in narrative text material is quite positive. This is reinforced by the results of interviews with teacher and students. From the data presented in picture 4.8, it can be concluded that the use of YouTube videos in teaching and learning activities makes students have a positive response, students immediately respond when the teacher gives a video containing material.

2. Teacher's perceptions in teaching reading narrative text using YouTube video

Based on the results of observations, the researcher found that the English teacher used several online platforms such as WhatsApp Group and YouTube video as media in teaching reading narrative text during the Covid-19 pandemic at MTs Muhammadiyah Cilacap. WhatsApp group is used as intermediaries for sending YouTube video link. The English teacher's perception of the use of this YouTube video in teaching reading narrative text is quite appropriate and effective, but each of these applications has its strengths and weaknesses in its use as a teaching media.

a. The strengths of YouTube videos as a media in teaching reading narrative text

Because students' acceptance of the value of technology and good use of technology is crucial, the strengths of technology in language acquisition are arguably best recognized and utilized in the classroom. Technology provides a place and makes it easier for students to organize their language learning.⁷⁴ In the research findings, it is stated that there are 3 strengths of using YouTube video as a

⁷³Jalaludin Rahmat, "*Psikologi Komunikasi*", Bandung:1999, p.51

⁷⁴Fadhilah Harahab Putri, et.al, "*Strengths and Weaknesses of Self-Regulated Learning through YouTube: Indonesian EFL Students' Perceptions*", Journal, Vol.3, No.4, 2020, p.532

media for teaching narrative text at MTs Muhammadiyah Cilacap, including:

1) YouTube video is easy to use and simple

Technological advances such as YouTube can be reached by anyone including teachers and students. Therefore, the English teacher at MTs Muhammadiyah Cilacap chooses YouTube video as a media for teaching because it is easy to use. Students can re-open the YouTube link if they don't understand the material.⁷⁵ In this era, students can use gadgets to learn new things, which makes them feel more comfortable. In YouTube videos, the delivery of material is wider, without being limited by place and time, this can make students more active when carrying out learning activities.⁷⁶ YouTube is simple, it will display any video, allowing students to quickly obtain content to use in the teaching and learning process.

2) YouTube videos are very informative

Iim Halimatul Mu'minah stated that YouTube videos with interesting learning instructions and animations can create great curiosity in students to understand better. This causes the senses involved to be not limited to the sense of sight but also the sense of hearing. The more senses involved in learning, the more information is obtained.⁷⁷ YouTube has many videos that contain more complete information and knowledge, as well as easy access, which can make students more interested in carrying out learning.⁷⁸ In the findings of the results, the teacher said that YouTube was very informative because in it there were many videos in which

⁷⁵Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid 19", Journal of Technology-Assisted Educational Innovation, Vol.1, No.2, 2021, p.122

⁷⁶Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid-19", Journal, Vol.1, No.2, 2021, p.121

⁷⁷Iim Halimatul Mu'minah, "Pemanfaatan Media Pembelajaran Berbasis Video Sebagai Alternatif Dalam Pembelajaran Daring Ipa Pada Masa Pandemi Covid-19", Journal, Vol.1, No.1, 2021, p.1207

⁷⁸Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid-19", Journal, Vol.1, No.2, 2021, p.121

there were many interesting videos that could increase student interest in learning, as well as a lot of information about the material being studied.

3) YouTube have a powerful impact

Students can easily study English by watching videos on YouTube; they are not only passive watchers, but they can also engage in deep thought and critical review. Furthermore, employing YouTube videos in the classroom can dramatically increase student engagement and make the classroom more dynamic during learning.⁷⁹ Students will enjoy studying more if videos are included because videos .They will not only view the movie, but they will also have aesthetic impressions of the video in their minds, which will make the learning process easier.

b. The weaknesses of YouTube videos as a media in teaching reading narrative text

As the English teacher at MTs Muhammadiyah said, besides having strengths, the use of YouTube videos also has weaknesses, including:

1) Internet interference

In teaching reading narrative text using YouTube, the teacher must first sort out videos that are suitable for use in learning. The internet network is one of the weaknesses in using YouTube videos because to sort and view YouTube videos takes a good internet network. This is in line with Sigit Haryanto's research, whose research results also have a weakness which states that if there is no internet connection, teaching cannot run smoothly.⁸⁰ This is in line with observations and interviews with Mrs. Tri, an English

⁷⁹Ninda Septa Zulfanita. *The Use of YouTube to Improve Students' Ability in Writing*, Salatiga:2019, p.23

⁸⁰ (Haryanto, Kelebihan Dan Kekurangan E-Learning Berbasis Schoology (Studi Ptk Dalam Pembejaran Mata Kuliah Academic Listening), 2018)", Muhammadiyah Surakarta University:2018, P.109

teacher, who stated that the problem faced is regarding the internet signal, if the internet signal is disconnected then the teacher is disturbed and cannot teach smoothly.

2) Need a large data quota

In online teaching and learning activities, internet quota is needed so that the teaching and learning process can take place. Students and teachers must prepare a larger data quota because playing YouTube videos consumes quite a lot of quota. Students have to spend money to buy internet quota so they can play videos and follow lessons.⁸¹

3) Unable to directly supervise students

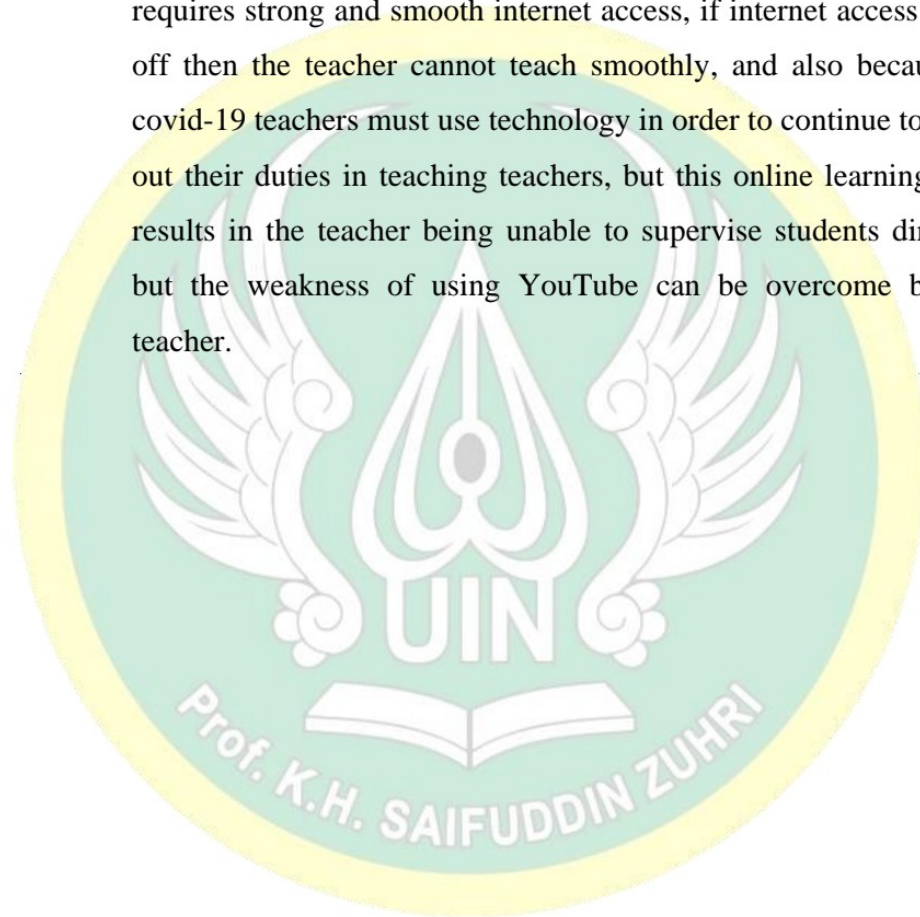
Due to covid, students and teachers must carry out online learning activities. Online Learning is learning which is done without going through face-to-face, but through non-face to face with the help of the application available.⁸² Based on the results of observations and interviews shown that during online teaching activities, teachers cannot supervise students directly. This is in compliance with government laws, as they are required to engage in online learning activities.

In summary, based on the results of interviews and observations, English teachers at MTs Muhammadiyah Cilacap use YouTube videos in teaching reading narrative texts. During the use of YouTube videos, the teacher carries out several steps, including opening lessons using the WhatsApp group application, then entering the core activities of the lesson by sending youtube video links, and closing classes by giving assignments to students. The teacher use applications that are easy to use by students and teacher during online learning activities. In using YouTube videos as a

⁸¹Rasman, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid-19", Journal, Vol.1, No.2, 2021, p.124

⁸²Satri Ayu, et.al, "Persepsi Guru Kelas Terhadap Pembelajaran Daring di SD Negeri 100 Melle", Journal of Elementary School Education & Learning, Vol.1, No.2, 2021, p.174

media in teaching reading narrative texts, there are several strengths and weaknesses. The strengths of using YouTube videos according to Mrs. Tri as an English teacher is aware that YouTube videos are easy to use and informative because there are many interesting videos that can motivate students while studying, the videos on YouTube are always new, so students don't get bored. On the other hand, the weakness of using YouTube video is that it requires strong and smooth internet access, if internet access is cut off then the teacher cannot teach smoothly, and also because of covid-19 teachers must use technology in order to continue to carry out their duties in teaching teachers, but this online learning This results in the teacher being unable to supervise students directly, but the weakness of using YouTube can be overcome by the teacher.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data and discussion in the previous chapter, this chapter gives overall conclusions regarding the research. This conclusion relates to the results of the description of the use of YouTube videos in teaching reading narrative text and the teacher's perception of it. In addition, the researcher made several suggestions for the teacher, students, and future researchers.

A. Conclusion

As mentioned in the previous chapter, this research was proposed to answer two research objectives. The first is to analyze how the 8th grade English teacher uses YouTube video to teach the narrative text, the second is to find out the strengths and weaknesses of using YouTube in teaching reading narrative text during Covid-19 at MTs Muhammadiyah Cilacap. Based on the data in research findings, it can be concluded several points as follow:

1. In the use of YouTube videos in teaching reading narrative texts, there are two things that are displayed in the data, that are the steps in using YouTube videos and students' responses to them.

- a. The steps for teaching and learning activities

Based on the results of observations and interviews, the steps taken by the teacher in teaching reading narrative texts using YouTube videos are divided into 3 parts which contain:

- 1) Introduction :

- a) Teacher starts the lesson

The teacher starts the lesson by greeting the students and checking students' attendance lists.

- b) The teacher discusses the material

The teacher introduces and briefly discusses the material to be studied.

2) Core Activities

a) The teacher shared a YouTube video link

The teacher shared a YouTube video link containing complex narrative text materials and an example of the narrative story.

b) Students watched the video

Students watched and understand the content of the video related to the narrative text material given by the teacher.

c) The teacher gave assignments to students

The teacher gives assignments to students to find an example of narrative text and do activities 1,2,3.

3) Closing

a) The teacher closed the lesson

The teacher closes the lesson by giving the procedure for collecting assignments and giving closing greetings.

b. Students' responses in learning reading narrative text using YouTube video

The student response is quite positive and actively responds to the teacher's orders.

2. The teacher's perception of the use of YouTube video in teaching reading narrative texts contains the strengths and weaknesses of using the media.

a) The strengths of YouTube videos as a media in teaching reading narrative text

1) YouTube is easy to use and simple

YouTube can be accessed by anyone and at any time, therefore the use of YouTube in online teaching activities is very easy to use.

2) YouTube videos are very informative

YouTube has many informative videos about the material being studied and many interesting videos that can increase students motivation in learning.

3) YouTube have a powerful impact

Students can easily study English by watching videos on YouTube; they are not only passive watchers, but they can also engage in deep thought and critical review.

b) The weaknesses of YouTube videos as a media in teaching reading narrative text

1) Internet interference

An unstable internet signal causes the teacher cannot be able to teach smoothly.

2) Need a large data quota

Students and teachers must prepare a larger data quota because playing YouTube videos consumes quite a lot of quota.

3) Unable to directly supervise students

Teaching and learning activities are carried out online at home, so the teacher cannot supervise students directly.

B. Suggestion

1. For the English teacher

The findings of this study expected to be helpful to English teacher in developing effective online learning activities. The teacher is expected to be more creative in creating learning methods in the reading class. Thus, students can be more stable and able to master reading skills on narrative text material.

2. For Students

Students should encourage their reading skills so that they can increase their new knowledge. Students must also be able to actively participate in online learning activities even though they cannot be directly supervised by the teacher. And students must also be able to

use YouTube videos wisely, there are many interesting videos on YouTube that can improve reading skill.

3. For further researchers

The findings of this study can be used as a source of information for future researchers. In addition, further researchers can examine deeper and longer in order to obtain maximum data.



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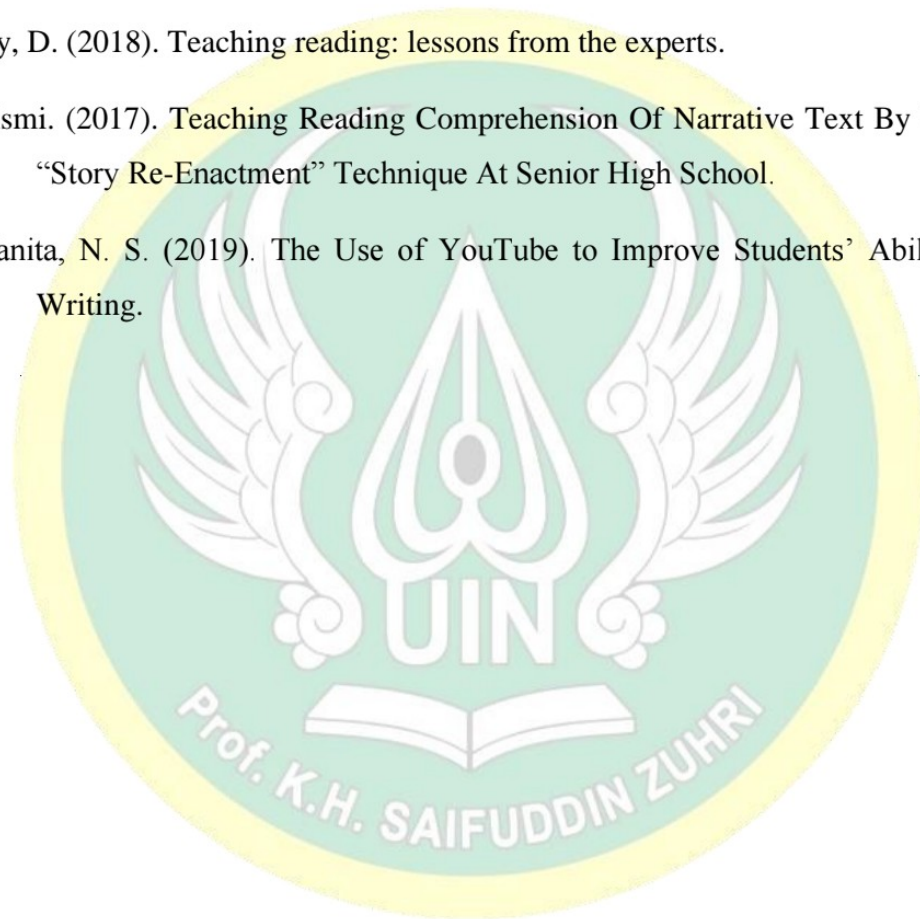
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Appendix 1 Research Instruments

1. Observation Guide

a. Field Note

Date	: Thursday, 1 April 2021
Teacher	: Tri Wahyuningsih, S.Pd
Class	: VIII
Title	: The Use of YouTube Video in Teaching Reading Narrative Text
Content	:

b. Observation Guide (Checklist)

Teacher :
Class :
Date :

No	Statement	Checklist		Note
		Yes	No	
1.	The teacher greets students and checks the student attendance list			
2.	The teacher introduces the material briefly			
3.	The teacher gives a YouTube video link			
4.	The teacher guides students in using YouTube			
5.	The teacher explains the material through YouTube video			
6.	The teacher instructs students to watch the			

	video			
7.	Students are given assignments by the teacher			
8.	The teacher gives the students time to do the assignments			
9.	The teacher discusses the results of students' exercises and provides feedback			



2. Interview Guidelines

a. Interview Guidelines for Teacher

Date :

Class :

Interviewee : Tri Wahyuningsih, S.Pd.

1. Menurut Ibu apakah mengajarkan membaca narrative text cukup penting untuk siswa SMP?
2. Menurut Ibu apakah YouTube video dapat membantu guru dalam mengajarkan teks naratif kepada siswa?
3. Bagaimana penerapan penggunaan YouTube dalam kegiatan belajar mengajar membaca teks naratif saat daring?
4. Apakah menurut Ibu YouTube video sudah cukup efektif sebagai media dalam kegiatan belajar mengajar secara online?
5. Selama mengajar Bahasa Inggris menggunakan YouTube, apakah respon siswa cukup baik?
6. Menurut Ibu, apakah kekuatan dari penggunaan YouTube video sehingga dapat digunakan dalam mengajar teks narasi?
7. Adakah kelemahan dari penggunaan YouTube video yang dapat menghambat kegiatan pembelajaran?
8. Bagaimana cara Ibu untuk menangani siswa yang belum paham terkait materi yang didapatkan dalam YouTube video?
9. Bagaimana cara Ibu dalam menangani siswa yang tidak mengerjakan tugas yang diberikan?
10. Apakah materi teks naratif yang ibu berikan sudah sesuai dengan RPP daring?

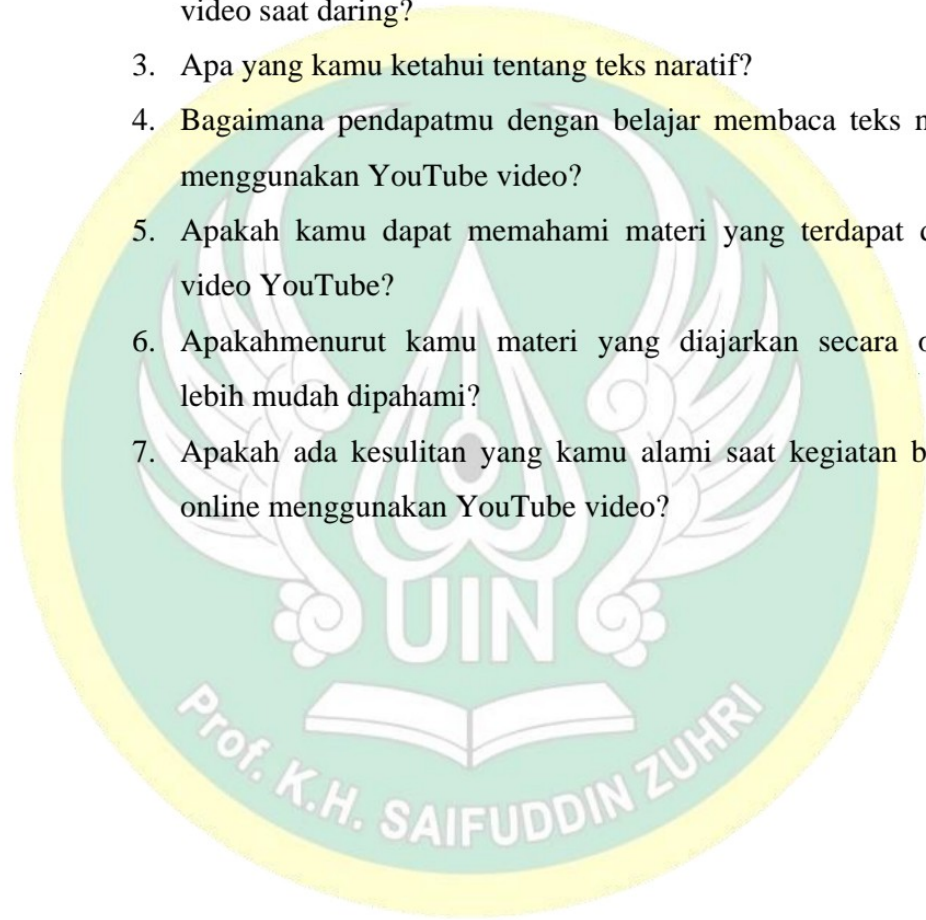
b. Interview Guidelines for Students

Date :

Class :

Interviewee :

1. Apakah dalam kegiatan sehari-hari kamu sering menggunakan YouTube?
2. Apakah kamu merasanyaman belajar menggunakan YouTube video saat daring?
3. Apa yang kamu ketahui tentang teks naratif?
4. Bagaimana pendapatmu dengan belajar membaca teks naratif menggunakan YouTube video?
5. Apakah kamu dapat memahami materi yang terdapat dalam video YouTube?
6. Apakah menurut kamu materi yang diajarkan secara online lebih mudah dipahami?
7. Apakah ada kesulitan yang kamu alami saat kegiatan belajar online menggunakan YouTube video?



3. Documentation Guide
 - a. Lesson Plan
 - b. Learning Materials



Appendix 2 Transcripts

1. Observation Results

a. Field Note

Date	: Thursday, 1 April 2021
Teacher	: Tri Wahyuningsih, S.Pd
Class	: VIII
Title	: The Use of YouTube Video in Teaching Reading Narrative Text
Content	: After completing the observation, the results obtained are: Learning activities are carried out online through the WhatsApp and YouTube applications. The teacher uses the WhatsApp group as an intermediary media in providing a YouTube video link, the material contained in the YouTube video is not explained directly by the teacher, but the teacher only sorts videos that are easy for students to understand. Students are quite active in responding to the teacher. At the end of the lesson, the teacher gives assignments to students according to the material that has been studied.

b. Observation Guide (Checklist)

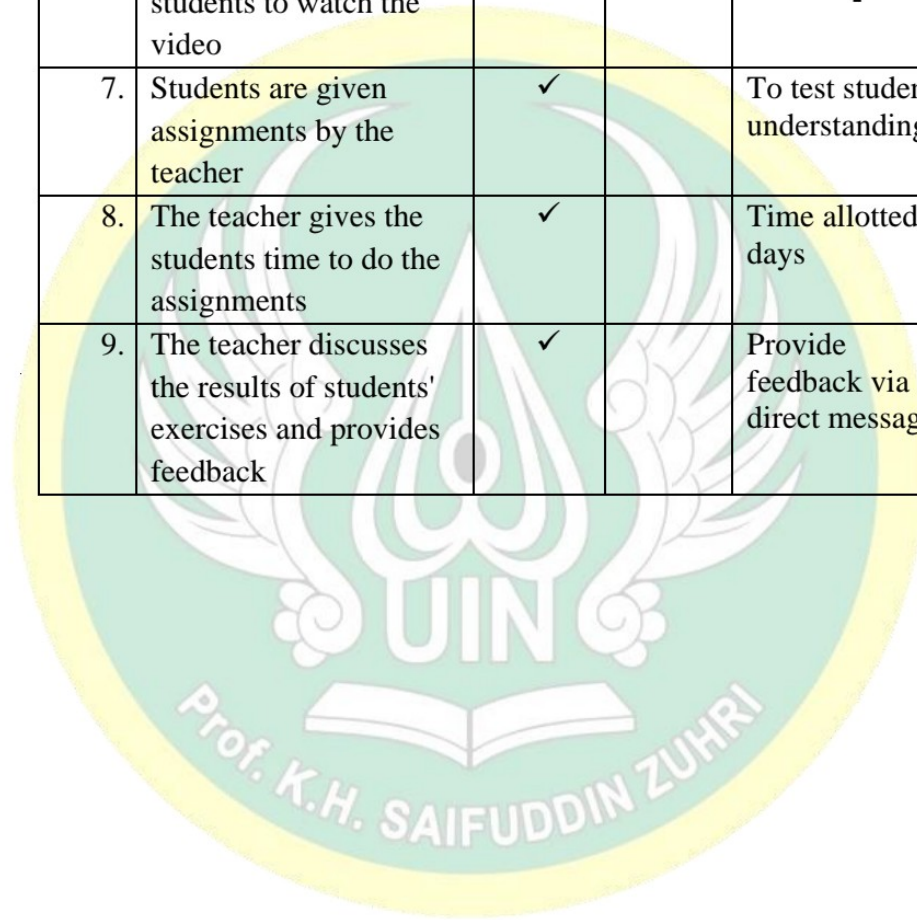
Teacher : Tri Wahyuningsih, S.Pd

Class : VIII

Date : Thursday, 1 April 2021

No	Statement	Checklist		Note
		Yes	No	
1.	The teacher greets students and checks the student attendance list	✓		Using "thumbs up" emoticon to check student attendance list
2.	The teacher introduces the material briefly	✓		Introducing the definition, purpose, and general structures of narrative text
3.	The teacher gives a YouTube video link	✓		Contains more complete narrative text

				material
4.	The teacher guides students in using YouTube		✓	All students already understand how to use YouTube
5.	The teacher explains the material through YouTube video		✓	The explanation in the video is not made by the teacher
6.	The teacher instructs students to watch the video	✓		-
7.	Students are given assignments by the teacher	✓		To test students' understanding
8.	The teacher gives the students time to do the assignments	✓		Time allotted 3 days
9.	The teacher discusses the results of students' exercises and provides feedback	✓		Provide feedback via direct message



2. Interview Guidelines

a. Interview Guidelines for Teacher

Date : Thursday, 14 Oktober 2021

Class : VIII

Interviewee : Tri Wahyuningsih, S.Pd.

Researcher : In your opinion, is teaching reading important enough for junior high school students?

Teacher : Alright, teaching reading to junior high school students is important because reading in English subjects is indeed taught for students to be able to master 4 skills which include writing, speaking, listening, and reading.

Researcher : Do you think YouTube videos can help the teacher teach narrative texts to students?

Teacher : Teaching narrative text using YouTube videos is quite helpful for me as a teacher because there are lots of videos on YouTube that contain narrative text material.

Researcher : How is the use of YouTube video in online teaching and learning activities?

Teacher : First I did online teaching activities according to the lesson plan, then I looked for videos on YouTube that students could understand, I also used WhatsApp Groups for teaching and learning so the use this YouTube video as a core learning material.

Researcher : Do you think YouTube videos are effective enough as a media in online teaching and learning activities?

Teacher : I think it's quite effective, but it also depends on the conditions. If the conditions support it, it is effective, but if there are various disturbances, it is quite inconvenient and not very effective.

Researcher : During teaching English using YouTube, are the students' responses good enough?

Teacher : The response from the students themselves was quite good, there were around 80% of students who actively asked questions via direct messages.

Researcher : In your opinion, what are the strengths of using YouTube video so that it can be used in teaching reading narrative text?

Teacher : In my opinion, YouTube videos are very informative and help me in teaching students. There are so many videos on YouTube that are not taught in books and in class.

Researcher : Are there any weaknesses of using YouTube videos that can hinder learning activities?

Teacher : Of course, there are, the use of media in online teaching activities must have strengths and weaknesses. One of the weaknesses of YouTube videos is that I cannot guide students directly in the use of this media, because they have to do learning at home.

Researcher : How do you deal with students who don't understand the material on YouTube videos?

Teacher : If there are students who do not understand the material in the video, I am very open and encourage students to ask me via direct message.

Researcher : How do you deal with students who don't do the assignments given?

Teacher : I will definitely ask the reason why students are not doing and submitting assignments, I will follow up via direct message and provide the right solution, I usually give additional time for students to complete assignments so they can collect their assignments.

Researcher : Is the narrative text material that you provided in accordance with the online lesson plans?

Teacher : Of course, all learning materials and activities must be in accordance with the lesson plan, because the lesson plan becomes the teacher's benchmark in teaching.

b. Interview Guidelines for Students

Date : Thursday, 14 Oktober 2021

Class : VIII

Interviewee : Fatimatuzahra

Researcher : Do you often use YouTube in your daily activities?

Student : I often use YouTube to watch entertaining videos

Researcher : Do you feel comfortable learning by using YouTube videos during pandemics?

Student : It's convenient because on YouTube the videos are also not boring, but still more comfortable when learning activities offline

Researcher : What do you know about narrative text?

Student : The narrative text is a text that contains non-fiction stories.

Researcher : What do you think about learning to read narrative text using YouTube videos?

Student : The material is quite understandable but still needs an explanation directly by the teacher.

Researcher : Do you think the material taught online is easier to understand?

Student : No, it's easier to understand if it's explained offline by the teacher.

Researcher : Have you experienced any difficulties while online learning while using YouTube videos during the pandemic?

Student : It's a little difficult because I have to have a strong signal to understand the material in the video.

Date : Thursday, 14 Oktober 2021

Class : VIII

Interviewee : Alya

Researcher : Do you often use YouTube in your daily activities?

Student : I often use YouTube to watch entertaining videos.

Researcher : Do you feel comfortable learning by using YouTube videos during pandemics?

Student : I feel comfortable because I'm used to using the YouTube app

Researcher : What do you know about narrative text?

Student : Narrative text is a type of text in the form of an imaginary story, an engineered true story, or a fairy tale.

Researcher : What do you think about learning to read narrative text using YouTube videos?

Student : I think it's quite effective and interesting but not too easy to understand because I can't do question and answer activities directly with the teacher.

Researcher : Do you think the material taught online is easier to understand?

Student : In my opinion, the material explained online is certainly not easier to understand than if it is explained face-to-face by the teacher.

Researcher : Have you experienced any difficulties while online learning using YouTube videos during the pandemic?

Student : When using YouTube there is no difficulty for me.

Date : Thursday, 14 Oktober 2021

Class : VIII

Interviewee : Wanda

Researcher : Do you often use YouTube in your daily activities?

Student : Yes, I often use YouTube videos in my daily life.

Researcher : Do you feel comfortable learning by using YouTube videos during pandemics?

Student : Personally, I feel comfortable when learning narrative text using YouTube video, but it is less effective because the explanations in the video is not explained directly by the teacher.

Researcher : What do you know about narrative text?

Student : Narrative text is a non-fiction story like a fairy tale, usually a story about humans or animals.

Researcher : What do you think about learning to read narrative text using YouTube videos?

Student : It's not very effective, but it's quite easy to understand because the material is quite complete and interesting.

Researcher : Do you think the material taught online is easier to understand?

Student : It is no easier to understand than when it is explained directly by the teacher.

Researcher : Have you experienced any difficulties while online learning while using YouTube videos during the pandemic?

Student : Of course, there is, watching YouTube videos requires a lot of internet quota and this makes it wasteful.

3. Documentation

RENCANA PELAKSANAAN PEMBELAJARAN(RPP) DARING MASA PANDEMIK COVID-19

Satuan Pendidikan : MTs Muhammadiyah Cilacap Alokasi Waktu : 2 x 40 menit
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 Pertemuan : 1
Materi : Teks Naratif

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi fungsi sosial Narrative text
- Mengidentifikasi struktur narrative text
- Mengidentifikasi ciri - ciri kebahasaan narrative text

B. KEGIATAN PEMBELAJARAN

Media: WhatsApp, Google Classroom, Google Form, Zoom, PPT, etc

Alat: Laptop, Smartphone, Tablet, etc.

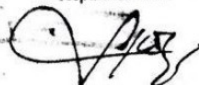
Sumber: Buku Guru dan Siswa , Modul, You Tube, Blog, etc.

PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama (<i>Religious</i>) • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Teks Naratif melalui grup wa ,dan dibagikan link you tube https://youtu.be/YJLwKbQMIU (Literasi) • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Teks Naratif fable(HOTS) • Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Teks Naratif (Collecting information and Problem solving) • Melalui <i>Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>. Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya (<i>Communication</i>) • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks Naratif Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>Creativity</i>)
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilaian sebagai nilai ketrampilan.

Mengetahui,
Kepala Sekolah



Siswoyo, S.Pd.I
NIP.

Cilacap, Januari 2020
Guru Mata Pelajaran



Tri Wahyuningsih, S.Pd
NIP.

MATERI PEMBELAJARAN

Materi pokok : Narrative text
Kelas/smt : VIII / 2
Tahun pelajaran : 2020 / 2021

Materi Pembelajaran

A. Definition of Narrative text

Narrative text is a piece of text which tells a story to entertain the reader or listeners.

Jadi teks narrative adalah teks yang menceritakan sebuah cerita dengan tujuan untuk menghibur pembaca atau pendengarnya.

B. Kind of Narrative text

1. Fairy tale (Dongeng)
Example: Cinderella, Snow White, Rapunzel, etc.
2. Fable (Cerita hewan)
Example: The Fox and The Crow, The Rabbit and The Crocodiles, etc.
3. Legend (Legenda)
Example: Legend of Surabaya, Legend of Banyuwangi, etc.
4. Folklore (Cerita rakyat)
Example: Sangkuriang, Malin Kundang, Joko Tingkir, etc.

C. Social Function of Narrative text

The social functions of narrative text are:

1. To entertain or amuse the readers
(untuk menghibur pembacanya)
2. To take the moral value from the story
(untuk mengambil pelajaran/nilai moral dari cerita)
3. To teach us good characters
(untuk mengajarkan karakter-karakter yang baik pada kita)
4. To tell the local story
(untuk menceritakan cerita local)

D. Generic Structure of Narrative text

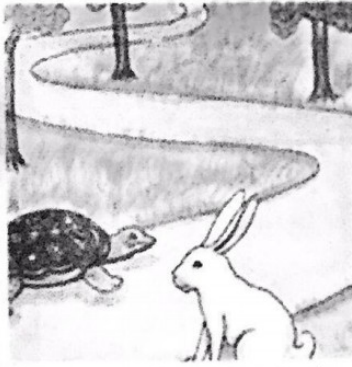
1. Orientation
It is about the opening paragraph where the characters of the story introduced.
(Berisi paragraph pembuka yang memperkenalkan tokoh-tokoh di dalam cerita.)
2. Complication
Tells the beginning of the problems which leads to the crisis of the main character.
(menceritakan tentang munculnya masalah yang dialami oleh tokoh utama)
3. Resolution
The problem is resolved, either in a happy ending or in a sad ending.
(Masalah dapat diatasi, baik berakhir bahagia ataupun berakhir menyedihkan)

E. Language Features of Narrative text

1. Adverb of time : Long time ago, Once upon a time, One day, etc.
2. Using Simple Past Tense.
3. Using conjunction : then, after that, finally, soon.

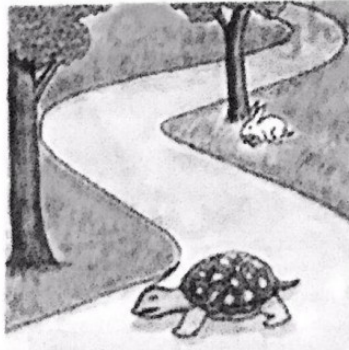
F. Example of Narrative text

The Rabbit and the Tortoise



Once upon a time there was a Rabbit and a tortoise. They were good friends. They used to meet and play every day. The rabbit always boasted that he could run faster than the tortoise.

So they decided to have a race. They chose a starting and finishing point. The rabbit ran really fast and soon left the tortoise far behind. He thought that tortoise is too slow and he



can rest for a while. So he stooped under a tree and went to sleep. Mean while tortoise kept walking the whole time and reached the winning point. When the rabbit woke up he saw that tortoise has already won the race.

Moral: Slow and steady wins the race.

ANSWER KEY

ACTIVITY 1

Watch to the video. Then make notes to write any information from it.

Notes:

Narrative text (fairy tales)

Narrative text is A text that is a text that tells a story and entertains the readers

The social function of a narrative text is to entertain the readers

The generic structure are orientation, complication and resolution

Read the following text and identify the generic structure of the text!

Once upon a time, there was a rabbit walked in the forest. Suddenly, he stopped in a big river with some crocodiles live in.

He wanted to cross the river, but he could not swim. Crocodiles were waiting for him in the river. Suddenly, he had an idea. The rabbit asked the boss of crocodiles "Hello Boss, how many crocodiles are there in the river?" The boss answered, "We are twenty here". "Where are they?" The rabbit asked for the second time. "What is it for?" the boss crocodile asked. "All of you are good, gentle and kind, so I want to make a line in order. Later, I will know how kind you are," said the rabbit.

Then the boss of the crocodiles called all of his friends and asked them to make a line in order from one side to the other side of the river. After that, the rabbit started to count while jumping from one crocodile to another: one...two... three... four...until twenty. And finally, he thanked all the crocodiles because he had crossed the river.

orientation

complication

resolution

ACTIVITY 3

Answer the following questions based on the above text!

1. What does the story tell us about?

The story tells us about the rabbit and twenty crocodiles.

2. What is the main idea of paragraph 2?

The main idea of paragraph 2 is the rabbit wanted to cross the river and asked help from the crocodiles.

3. "We are twenty here". The word "we" refers to crocodiles

4. How did the rabbit cross the river?

He asked the crocodiles to make a line from one side to the other side of the river and jumped over it.

5. What is the moral value of this text?

The moral value is before act, we think to do first, so that we can finish the difficult problem.